

Prince William County Public Schools

Triangle Elementary

2026-2027 School Continuous Improvement Plan



Mission Statement

We will build empathetic learners with a growth mindset who persevere through challenges with integrity and kindness.

Vision

Building Champions Together

Value Statement

We believe that all students can learn with high expectations. It is our responsibility to provide an equitable and welcoming learning environment. We embrace and promote a culture of diversity and inclusiveness.

We are committed to fostering resiliency by providing students and staff with the tools needed to adapt to the challenges of a constantly changing environment.

We will promote safety for students, staff and families so that we all feel supported and protected.

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Comprehensive Needs Assessment

Learning and Achievement for All

Learning and Achievement for All Current State

Triangle Elementary was fully accredited for the 25-26 school year with a school performance and support framework score was an 81/100, but we were noted as “Off Track”. Triangle was “off track” due to our student with disabilities student group in Reading, Math and Science.

Triangle ES												
English Language Arts												
Division Goals	School Data											
		Overall	3rd	4th	5th	Asian	Black	Hispanic	White	Econ Disad	ELL	SWD
85% of students in grades 3-5 will pass Reading SOL.												
	SY23-24	59.68%	56.52%	59.35%	62.69%	73.68%	59.69%	55.23%	63.89%	54.94%	40.98%	28.79%
	SY24-25	56.27%	50.68%	61.48%	57.85%	63.16%	57.66%	49.72%	72.22%	48.99%	32.06%	19.35%
	SY25-26	61.42%	58.21%	62.59%	63.64%	67.74%	66.94%	55.49%	66.67%		33.08%	27.59%
All student groups in grades 3-5 will increase pass advance rates on Reading SOL by 10 percentage points.												
	SY23-24	6.18%	3.48%	5.69%	8.96%	10.53%	5.43%	5.81%	11.11%	3.00%	1.64%	7.58%
	SY24-25	8.44%	9.46%	8.20%	7.44%	0.00%	8.76%	5.59%	16.67%	5.56%	0.00%	1.61%
	SY25-26	9.64%	10.45%	9.35%	9.09%	6.45%	10.48%	7.14%	16.67%		7.5%	3.45%
80% of elementary students will be Reading on grade level by grade three.		VALLES (# and % Low Risk Band) (SY25-26 data is based on MOY)						HMH Growth Measure (# and % On & Above Grade Level)				
		Overall KG & 1 st	Overall 2 nd & 3 rd	K	1 st	2 nd	3 rd	Overall	2 nd	3 rd	4 th	5 th
	SY23-24							46.93%	56.12%	46.49%	43.33%	40.91%
	SY24-25	61.18%	20.57%	59.13%	62.86%	1.34%	1.34%	52.46%	59.26%	49.28%	49.11%	53.21%
	SY25-26	55.79%	27.50%	45.61%	65.55%	51.03%	2.22%	52.95%	45.10%	57.48%	54.69%	52.99%
English Learner Progress: Federal Targets & School Rates												
Growth Percentage	Assessment Year SY23-24	Target	Rate	Assessment Year SY24-25	Target	Rate	Assessment Year SY25-26	Target	Rate			
		54	43.39%		56	63.55%		58	51%			

Reading

SOL DATA shows:

The three-year trend of overall pass Reading SOL has been consistent with SY 23-24: 59%, 24-25: 57% and 25-26: 61%

SWD subgroup 23-24: 28.79%, 24-25: 19% and 25-26: 27.59%

EL subgroup 23-24: 40.98%, 24-25: 32.06% and 25-26: 33.08%

Our “all “ group has remained fairly consistent over the past 3 years, while our “EL” group has shown a slight increase from last year. Our SWD group showed an increase from last year.

Our overall Pass Advance rates have increased over the past three years, with 6% in SY23-24, 8.44% in SY24-25 and approximately 9.6% in 25-26. All of our subgroups have shown increases from the previous year and increasing over 3 the past 3 years.

HMH Growth Measure (2-5) shows:

Overall increases in the number of on and above grade level percentage.

SY 23-24: 46.93%, SY 24-25: 52.46%, SY 25-26: 52.95%. Grades 2 and 5 showed a decrease from the previous year while grades 3 and 4 showed increases compared to the previous year.

Triangle Elementary

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Grades 3-5 have shown an overall increase over the 3 year period, while 2nd grade has seen a decrease.

Overall EL Performance (Grades 2-5): EOY 37.4% OGL (24-25: 32.1%, +5.3% from last year)

Overall SPED Performance (Grades 2-5): EOY: 16.7% OGL 1(24-25: 27.3%, -10.6% from last year)

2nd Grade: 45.1% OGL (24-25: 59.3%, -14.2%)

2nd Grade EL: 30.0% OGL (24-25: 29.8%, +.02%)

2nd Grade SPED: 14.3% (24-25: 62.5%, -48.2%)

3rd Grade: 57.5% OGL (24-25: 49.3%, +8.2%)

3rd Grade EL: 36.5% OGL (24-25: 32.2%, +4.3%)

3rd Grade SPED: 8.3% OGL (24-25: 25%, -16.7%)

4th Grade: 54.7% OGL (24-25: 49.1%, +5.6%)

4th Grade EL: 36.8% OGL (24-25: 35.6%, +1.2%)

4th Grade SPED: 30.8% OGL (24-25: 16.7%, +14.1%)

5th Grade: 53% OGL (24-25: 53.2%, -.2%)

5th Grade EL: 48.2% OGL (24-25: 30.6%, +17.6%)

5th Grade SPED: 12.5% OGL (24-25: 18.8%, -6.3%)

K-2 VALLSS

K (25-26): 39.05% High Risk, 9.73% Moderate, 52.21% Low

K (24-25): 29.57% High Risk, 11.30% Moderate, 59.13% Low

1 (25-26): 19.33% High Risk, 16.81% Moderate, 63.87% Low

1 (24-25): 24.29% High Risk, 12.86% Moderate, 62.86% Low

2 (25-26): 50.00% High Risk, 22.73% Moderate, 27.27% Low

2 (24-25): 28.69% High Risk, 25.41% Moderate, 45.90% Low

The VALLSS data from the previous 2 years shows that Kindergarten and 2nd grade have more in the High Risk band at the end of year testing this year compared to last year, 1st grade has less students in the high risk band at EOY.

ELL Progress based on WIDA/ACCESS:

SY 22-23: 49.10%, SY 23-24: 43.39% (decrease of 5.71% and did not meet the 52% target), 24-25: 63.5% (increase of 20.11%!) and we exceeded the target of 54%! SY 25-25: 51%, we did not make the target of 58%.

Our grade level teams meet one time per week for 45 minutes for Language Arts CLT's. The CLT's are attended by all grade level teachers, the Reading Specialist/Title 1 Reading Teacher, ESOL teachers, SWD teachers and administration. Self-Contained teachers were not able to attend grade level CLT's due to scheduling conflicts. At ELA CLT's, we unpacked the unit, designed daily learning experiences and reviewed UFLI slides and/or Foundational Skills slides. Our master schedule was designed to have half of a grade level having Language Arts in the morning and half of the grade level has Language Arts in the afternoon (except for Kindergarten). This allows us to meet the instructional needs of our EL learners across the grade levels. Our EL teachers push into classrooms during Language Arts for 45 minutes of ELD time. The delivery model for EL is co-teaching within the classrooms. The delivery model for SWD is push in during UFLI/Foundational skills and the HMH lesson, and pull out for any other time needed. We have found that the push in model has been successful in Language Arts, so students are not missing information when pulled, and it has increased alignment between the General Education Teacher, EL teacher and SPED teacher. Observations and walkthroughs were completed with feedback provided from administration and/or coaches. We utilized the PWCS walkthrough form to collect data. From the walkthrough forms, we saw that time management during the LA block was a continued issue, we did see that HQIM was present in all classrooms and that the grade levels were all on pace.

The impact resulting from the use of our current impact and implementation goals along with our significant actions has not made a large impact as we had thought. Our data has remained fairly steady over the past 3 years. Our EL's have shown increases, and this was due to the heightened focus on EL instruction and being on pace with the classroom teacher.

Math												
Division Goals	School Data											
85% of students in grades 3-5 will pass Math SOL.		Overall	3rd	4th	5th	Asian	Black	Hispanic	White	Econ Disad	ELL	SWD
	SY23-24	48.29%	50.00%	48.41%	46.72%	73.68%	45.04%	43.89%	60.00%	43.16%	34.09%	19.70%
	SY24-25	57.22%	62.16%	50.00%	58.54%	61.90%	57.66%	51.93%	72.22%	49.25%	38.97%	20.97%
	SY25-26	59.24	70.15%	55%	52.07%	70%	60.48%	54.89%	64.29%		40.30%	20.69%
All student groups in grades 3-5 will increase pass advance rates on Math SOL by 10 percentage points.		Overall	3 rd	4 th	5 th	Asian	Black	Hispanic	White	Econ Disad	ELL	SWD
	SY23-24	6.30%	4.24%	8.73%	5.84%	10.53%	5.34%	3.89%	14.29%	4.70%	1.52%	0.00%
	SY24-25	9.37%	7.43%	7.26%	13.82%	14.29%	9.49%	6.08%	16.67%	6.47%	0.00%	0.00%
	SY25-26	9.37%	8.96%	7.86%	11.57%	16.67%	8.87%	7.61%	9.52%		2.24%	0.00%
Math End of Unit Assessments		3 rd (SY25-26 data is pulled as of 5/8/26)			4 th (SY25-26 data is pulled as of 5/8/26)				5 th (SY25-26 data is pulled as of 5/8/26)			
	SY24-25	35.05%			29.49%				36.90%			
	SY25-26	40.92%			27.38%				33.95%			

Math

In reviewing our math SOL pass rates over the past three years, we have seen inconsistent performance: 48% in SY23-24, 57% in SY24-25, and 59.24% in SY25-26. Compared to last year, this reflects a 2% increase in scores.

Our ELL pass rates have increased over the past three years: 34% in SY23-24, 39% in SY24-25 and 40% in SY 25-26. Compared to last year, this represents an approximate increase of 1%.

Our SWD pass rates have remained relatively consistent over the same period: 20% in SY23-24, 20% in SY24-25 and approximately 20% in SY 25-26.

Additionally, our Asian and Black subgroups have increased for the past 3 years, while the White subgroup has decreased over the 3 years. .

Our Pass Advance rates have increased over the past three years, with 6% in SY23-24, 9% % in SY24-25 and 9% in SY 25-26. . Our Asian, Hispanic and ELL subgroups have shown increases over the 3 years, while our Black, White and SWD subgroups have shown decreases during this period.

End-of-Unit Assessment averages by grade level were as follows:

3rd Grade: 41% (35% in 24-25)

4th Grade: 27% (29% in 24-25)

5th Grade: 34% (37% in 24-25)

Overall, these trends indicate that while incremental growth is occurring in specific subgroups (e.g., EL), performance remains inconsistent across grade levels and has not resulted in sustained increases in overall proficiency, particularly for Students with Disabilities.

Our grade level teams meet one time per week for 45 minutes for Math CLT's. The CLT's are attended by all grade level teachers, the Math Coach, Title 1 Math teachers, ESOL teachers, SWD teachers and administration. Self-Contained teachers were not able to attend grade level CLT's due to scheduling conflicts. At our Math CLT's, we focused on unpacking the daily lesson plans as we learned the new system and designed the learning experiences. We did not get to discuss data as much as we wanted to and this will need to be a focus next year. We were able to pace out the units and review each days lesson so all teachers were comfortable with what was being taught. Our master schedule was designed to have half of a grade level having Math in the morning and half of the grade level has Math in the afternoon (except for Kindergarten). This allows us to meet the instructional needs of our students across the grade levels with Title 1 supports in the classroom. Our Title 1 teachers push into classrooms for coteaching, parallel teaching and if needed small group for intervention. The delivery model for SWD is push in during main lesson and pull out for any other time needed. The co-teaching that we saw was not as structured as it needs to be. The push in teachers (Title 1) would go in at different times to different classes. Next year, we may need to schedule teachers to be in specific classrooms at specific times. Observations and walkthroughs were completed with feedback provided from administration and/or coaches. We utilized the PWCS walkthrough form to collect data. The data collected showed teachers struggled to get through the lessons, and spent too much time on certain parts of the lesson

where it wasn't needed, and did not have enough student exploration/student talk. As a result, inconsistent structures for co-teaching, limited data-driven collaboration during CLTs, and insufficient focus on student discourse and engagement have contributed to gaps in differentiated instruction and limited opportunities for students to develop deep conceptual understanding.

While some incremental gains were observed, particularly among EL students, the implementation of current strategies has not led to consistent or sustained improvements in overall math proficiency. This suggests variability in implementation fidelity, particularly in the use of data-driven planning and differentiated instruction. Our overall SOL scores have increased slightly over this time, but no large gains were seen. Our EL group did see improvements. This could be related to the EL teachers being present at the CLT's to provide strategies to reach our EL learners. EL teachers also push in, if they are able to, during the math block which has also helped contribute to the increase.

Triangle ES									
Science									
Division Goals	School Data								
		Overall	Asian	Black	Hispanic	White	Econ Disad	ELL	SWD
85% of student groups in 5 th grade will pass the science SOL.									
	SY23-24	53.28%	100.00%	55.32%	43.75%	56.25%	42.31%	26.19%	17.39%
	SY24-25	56.91%	100.00%	50.00%	49.06%	87.50%	48.65%	28.13%	16.67%
	SY25-26	55.37%	63.64%	56.41%	50%	72.73%		18.52%	15.79%
All student groups in 5 th grade will increase pass advance rates on science tests by 10 percentage points.									
	SY23-24	10.22%	16.67%	6.38%	7.81%	18.75%	6.41%	2.38%	4.35%
	SY24-25	5.69%	0.00%	6.25%	7.55%	0.00%	5.41%	0.00%	0.00%
	SY25-26	8.26%	18.18%	12.82%	3.57%	9.09%		0.00%	0.00%
Science End of Unit Assessments		4 th (SY25-26 data is pulled as of 5/8/26)				5 th (SY25-26 data is pulled as of 5/8/26)			
	SY24-25	28.37%				44.31%			
	SY25-26	27.01%				47.33%			

Science
In analyzing our science pass rates over the past three years, we have been inconsistent with 53.28% in SY23-24, 56.91% for SY24-25 and 55.37% in 25-26. Compared from last year, we have decreased by approximately 10%. We saw an increase from SY 24 to SY 25, however a decrease from SY 25 to SY 26.

Our ELL pass rates have increased over the previous two years with 26% in SY23-24, 28% in SY24-25, however we had a decline in 25-26 at 18.52%. This represents a 10% decrease from the previous year. Additionally, our Black and Hispanic subgroups have increased from the previous year. Our White subgroup have decreased from last year. SWD has decreased their pass rate from 17.39% in SY23-24 to 15.79% in SY25-26.

Our pass advance rate increased for all students from the previous year, but is still lower than it was 3 years ago. Over the past three years we have had 10.22% in SY23-24, 5.69% for SY24-25 and 8.26% in 25-26. Our Asian, Black, and White subgroups have shown an increase over the past 3 years, while our Hispanic, ELL and SWD groups have decreased. We had 0 ELL or SWD score in the pass advance range.

Our End of Unit Assessments averages for 4th grade is 27.01% while 5th grade is at 47.33%. 4th grade saw a decrease from last year, while 5th grade had a slight increase from last year. Our 4th grade scores have trended lower than our 5th grade assessments. Both are below the division averages on the Science assessments.

Overall, these trends indicate inconsistent Tier 1 science instruction, limited rigor, and significant gaps in access to grade-level content for SWD, despite some improvement among EL students.

Our grade-level teams meet weekly for 45 minutes for Science CLTs. These meetings include classroom teachers, with ESOL and SWD teachers attending inconsistently. Self-contained teachers were often unable to attend due to scheduling conflicts. While Science blocks occur at similar times across grade levels, there is no designated push-in support during Science for SPED or ESOL. Although the instructional coach provides planning support and resources, walkthrough data indicates that instruction, while aligned to topic, often lacks the rigor of the standard. Students are not consistently engaged in high levels of discourse or inquiry, with instruction frequently dominated by teacher talk. These structural inconsistencies have contributed to uneven implementation of rigorous Tier 1 instruction and limited access to grade-level content, particularly for SWD and EL students.

Despite the implementation of selected strategies, impact goals have not been met, as evidenced by declining SOL performance and inconsistent gains across subgroups. This suggests a lack of consistent implementation and insufficient alignment between instructional practices, planning processes, and student learning outcomes.

Learning and Achievement for All Desired Future State

Reading

ALL students are performing below the expected target on the Reading SOL. We will monitor our progress using the following:

By June 2027, 70% or more of ALL students will pass the Reading SOL in grades 3-5.

SWD are performing below the expected target on the Reading SOL. We will monitor our progress using the following:

By June 2027, 50% or more of students with disabilities will demonstrate proficiency on the reading SOL.

By June 2027, 50% or more students with disabilities will be reading on/above grade level.

By June 2027, 75% of students with disabilities in K-2 will score in the low/moderate risk bands as measured by VALLSS.

EL students are performing below the expected target on the Reading SOL. We will monitor our progress using the following:

By June 2027, 60% or more of EL students will demonstrate proficiency on the reading SOL.

In analyzing our data, we did not meet the 85% target for all students. We missed the goal by 30% (current pass rate is 55.6%). We did not increase our pass advanced in any student groups by 10 percentage points. We also did not make meet the goal of 80% of students reading on grade level by the end of grade two. For the current year, we have 45.10% of our 2nd graders who are reading on grade level according to HMH. We will need to continue our focus on ELL and SWD students as we did not meet our targets, and need to be more intentional with how we plan for EL and SPED.

Math

In analyzing our data, we did not meet the goal of 85% of students passing the Math SOL test. We were 30% below the target in our ALL student category, we were 74% below the SWD target at 14%, and 40% below the target for our EL students at 45%. While we did see increases in the students who scored in the pass advance range, we did not meet the target of increasing pass/advance retakes on the Math SOL by 10 percentage points. Our EL and SWD subgroups also did not make their targets, and we will need to continue our focus on them.

Based our analysis, the greatest challenges include:

Inconsistent Tier 1 instruction that does not consistently support mathematical reasoning and problem-solving across all classrooms

Limited differentiation and targeted support for SWD and EL students

Insufficient implementation of data-driven instructional planning during CLTs

ALL are performing below the expected target on the Math SOL. We will monitor our progress using the following:

By June 2027, 65% or more of ALL students will pass the Math SOL.

SWD are performing below the expected target on the Math SOL. We will monitor our progress using the following:

By June 2027, 60% or more of students with disabilities in grades 3-5 will demonstrate proficiency on the math SOL.

By June 2027, 70% or more of K-5 students with disabilities will demonstrate growth on the EOY momentum Assessment.

EL are performing below the expected target on the Math SOL. We will monitor our progress using the following:

By June 2027, 60% or more of EL students will pass the Math SOL.

Science

Inconsistent implementation of rigorous, standards-aligned Tier 1 science instruction across grade levels

Limited student discourse, inquiry, and engagement in science learning

Lack of equitable access to grade-level standards for SWD and EL students

To address these challenges and align with PWCS Elevate 2030 goals, the following measurable outcomes have been established:

By June 2027, 65% or more of ALL students will pass the Science SOL.

By June 2027, 50% of SWD will demonstrate proficiency on the Science SOL.

By June 2027, 50% of SWD in 4th/5th grades will demonstrate proficiency on end of unit assessments.

By June 2027, 60% of EL students will demonstrate proficiency on the Science SOL.

In analyzing our data, we did not meet our target and saw a decrease from year over year. We saw approximately an 8% drop in students who were proficient on the Science SOL from last year. Our subcategories saw a drop, except for our EL learners who saw an increase. Our Asian subgroup did increase their pass advance by 18.2% (from 0% last year) and our White group

increased to 10% (from 0). Our overall, Black and ELL groups did show an increase, however it was not a 10% increase. Our SWD group had 0% score in the pass advance range. We will need to continue our focus on ELL and SWD, as we did not make our targets, and students in these subgroups are not making adequate progress.

Strategic Priorities Identifying Learning and Achievement for All Needs

Strategic Priority 1 (Prioritized): Increase all students reading on and above grade level with a focus on students with disabilities and English Language Learners.

Root Cause: Inconsistent implementation of data-driven, differentiated tier 1 and 2 instruction-supported by fully aligned collaborative planning structures-that ensures all students, particularly SWD and EL learners, receive targeted, standards-aligned instruction and support to decode words in isolation and in context which prevents them from reading on grade level.

Strategic Priority 2 (Prioritized): Strengthen Tier 1 math instruction through consistent, data-driven collaborative planning and implementation of differentiated, high-rigor instructional practices to improve achievement for all students, with a focus on SWD and EL.

Root Cause: Inconsistent implementation of structured, data-driven collaborative planning and aligned instructional practices, resulting in a lack of small group differentiated instruction.

Strategic Priority 3 (Prioritized): Ensure consistent implementation of rigorous, standards-aligned science instruction through a schoolwide 5E instructional framework, with a focus on increasing student discourse and equitable access for SWD and EL students.

Root Cause: Lack of consistent, schoolwide science instructional framework supported by aligned CLT structures and inclusive service delivery models that ensures rigorous, standards-aligned instruction with high levels of student discourse, inquiry, and equitable access for SWD and EL students.

Positive Climate and Culture

Positive Climate and Culture Current State

Chronic Absenteeism: 5% decrease in students who are chronically absent. (SY25-26 data is only from August-April)														
	Overall	K	1st	2nd	3rd	4th	5th	Asian	Black	Hispanic	White	Econ Disad	ELL	SWD
SY23-24	18.15%	24.68%	20.57%	19.28%	14.07%	13.97%	15.23%	12.82%	14.29%	21.79%	13.41%	21.08%	19.05%	22.31%
SY24-25	17.96%	23.20%	16.97%	21.23%	11.83%	18.05%	18.38%	21.15%	14.23%	21.22%	13.95%	23.83%	19.67%	23.66%
SY25-26	11.25%	17.74%	10.69%	10.32%	8.55%	13.13%	7.63%	8.06%	9.74%	12.76%	13.79%	14.17%	13.67%	15.00%
Exclusionary Discipline: 10% decrease in students receiving exclusionary discipline for all student groups. (SY25-26 data is only from August-April)														
	Overall	K	1st	2nd	3rd	4th	5th	Asian	Black	Hispanic	White	Econ Disad	ELL	SWD
SY23-24	4.28%	1.27%	0.71%	2.41%	5.19%	10.29%	6.62%	0.00%	7.32%	3.21%	2.44%	5.03%	3.08%	10.00%
SY24-25	5.95%	3.20%	1.21%	2.74%	7.69%	8.27%	13.24%	0.00%	10.68%	3.90%	3.49%	7.13%	2.19%	10.69%
SY25-26	2.35%	4.03%	0.00%	2.58%	1.32%	1.88%	5.34%	0.00%	3.89%	1.24%	4.35%	2.71%	1.07%	3.77%

Triangle ES						
Student Satisfaction School Data						
Division Area		School's Overall Grand Mean	Division's Overall Grand Mean	% Engaged	% Not Engaged	% Actively Disengaged
Student Engagement	SY24-25	3.79	3.66	43%	31%	26%
	SY25-26	3.92	3.69	54%	26%	20%
Student Hope				% Hopeful	% Stuck	% Discouraged
	SY24-25	3.97	4.11	29%	50%	21%
	SY25-26	4.01	4.13	41%	34%	25%
Student Belonging	SY24-25	3.41	3.52			
	SY25-26	3.56	3.58			
Student Social & Emotional Learning	SY24-25	3.45	3.57			
	SY25-26	3.29	3.61			
Family & Community Satisfaction School Data						
Division Area		School's Overall Grand Mean	Division's Overall Grand Mean			
Family Engagement	SY24-25	3.97	4.03			
	SY25-26	4.41	4.12			
School Environment	SY24-25	4.05	4.00			
	SY25-26	4.42	4.07			
Academic Standards	SY24-25	3.72	3.83			
	SY25-26	4.17	3.95			
Personalized Learning	SY24-25	3.97	3.97			
	SY25-26	4.38	4.06			
Communication and Involvement	SY24-25	4.06	3.94			
	SY25-26	4.33	4.01			
Leadership	SY24-25	4.07	4.07			
	SY25-26	4.46	4.14			

Overall chronic absenteeism has decreased from SY 24-25; As of May, we are down 6.71%. Every grade level (K-5) has shown a decrease as well over the past 3 year period, with 1st grade showing the largest decrease over the 3 years, with a decrease of 9.88%. Kindergarten had a 6.94% decrease over 3 years, 2nd grade had a 8.96% decrease over 3 years, 3rd had a 5.52% decrease, 4th saw a .84% decrease and 5th showed a 7.6% decrease. Our Asian, Black, Hispanic, White, ELL and SWD subgroups all saw decreases over the 3 year period. ELL decreased by 6 % from last year and 5.38% over the 3 year period, and SWD decreased by 8.66% from last year and 7.31% over the 3 year period. The following has contributed to the successes: Incentives (movie night, awards, breakfast club, grade level pictures, brag tags, etc.), expectation of teachers communicating when students are absent each day, calls made by the attendance team home to define sick, expanding parents knowledge of chronic absenteeism,. Our attendance team has led our attendance initiatives, and we will continue to build on this momentum to further reduce chronic absenteeism.

Our overall exclusionary discipline has decreased by 3.6% from last year, and 1.93% over the 3-year period. We showed an increase in Kindergarten, with decreases in all other

grade levels. Our largest decrease from last year was in 5th grade with 7.9%. Kindergarten increased by .83% from last year. Our subgroup data, shows that the Black subgroup showed the largest decrease of 6.79%, from last year while our ELL subgroup showed a 1.12% decrease, and our SWD subgroup showed a 6.92% decrease.

“Student Engagement”: According to the data, 54% of our students noted that they were engaged in learning which is up 11% from last year, while 26% (down 5%) felt they were not engaged. 20%(down 6%) noted that they were actively disengaged.

Overall scores of “feeling hopeful” went up by 12% from last year to 41% (29% in 24-25). 34% reported being “stuck” (down 16%) and 25% reported feeling discouraged (down 4%).

It is also noted that in the area of "Student Belonging", Triangle feel slightly below the PWCS mean of 3.58, as we were at 3.56 which is an .02 decrease from the division mean and a .15 increase from last year.

We also noted that in the area of Student Social and Emotional Learning, we were below the PWCS mean of 3.61, as we were at 3.29, which is an .32 decrease from the division mean.

Our scores in Family engagement, school environment, academic standards, personalized learning, communication and involvement and leadership were all above the division’s mean.

Staff Survey

55 staff responded and our engagement mean was 4.09 out of 5. (24-25: 3.88, +.21)

On the following questions, our staff was higher than the division mean:

"How satisfied are you with your organization as a place to work?". Our mean was 4.15 (24-25: 3.65), while the overall PWCS mean was 3.94.

"In the last seven days, I have received recognition or praise for doing good work". Our mean was 3.43 (24-25:3.13), while the overall PWCS mean was 3.37.

"My supervisor, or someone at work, seems to care about me as a person". Our mean was 4.35 (24-25: 4.08), while the overall PWCS mean was 4.21.

"At work, my opinions seem to count". Our mean was 3.80 (24-25: 3.49), while the division mean was 3.68.

Questions that we were below the PWCS mean and down from last year:

“My Fellow employees are committed to doing quality work”. Our mean was 4.09 (24-25: 4.16), while the division mean was 4.13. This was the only question where we saw a decrease in the mean, and we were below the division mean.

“At work, I have the opportunity to do what I do best every day” Our mean was 4.16 (24-25: 4.02), and we were slightly below the division mean of 4.17.

Our attendance team met as a full team each month to discuss student attendance and needs. Our administrator over attendance met weekly with the attendance officer to discuss the unexcused absence list and to make calls and hold attendance meetings with families. For extended learning, we offered AM tutorial on Tuesdays and Thursdays, and also PM tutorial on Mondays and Wednesdays for a majority of the year. The PM tutorial was only open to students in grades 3-5, while the AM tutorial was K-5. Our PBIS team did not have scheduled meetings, however

our administrator over the ROAR team reviewed discipline data and ensured incentives were provided (ROAR cart). This year, the scheduling of the ROAR cart incentive, and ensuring it got out to the students to be able to use their Tiger Eyes led to strengthening implementation of PBIS systems. Students were able to be rewarded for positive behavior through Tiger Eyes and then use them to purchase items. We were intentional and held to the schedule. This, in turn, led to increased student satisfaction!

Attendance strategies have resulted in a sustained multi-year decrease in chronic absenteeism, with current rates at the lowest level observed over the past three-year period. We have decreased our chronic attendance each year, and it is at the lowest rate we have seen! Behavior strategies have also been effective, as exclusionary discipline rates have decreased over the three-year period.

Positive Climate and Culture Desired Future State

Attendance is below the expected target for Kindergarten and SWD students. We will progress monitor our progress using the following:

By June 2027:

Chronic absenteeism for Kindergarten will decrease from 17% to $\leq 12\%$.

Chronic absenteeism for Students with Disabilities will decrease from 15% to $\leq 10\%$.

Student engagement will increase from 54% to $\geq 65\%$.

Student “hopeful” responses will increase to $\geq 55\%$.

In analyzing our data, our overall chronic absenteeism rate is at 11%, so we have met that target. Within that, our Kindergarteners had a 17% chronic absenteeism and our SWD subgroup had a 15% chronic absenteeism. All of our other subgroups and grades were at/below the 13% target.

On the Gallup poll, in the area of “hope”, we had a 12% increase from last year which is just below the target of a 13% increase. We also saw an 11% increase with engagement, which was close to the goal of a 15% increase.

Strategic Priorities Identifying Positive Climate and Culture Needs

Strategic Priority 1 (Prioritized): Reduce chronic absenteeism through the implementation of a targeted, differentiated attendance system for Kindergarten students and Students with Disabilities.

Root Cause: The absence of a consistent, targeted attendance system that integrates early intervention, differentiated family engagement, and coordinated supports for Kindergarten and Students with Disabilities.

Family and Community Engagement

Family and Community Engagement Current State

For the last 2 school years, our Parent Advisory committee was high functioning for all meetings overall. This year, we had 1 meeting in March which did not meet the target. According to the data collected, we were .29 higher than the division on Family Engagement (25-26: 4.41, 24-25: 3.97, +.44), we were .35 above the division in school environment (25-26: 4.42, 24-25: 4.05, +.37), we were .22 higher than the division in Academic standards (25-26: 4.17, 24-25: 3.72, +.45), we were .32 higher than division in Personalized Learning (25-26: 4.38, 24-25: 3.97, +.41), we were .32 higher than the division in Communication and Involvement (25-26: 4.33, 24-25: 4.06, +.27) and .32 higher than division in Leadership (25-26: 4.46, 24-25: 4.07, +.39).

Business Partnership: Our counselor has started a partnership with our local Wal-Mart. They provide gift cards for use to purchase hot dogs/buns/condiments to support our "Perfect Attendance" monthly movie nights.

For Family Engagement opportunities, we have one monthly evening activity each month (minimum), which focuses on Reading, Math and/or Science activities. While overall engagement is high, participation data indicates lower engagement trends among families of students with disabilities and emerging English Learners.

We held 6 parent advisory meetings during the 25-26 school year. Of the 6, 5 of them were considered high functioning. Overall, our meetings were high functioning. The parent survey was sent out once to the community, and the Gallup survey was sent to staff 1 time as well to get feedback. The impact resulting from the use of our selected strategies in this area has been effective as we have had a high functioning parent advisory council each year. We have also seen increases in our student satisfaction and family & community satisfaction data. Our strategies have been successful based on the data.

Family and Community Engagement Desired Future State

Based on the analysis, while overall engagement is strong, participation gaps persist among specific student groups.

By June 2027, Triangle Elementary will increase overall family engagement participation rates by 10% and reduce disengagement among targeted groups (Kindergarten and SWD families) by 10%, as measured by Gallup survey data and event participation tracking.

In analyzing our data, our student satisfaction with engagement was 3.92, which is a .13 increase from 24-25, and .23 higher than the division mean. 54% reported being engaged, 26% reported being not engaged and 20% reported being actively disengaged.

In the area of family engagement, we scored a 4.41, which is .44 higher than the previous year and .29 higher than the division mean.

Strategic Priorities Identifying Family and Community Engagement Needs

Strategic Priority 1 (Prioritized): Increase overall family engagement with a focus on students with disabilities and kindergarten.

Root Cause: The lack of a systematic, targeted approach to family engagement that proactively identifies and addresses the needs of specific family groups-particularly kindergarten and students with disabilities to ensure consistent and equitable participation.

Strategic Priorities

Strategic Priority 1: Increase all students reading on and above grade level with a focus on students with disabilities and English Language Learners.

Root Cause 1: Inconsistent implementation of data-driven, differentiated tier 1 and 2 instruction-supported by fully aligned collaborative planning structures-that ensures all students, particularly SWD and EL learners, receive targeted, standards-aligned instruction and support to decode words in isolation and in context which prevents them from reading on grade level.

Strategic Priority 1 Areas: Learning and Achievement for All

Strategic Priority 2: Strengthen Tier 1 math instruction through consistent, data-driven collaborative planning and implementation of differentiated, high-rigor instructional practices to improve achievement for all students, with a focus on SWD and EL.

Root Cause 2: Inconsistent implementation of structured, data-driven collaborative planning and aligned instructional practices, resulting in a lack of small group differentiated instruction.

Strategic Priority 2 Areas: Learning and Achievement for All

Strategic Priority 3: Ensure consistent implementation of rigorous, standards-aligned science instruction through a schoolwide 5E instructional framework, with a focus on increasing student discourse and equitable access for SWD and EL students.

Root Cause 3: Lack of consistent, schoolwide science instructional framework supported by aligned CLT structures and inclusive service delivery models that ensures rigorous, standards-aligned instruction with high levels of student discourse, inquiry, and equitable access for SWD and EL students.

Strategic Priority 3 Areas: Learning and Achievement for All

Strategic Priority 4: Reduce chronic absenteeism through the implementation of a targeted, differentiated attendance system for Kindergarten students and Students with Disabilities.

Root Cause 4: The absence of a consistent, targeted attendance system that integrates early intervention, differentiated family engagement, and coordinated supports for Kindergarten and Students with Disabilities.

Strategic Priority 4 Areas: Positive Climate and Culture

Strategic Priority 5: Increase overall family engagement with a focus on students with disabilities and kindergarten.

Root Cause 5: The lack of a systematic, targeted approach to family engagement that proactively identifies and addresses the needs of specific family groups-particularly kindergarten and students with disabilities to ensure consistent and equitable participation.

Strategic Priority 5 Areas: Family and Community Engagement

Commitments

Revised/Approved: July 17, 2026

Commitment 1: Learning and Achievement for All

Division Objective:

1.1 PWCS will provide equitable opportunities for all students to achieve at high levels., 1.3 PWCS will prepare all staff members to support and challenge all students.

Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
consistently engage in data-driven collaborative planning through structured CLTs, intentionally design both whole-group and targeted small-group instruction focused on decoding and comprehension skills and strengthen and align tier 1 instruction through evidence-based foundational literacy practices (UFLI, HMH) with integrated push-in support for EL and SWD students, and teachers use formative and benchmark data (STAR Growth, VALLSS, SOL-aligned assessments) to differentiate instruction and provide targeted Tier 2 supports within the instructional block	all students--particularly Students with Disabilities (SWD) and English Learners (EL)--will improve their ability to decode and comprehend text in isolation and context,	80% of students reading on grade level, 70% Reading SOL pass rates in grades 3-5 (50% for SWD and 60% for EL), and 20% or fewer students in the high risk band in grades K-2.

Strategic Priorities: Learning and Achievement for All 1

Impact/Implementation Goal 1 Details	Reviews			
Impact/Implementation Goal 1	Formative			Summative
	BOY	MOY	EOY	

Impact/Implementation Goal 2 Details	Reviews			
Impact/Implementation Goal 2 Goal Type: Impact Goal Impact Goal: Decrease the percentage of all students, students with disabilities and English learners in the High-Risk band to less than 20% for grades K-2 using VALLS.	Formative			Summative
	BOY	MOY	EOY	

Impact/Implementation Goal 3 Details	Reviews			
Impact/Implementation Goal 3 Goal Type: Implementation Goal Implementation Goal: 90% of K-5 students, to include all, students with disabilities and English Language Learners) will score an 80% or higher on the weekly encoding progress monitoring quick checks (HMH/UFLI). Staff Responsible for Monitoring: Reading Specialist, Title 1 Reading	Formative			Summative
	BOY	MOY	EOY	

Significant Action 1: Teachers will deliver explicit foundational skills instruction and maximize student practice opportunities through small group instruction daily.

Target Start Date: September 28, 2026

Target End Date: June 11, 2027

Deliverables/Evidence: multiple reading of fluency passages being used by students.

Staff Responsible for Monitoring: Title 1 Reading teachers, Reading Specialist, Admin

Alignment to Strategic Plan Objective(s): 1.1, 1.3

Office/Dept Collaborators: Administration, coaches

Progress Monitoring Frequency and Tools: walkthrough/observation tools

Title I:

2

Incomplete

Progress Notes: None

Funding Sources: - Title I - \$221,998

Significant Action 2: All teachers (including EL and special education) will plan for whole group and small group instruction based on student

needs (data informed).

Target Start Date: September 25, 2026

Target End Date: June 11, 2027

Deliverables/Evidence: Planbook plans

Staff Responsible for Monitoring: Admin

Alignment to Strategic Plan Objective(s): 1.1, 1.3

Office/Dept Collaborators: Title 1 Teachers, Reading Specialist, Coaches

Progress Monitoring Frequency and Tools: weekly

Title I:

2, 4

Incomplete

Progress Notes: None

Significant Action 3: Start data-informed CLT protocols where teams analyze decoding and comprehension data weekly to plan and differentiate whole and small group instruction. (Design the learning phase)

Target Start Date: September 10, 2026

Target End Date: June 11, 2027

Deliverables/Evidence: Project Read data, Reading "Coach" data, foundational skills, agenda

Staff Responsible for Monitoring: Reading Specialist, Title 1 Reading teachers, Admin

Alignment to Strategic Plan Objective(s): 1.1, 1.3

Office/Dept Collaborators: Admin, Coaches

Progress Monitoring Frequency and Tools: weekly

Title I:

2

Incomplete

Progress Notes: None

Significant Action 4: Start foundational skills calibration sessions each quarter to ensure consistency in decoding instruction across grades K-5.(quarterly data day)

Target Start Date: October 30, 2026

Target End Date: June 11, 2027

Deliverables/Evidence: calendared days, agenda

Staff Responsible for Monitoring: Reading Specialist, Title 1 Reading teacher

Alignment to Strategic Plan Objective(s): 1.1, 1.3

Office/Dept Collaborators: Admin

Progress Monitoring Frequency and Tools: Quarterly agenda notes

Title I:

2

Incomplete

Progress Notes: None

Significant Action 5: Implement the use of "Reading Coach" with grades 2-5 for fluency practice.

Target Start Date: September 14, 2026

Target End Date: June 11, 2027

Deliverables/Evidence: class summary report, student growth

Staff Responsible for Monitoring: Title 1 Reading, Reading Specialist, Admin

Alignment to Strategic Plan Objective(s): 1.1, 1.3

Office/Dept Collaborators: Administration

Progress Monitoring Frequency and Tools: Weekly

Title I:

2

Incomplete

Progress Notes: None

Impact/Implementation Goal 4 Details	Reviews			
Impact/Implementation Goal 4 Goal Type: Implementation Goal Implementation Goal: 70% of all students, 60% of English learners and 50% of students with disabilities in grades 3-5 will be reading on/above grade level according to STAR reading growth measure.	Formative			Summative
	BOY	MOY	EOY	

Significant Action 1: All teachers (including special education and ESOL) in grades K-5 will consistently implement high-quality, standards-aligned literacy instruction (Tier 1), including explicit comprehension strategies, vocabulary development, and structured opportunities for student discourse, as evidenced by walkthrough data and coaching feedback.

Target Start Date: September 25, 2026

Target End Date: June 11, 2027

Deliverables/Evidence: walkthrough tool, feedback, plan book

Staff Responsible for Monitoring: Reading Specialist, Title 1 Reading Teacher, Admin

Alignment to Strategic Plan Objective(s): 1.1, 1.3

Office/Dept Collaborators: Language Arts Department

Progress Monitoring Frequency and Tools: monthly

Title I:
2

Incomplete

Progress Notes: None

Significant Action 2: All students identified as below grade level will receive targeted Tier 2/Tier 3 reading interventions with bi-weekly progress monitoring by Project Read (K-2) and Reading Coach (3-5), and 75% of those students will demonstrate measurable growth toward grade-level proficiency on STAR assessments.

Target Start Date: September 25, 2026

Target End Date: June 11, 2027

Deliverables/Evidence: progress monitoring sheet

Staff Responsible for Monitoring: Title 1 Reading teacher, Reading Specialist, Admin

Alignment to Strategic Plan Objective(s): 1.1, 1.3

Office/Dept Collaborators: Language Arts Department, ITC

Progress Monitoring Frequency and Tools: bi-weekly

Title I:

2, 4

Incomplete

Progress Notes: None

Significant Action 3: Identified students will receive tutoring to include VALLSS small group (before/after school/during school) by grade level and coordinate before/after during school tutoring based on data.

Target Start Date: September 25, 2026

Target End Date: June 11, 2027

Deliverables/Evidence: List of eligible students, attendance sheets, school status messages

Staff Responsible for Monitoring: Reading Specialist, Title 1 Reading Teacher, Tutoring Coordinator

Alignment to Strategic Plan Objective(s): 1.1, 1.3

Office/Dept Collaborators: Administration

Progress Monitoring Frequency and Tools: monthly

Title I:

3, 4

Incomplete

Progress Notes: None

Commitment 1: Learning and Achievement for All

Theory of Action 2

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
consistently implement structured, data-driven Collaborative Learning Team (CLT) practices focused on planning for the how of mathematics instruction-- including the intentional use of mathematical representations, differentiation strategies for Students with Disabilities (SWD) and English Learners (EL), and targeted small group instruction that is aligned to the standard	teachers will deliver aligned, rigorous Tier 1 instruction that strengthens conceptual understanding, increases student engagement, and improves students' ability to independently apply mathematical strategies across contexts,	65% or more of all students, 60% of students with disabilities, 60% of English learners in grades 3-5 will demonstrate proficiency on the Math SOL and 70% of K-5 students will show growth on the Momentum math growth assessment.

Strategic Priorities: Learning and Achievement for All 2

Impact/Implementation Goal 1 Details	Reviews			
Impact/Implementation Goal 1 Goal Type: Impact Goal Impact Goal: By June 2027, the math SOL overall pass percentage in grades 3-5 will be at 65% or higher for all students, 60% for English learners and 60% for students with disabilities.	Formative			Summative
	BOY	MOY	EOY	

Impact/Implementation Goal 2 Details	Reviews			
Impact/Implementation Goal 2 Goal Type: Implementation Goal Impact Goal: By June 2027, 70% of All, Students with Disabilities and English Language Learners in grades K-5 will show appropriate growth as measured by the Momentum math growth assessment.	Formative			Summative
	BOY	MOY	EOY	

Significant Action 1: All classroom teachers will consistently demonstrate the use of concrete, representational and abstract (CRA) methods during whole group and small group instruction. Teachers will use the CRA progression to support conceptual understanding, productive struggle, and student reasoning.

Target Start Date: September 25, 2026

Target End Date: June 11, 2027

Deliverables/Evidence: Walkthrough form, planning documents

Staff Responsible for Monitoring: Math Coach, Title 1 Math teachers, admin

Alignment to Strategic Plan Objective(s): 1.1, 1.3

Office/Dept Collaborators: Administrators

Progress Monitoring Frequency and Tools: Walkthrough form monthly

Title I:

2

Incomplete

Progress Notes: None

Funding Sources: - Title I - \$221,198

Significant Action 2: Teams will intentionally plan high-cognitive-demand tasks, reasoning opportunities, and purposeful questions that make student thinking visible through the use of revised CLT protocols that include explicit identification of how concrete, representational, or abstract strategies will be used within each lesson.

Target Start Date: September 25, 2026

Target End Date: June 11, 2027

Deliverables/Evidence: Planning documents, lesson plans

Staff Responsible for Monitoring: Math Coach, Title 1 Math teachers, admin

Alignment to Strategic Plan Objective(s): 1.1, 1.3

Office/Dept Collaborators: Administration

Progress Monitoring Frequency and Tools: Monthly walkthrough forms

Title I:

2

Incomplete

Progress Notes: None

Significant Action 3: Implement a school-wide monitoring system using walkthrough tools focused specifically on CRA evidence in instruction.

Target Start Date: September 25, 2026

Target End Date: June 11, 2027

Deliverables/Evidence: Walkthrough form

Staff Responsible for Monitoring: Math coach, Title 1 Math Teachers, admin

Alignment to Strategic Plan Objective(s): 1.1, 1.3

Office/Dept Collaborators: Administration

Progress Monitoring Frequency and Tools: Monthly walkthrough forms

Title I:

2

Incomplete

Progress Notes: None

Significant Action 4: Start data-informed CLT protocols where teams analyze data from 1 weekly graded assignment to plan and differentiate whole and small group instruction. (Design the learning phase)

Target Start Date: September 25, 2026

Target End Date: June 11, 2027

Deliverables/Evidence: Exit tickets, student work

Staff Responsible for Monitoring: Math Coach, Title 1 Math teachers, admin

Alignment to Strategic Plan Objective(s): 1.1, 1.3

Office/Dept Collaborators: Administration

Progress Monitoring Frequency and Tools: Weekly CLT meetings

Title I:

2, 4

Incomplete

Progress Notes: None

Significant Action 5: Identified students will receive tutoring (before/after school/during school) by grade level and coordinate before/after during school tutoring based on data from Momentum, SOL data and grade level assessments.

Target Start Date: September 25, 2026

Target End Date: June 11, 2027

Deliverables/Evidence: list of students, invites, momentum data

Staff Responsible for Monitoring: Math Coach, Title 1 Math teachers, Admin

Alignment to Strategic Plan Objective(s): 1.1, 1.3

Office/Dept Collaborators: Before/After School Coordinator

Progress Monitoring Frequency and Tools: Monthly attendance

Title I:

2, 3

Incomplete

Progress Notes: None

Commitment 1: Learning and Achievement for All

Theory of Action 3

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
consistently implement a rigorous, standards-aligned 5E instructional framework through collaborative planning structures (CLTs), prioritizes student discourse, inquiry-based learning, and the use of academic vocabulary, and if inclusive service delivery models ensure that Students with Disabilities (SWD) and English Learners (EL) have equitable access to grade-level science content,	students will demonstrate increased engagement in scientific thinking, deeper conceptual understanding, and improved ability to apply and justify their learning,	65% or more of 5th grade students will show proficiency on the Science SOL (50% for SWD and 60% for EL).

Strategic Priorities: Learning and Achievement for All 3

Impact/Implementation Goal 1 Details	Reviews			
Impact/Implementation Goal 1 Goal Type: Impact Goal Impact Goal: By June 2027, 65% or more of all students, 60% of English learners and 50% of students with disabilities in grade 5 will demonstrate proficiency on the Science SOL.	Formative			Summative
	BOY	MOY	EOY	

Impact/Implementation Goal 2 Details	Reviews			
Impact/Implementation Goal 2 Goal Type: Implementation Goal Impact Goal: The percentage of students scoring a 77% or higher on unit assessments in grades 4-5 will increase by 20 percentage points for all students, English learners and students with disabilities compared to last year's baseline.	Formative			Summative
	BOY	MOY	EOY	

Significant Action 1: All teachers, including ESOL and special education teachers will use the CLT meeting process to plan using the 5E framework.

Target Start Date: September 25, 2026

Target End Date: June 11, 2027

Deliverables/Evidence: CLT documents/attendance, lesson plans aligned to 5E

Staff Responsible for Monitoring: Instructional Coach, Administration

Alignment to Strategic Plan Objective(s): 1.1, 1.3

Office/Dept Collaborators: Administration

Progress Monitoring Frequency and Tools: Monthly

Incomplete

Progress Notes: None

Significant Action 2: Provide ongoing, job-embedded professional development for all teachers focused on deep understanding and application of the 5E instructional model (Engage, Explore, Explain, Elaborate, Evaluate).

Target Start Date: September 25, 2026

Target End Date: June 11, 2027

Deliverables/Evidence: PD agendas, sign-in sheets, annotated model lessons, teacher reflections

Staff Responsible for Monitoring: Instructional Coach, Administration

Alignment to Strategic Plan Objective(s): 1.1, 1.3

Office/Dept Collaborators: STEAM teachers

Progress Monitoring Frequency and Tools: Monthly

Incomplete

Progress Notes: None

Significant Action 3: Establish and implement a consistent CLT planning structure that requires all grade-level teams to plan lessons using the 5E framework.

Target Start Date: September 25, 2026

Target End Date: June 11, 2027

Deliverables/Evidence: CLT agendas, planning templates, completed lesson plans aligned to 5E

Staff Responsible for Monitoring: Instructional Coach, Administration

Alignment to Strategic Plan Objective(s): 1.1, 1.3

Office/Dept Collaborators: STEAM Teachers

Progress Monitoring Frequency and Tools: Monthly

Incomplete

Progress Notes: None

Significant Action 4: Implement a consistent monitoring cycle to ensure fidelity of 5E planning and execution across Science CLTs and classrooms to include use of Question of the Day.

Target Start Date: September 25, 2026

Target End Date: June 11, 2027

Deliverables/Evidence: Walkthrough data, CLT observation notes, feedback logs, implementation trend summaries

Staff Responsible for Monitoring: Instructional Coach, Administration

Alignment to Strategic Plan Objective(s): 1.1, 1.3

Office/Dept Collaborators: STEAM teachers

Progress Monitoring Frequency and Tools: Monthly

Incomplete

Progress Notes: None

Commitment 1 Strategic Priorities:

Learning and Achievement for All

Strategic Priority 1: Increase all students reading on and above grade level with a focus on students with disabilities and English Language Learners. **Root Cause:** Inconsistent implementation of data-driven, differentiated tier 1 and 2 instruction-supported by fully aligned collaborative planning structures-that ensures all students, particularly SWD and EL learners, receive targeted, standards-aligned instruction and support to decode words in isolation and in context which prevents them from reading on grade level.

Strategic Priority 2: Strengthen Tier 1 math instruction through consistent, data-driven collaborative planning and implementation of differentiated, high-rigor instructional practices to improve achievement for all students, with a focus on SWD and EL. **Root Cause:** Inconsistent implementation of structured, data-driven collaborative planning and aligned instructional practices, resulting in a lack of small group differentiated instruction.

Strategic Priority 3: Ensure consistent implementation of rigorous, standards-aligned science instruction through a schoolwide 5E instructional framework, with a focus on increasing student discourse and equitable access for SWD and EL students. **Root Cause:** Lack of consistent, schoolwide science instructional framework supported by aligned CLT structures and inclusive service delivery models that ensures rigorous, standards-aligned instruction with high levels of student discourse, inquiry, and equitable access for SWD and EL students.

Commitment 2: Positive Climate and Culture

Division Objective:

2.1 PWCS will provide a learning environment which fosters inclusivity, connectedness, and encourages social and emotional wellness for all., 2.2 PWCS staff will be empowered, supported, and engaged with a strong sense of belonging., 2.3 PWCS facilities will be welcoming, safe, and sustainable.

Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
implement a coordinated, targeted attendance system that includes differentiated communication, early intervention, structured data monitoring, and family engagement specifically for Kindergarten students and Students with Disabilities and strengthen proactive, culturally responsive partnerships with families through personalized outreach, clear communication of expectations, and accessible support systems,	kindergarten and SWD students will demonstrate improved attendance, increased engagement, and enhanced sense of belonging, leading to a more positive and equitable school climate	reducing chronic absenteeism among Kindergarten and Students with Disabilities, increase student engagement and hope indicators, and close opportunity gaps in climate and culture outcomes aligned to the PWCS Elevate 2030 Strategic Plan.

Strategic Priorities: Positive Climate and Culture 1

Impact/Implementation Goal 1 Details	Reviews			
Impact/Implementation Goal 1 Goal Type: Impact Goal Impact Goal: By June 2027, chronic absenteeism for Kindergarten students will decrease from 17% to 12% or less.	Formative			Summative
	BOY	MOY	EOY	

Impact/Implementation Goal 2 Details	Reviews			
Impact/Implementation Goal 2 Goal Type: Impact Goal Impact Goal: By June 2027, chronic absenteeism for Students with Disabilities will decrease from 15% to 12% or less.	Formative			Summative
	BOY	MOY	EOY	

Impact/Implementation Goal 3 Details	Reviews			
Impact/Implementation Goal 3 Goal Type: Implementation Goal Implementation Goal: 100% of attendance communications for families will be differentiated and proactive with an emphasis on Kindergarten and SWD families.	Formative			Summative
	BOY	MOY	EOY	

Significant Action 1: Chronic calls will be made to Kindergarten and SWD families whose students are chronically absent.

Target Start Date: September 30, 2026

Target End Date: June 11, 2027

Deliverables/Evidence: monthly list of chronic students, spreadsheet, agenda

Staff Responsible for Monitoring: Assistant Principal
Case Managers (for SWD)
Counselors
Parent Liaison

Alignment to Strategic Plan Objective(s): 2.1, 2.2, 2.3

Office/Dept Collaborators: Attendance Team

Progress Monitoring Frequency and Tools: monthly

Incomplete

Progress Notes: None

Significant Action 2: Educate and emphasize absenteeism at family events (open house, Back to School Night, etc.)

Target Start Date: August 21, 2026

Target End Date: June 11, 2027

Deliverables/Evidence: sign in documents, slide show presentation (define sick)

Staff Responsible for Monitoring: Administration
Counselors
Parent Liaison

Alignment to Strategic Plan Objective(s): 2.1, 2.2

Office/Dept Collaborators: Attendance Team

Progress Monitoring Frequency and Tools: Monthly

Incomplete

Progress Notes: None

Significant Action 3: Parent Information Nights for Kindergarten families to focus on the importance of daily attendance.

Target Start Date: September 25, 2026

Target End Date: June 11, 2027

Deliverables/Evidence: agenda, flyer, sign in sheet

Staff Responsible for Monitoring: Parent Liaison

Alignment to Strategic Plan Objective(s): 2.1, 2.2

Office/Dept Collaborators: Administration, Attendance Team

Progress Monitoring Frequency and Tools: monthly

Incomplete

Progress Notes: None

Significant Action 4: Monthly kindergarten attendance incentives. (grade level competition between classes)

Target Start Date: September 25, 2026

Target End Date: June 11, 2027

Deliverables/Evidence: newsletters, monthly hub reports

Staff Responsible for Monitoring: admin, counselors, attendance secretary

Alignment to Strategic Plan Objective(s): 2.1, 2.2, 2.3

Office/Dept Collaborators: attendance secretary

Progress Monitoring Frequency and Tools: monthly

Incomplete

Progress Notes: None

Commitment 2 Strategic Priorities:

Positive Climate and Culture

Strategic Priority 1: Reduce chronic absenteeism through the implementation of a targeted, differentiated attendance system for Kindergarten students and Students with Disabilities. **Root Cause:** The absence of a consistent, targeted attendance system that integrates early intervention, differentiated family engagement, and coordinated supports for Kindergarten and Students with Disabilities.

Commitment 3: Family and Community Engagement

Division Objective:

3.1 PWCS will engage families as authentic partners in education to support academic progress., 3.3 PWCS will ensure honest, transparent, and two-way communication with families, schools, and the community to foster trusting relationships.

Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
implement a systematic, targeted, and data-informed family engagement model that includes differentiated outreach, personalized communication, and proactive monitoring of participation for underrepresented groups--specifically Kindergarten families and families of Students with Disabilities	family participation will become more equitable, consistent, and representative across all subgroups,	an increase in overall family engagement participation by at least 10% and decrease engagement gaps among targeted subgroups (Kindergarten and Students with Disabilities) by 10%, as measured by Gallup survey results and event participation tracking.

Strategic Priorities: Family and Community Engagement 1

Impact/Implementation Goal 1 Details	Reviews			
Impact/Implementation Goal 1 Goal Type: Impact Goal Impact Goal: By June 2027, the family engagement mean on the Gallup survey will increase to 4.25.	Formative			Summative
	BOY	MOY	EOY	

Impact/Implementation Goal 2 Details	Reviews			
Impact/Implementation Goal 2 Goal Type: Implementation Goal Impact Goal: By June 2027, Triangle Elementary will host a minimum of four family engagement events that focus on academics, kindergarten attendance and student achievement for students with disabilities.	Formative			Summative
	BOY	MOY	EOY	

Significant Action 1: Design and implement a school-wide outreach system that identifies, tracks, and monitors engagement of targeted student groups and families. (SOL night, WIDA night, STEAM night, Multicultural Night, Reading in a Winter Wonderland, Book Fair Night, Trunk or Treat, etc.)

Target Start Date: September 25, 2026

Target End Date: June 11, 2027

Deliverables/Evidence: Outreach tracking system, identified student/family lists, communication logs, attendance lists from events

Staff Responsible for Monitoring: Title 1 Staff, Administration

Alignment to Strategic Plan Objective(s): 3.1, 3.3

Office/Dept Collaborators: Administration

Progress Monitoring Frequency and Tools: Monthly

Incomplete

Progress Notes: None

Significant Action 2: Leverage Advisory Council to Communicate data progress and important information to the community

Target Start Date: September 25, 2026

Target End Date: June 11, 2027

Deliverables/Evidence: Advisory Council attendance sheets

Staff Responsible for Monitoring: Administration

Alignment to Strategic Plan Objective(s): 3.1, 3.3

Office/Dept Collaborators: Leadership team, Advisory Council

Progress Monitoring Frequency and Tools: Monthly

Incomplete

Progress Notes: None

Commitment 3 Strategic Priorities:

Family and Community Engagement
Strategic Priority 1: Increase overall family engagement with a focus on students with disabilities and kindergarten. Root Cause: The lack of a systematic, targeted approach to family engagement that proactively identifies and addresses the needs of specific family groups-particularly kindergarten and students with disabilities to ensure consistent and equitable participation.

Commitment 4: Organizational Coherence

Title I

1: Component 1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment requirement for Title I is embedded within the Current State component of our Continuous Improvement Logic Model. Please refer to the Current State section of this plan.

2: Component 2: Schoolwide Reform Strategies

When co-teaching to support the core literacy instruction, the adopted curriculum, HMH, is used to teach the VA SOLS. Using a gradual release of responsibility framework, students get direct instruction followed by guided, collaborative and independent practice. Supplemental curriculum for phonics instruction includes Lexia and Hagerty strategies. Additionally, students use computer based instructional programs such as Lexia independent practice adapted to their need. Science based research-based Strategies and/or programs used to support students identified for tier 2 are: SPIRE, Lexia and UFLI. . Assessments used to measure proficiency and progress towards meeting grade level goals are VALLS in grades K-5, HMH unit tests, STAR growth assessments (grades 3-5 BOY, MOY and EOY).

Currently, our Title I Reading teachers will have a variety of responsibilities related to supporting teachers and students: Coteaching with new teachers and identified teachers to support the planning and delivering of core instruction, serves as content advisor during collaborative team meetings, pushes into classrooms to teach small groups of students identified for tier 2 supports, pulls out identified students to provide tier 2 or 3 supports based on their significant gaps in academic achievement and best learning environment. They will also be continuing to coach teachers.

The adopted Math curriculum is Envision Math, with supplemental resources including DNC (developing number concepts) in grades K-2. Additionally, students use computer based instructional programs such as Zearn and Successmaker for independent practice adapted to their need. Tiered interventions which are used during math are: Bridges Math, Number Talks, Rich Tasks, Zearn, Successmaker.

Currently our Title 1 Math teachers have a variety of responsibilities related to supporting teachers and students: Coteaching with new teachers and identified teachers to support the planning and delivering of core math instruction, serve as content advisors during collaborative team meetings, push into classrooms to teach small groups of students for tier 2 support, pull out identified students to provide tier 2/3 supports based on need.

Assessments used to measure proficiency and progress towards meeting goals in mathematics are AMC, Momentum Boy/MOY/EOY growth assessments in grades 1-5 and Mastery Connect unit tests.

Our Science core instruction focuses on the development of conceptual understanding and analytical reasoning. The SOL standards are structured to support a) engineering practices; (b) integration of Scientific and Engineering Practices (SEP) within disciplinary core standards; and (c) emphasis on the nature of science versus specific scientists or events and terminology. Our core instruction uses the 5E model (Engage, Explore, Explain, Elaborate, Evaluate) as a part of the investigative process.

Assessments used to measure proficiency include Mastery Connect unit assessments (Grades 4/5) and project based assessments on units in grades K-3.

3: Component 3: Extended Learning Opportunities

We will hold 2 sessions of our "ROAR" academy starting in September for at-risk students in the areas of math, reading and science. Students will meet two times per week (Monday/Wednesday OR Tuesday/Thursday) before or after school for 60 minutes. Group sizes will be kept under 15. The first session will run from September-December, and the second session will run from February-April.

Teachers will intentionally and strategically plan for their "Core Extension" time to remediate students in areas of need. This is a 40 minute block, each day that is a part of each students' school day. Remediation will be based on unit assessments and progress in class. Specialists can support with push in/pull out during this time for remediation in Reading, Math and Science.

4: Component 4: Strategies to address students at risk for not meeting challenging standards

4.3: Component 4.3: Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

MTSS meetings will be held quarterly to discuss specific student needs and provided support as needed.

Academic supports:

- Core Extension properly used for remediation/extension of Science, Math and Reading
- Reading Interventions provided to students in tier 2/3 by Title 1 Reading/Reading Specialist
- Math Interventions provided to students in tier 2/3 by Title 1 Math Specialists
- English Language Learners receive language instruction per required minutes per WIDA level based on ACCESS scores
- SPED students receiving additional Reading/Math support and instruction based on their IEP goals.

Behavior Supports:

- Check in/Check Out with at-risk students
- Positive Behavior and Support team to provide incentives and expectations (ROAR team)
- Restorative Practices

4.4: Component 4.4: Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects

Professional Learning related to Needs of English Language Learners and Students with Disabilities will be our focus for the 2026-27 school year:

- 7-Steps (all teachers have been provided a copy of the book, and ESOL team will provided in-house training)
- SPED training on inclusive practices (for all staff)
- VLA training (for literacy)
- VALS training (all grades)
- EnVision Training (Math)
- 5E Training (Science)

The following will be related to the Climate and Culture in the Building:

- Restorative Practices Training
- De-escalation Training
- MTSS in the Hub training

4.5: Component 4.5: Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs and, if programs are consolidated, the specific state educational agency and local education agency programs and other federal programs that will be consolidated in the schoolwide program

Triangle hosts a rising kindergarten program to help students better prepare for kindergarten.

School Continuous Funding Summary

Title I						
Commitment	Theory of Action	Impact/ Implementation Goal	Significant Action	Resources Needed	Account Code	Amount
1	1	3	1			\$221,998.00
1	2	2	1			\$221,198.00
Sub-Total						\$443,196.00