

Prince William County Public Schools

John D. Jenkins Elementary

2026-2027 School Continuous Improvement Plan



Mission Statement

Our mission is at John D. Jenkins Elementary, we will set high expectations, collaborate, and partner with our community to empower all stakeholders to see the leaders in themselves.

Vision

The vision at John D. Jenkins Elementary School is to nurture and inspire a respectful and responsible community of life-long learners and leaders.

Value Statement

At Jenkins Elementary, our purpose is to build life-long learners and leaders amongst all stakeholders. At Jenkins, we are a Leader In Me school. We incorporate the 7 Habits of Happy Kids in all that we do from our instruction to our events. We educate our staff, students, families, and communities on the 7 Habits and how they can be used in all facets of life. We offer many different leadership opportunities at our school to include our Student Lighthouse Team, Staff Lighthouse Team, Leader in Me and Financial Literacy Mentoring Program, and more. We have murals around our building which display the 7 Habits of Happy Kids and leaders that have impacted the world. We are striving to become a Lighthouse school by incorporating leadership notebooks, student-led conferences, and leadership days for the community. All students will be held to high expectations and will continue to be taught skills that will foster their social and emotional needs as well as their academic needs.

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Comprehensive Needs Assessment

Learning and Achievement for All

Learning and Achievement for All Current State

Language Arts:

Jenkins is Fully Accredited and has a School Performance and Support Framework designation of Off Track. In Reading, the framework scores are 19.52 for all students, 25.13 for Asian students, 19.44 for Black students, 18.33 for Hispanic students, 25.97 for white students, 25.2 for multiple race students, 15.57 for students with disabilities, 18.47 for economically disadvantaged students, and 17.67 for English learners. Additionally, the school is federally identified for Targeted Support and Improvement (TSI), with Students with Disabilities identified as the student group requiring additional support.

Three-year trend data from Reading SOL assessments indicate overall growth each year when looking at the overall average for each grade level. Currently the data for 25/26 is on track to meet or slightly exceed the 24/25 SY after retakes. We had 23/24 SY at 65%, 24/25 SY at 71%, and currently we are with the 25/26 SY at 66%.

Disaggregated SOL data for English Language Learners (ELLs) show a consistent upward trend across all grade levels during this period. We had 23/24 SY 37%, 24/25 SY 54%, and currently 25/26 SY with 52%.

Students with disabilities (SWDs) has decreased and then plateaued this year. The 23/24 SY 37%, 24/25 SY 30% and then 25/26 SY 37%.

For WIDA, in 23/24 SY we met the growth % with 54.7% but in 24/25 we did not meet our growth % with 53.4%. Our Level 2 students were not making sufficient progress. In the 25/26 SY year, our overall was 61.7%.

Our VALLSS data continues to improve from 23/24 SY to 25/26 SY. When looking at the EL students in the 24/25 SY we had 32.5% of K in High Risk, 56.86% of 1st in High Risk, 24.55% of 2nd in High Risk and 45.45% in High Risk. The data for SWD for the 24/25 SY was 26.27% of K students was high risk, 55.56% of 1st grade was high risk, 58.33% of 2nd grade was high risk, and 63.16% of 3rd was high risk. When looking at the 25/26 SY Data, we have (Put in ESOL and SPED VALLSS Data)

The HMH Growth Measure has shown consistency with a 47% average of our students on/above grade level for the 24/25 SY and 45% for the 25/26 SY for EL students. As for our SWD, in the 23/24 SY we had 18.9% on/above grade level and this current 26/26 SY we had 20.8% which is a slight increase. Next year we will no longer use HMH Growth Measure, but use the STAR assessment.

Jenkins ES												
English Language Arts												
Division Goals	School Data											
85% of students in grades 3-5 will pass Reading SOL.		Overall	3rd	4th	5th	Asian	Black	Hispanic	White	Econ Disad	ELL	SWD
	SY23-24	62.77%	48.98%	69.62%	70.48%	57.89%	61.70%	58.54%	73.58%	54.91%	37.38%	37.78%
	SY24-25	67.04%	56.04%	73.20%	72.15%	71.88%	69.57%	57.98%	77.08%	60.14%	39.18%	31.37%
	SY25-26	65.8%	72.5%	56.5%	68.4%	70.6%	76%	55.3%	78%		51.7%	35.6%
All student groups in grades 3-5 will increase pass advance rates on Reading SOL by 10 percentage points.		Overall	3rd	4th	5th	Asian	Black	Hispanic	White	Econ Disad	ELL	SWD
	SY23-24	8.16%	7.14%	8.86%	8.57%	13.16%	6.38%	2.44%	15.09%	3.47%	0.93%	2.22%
	SY24-25	6.74%	5.49%	11.34%	2.53%	6.25%	6.52%	5.04%	8.33%	4.35%	1.03%	3.92%
	SY25-26	6.1%	6.6%	5.4%	6.3%	11.8%	4%	3%	9.8%		2.1%	0%
80% of elementary students will be <u>Reading on</u> grade level by grade three.		VALLSS (# and % Low Risk <u>Band</u>) (SY25-26 data is based on MOY)						HMH Growth Measure (# and % On & Above Grade Level)				
		Overall KG & 1st	Overall 2nd & 3rd	K	1st	2nd	3rd	Overall	2nd	3rd	4th	5th
	SY23-24							50.28%	63.51%	43.01%	46.75%	50.00%
	SY24-25	60.82%	34.90%	69.89%	52.48%	9.89%	9.89%	52.34%	60.87%	54.02%	43.01%	51.02%
	SY25-26	71.27%	29.95%	72.09%	70.53%	56.70%	1.11%	56.05%	57.89%	65.22%	46.39%	55.21%
English Learner Progress: Federal Targets & School Rates												
Growth Percentage	Assessment Year	Target	Rate	Assessment Year	Target	Rate	Assessment Year		Target	Rate		
	SY23-24	54	61.08%	SY24-25	56	54.27%	SY25-26		58	61.7%		

Jenkins ES strengthens student performance in Language Arts (LA) through well-established collaborative structures, including weekly CLTs, SST meetings, MTSS meetings, reading plans, and instructional leadership meetings. These structures provide consistent opportunities for teachers to plan, reflect, and respond to student needs. CLTs, in particular, support intentional lesson planning and ongoing conversations about student progress, with a continued focus on deepening data analysis to further inform instruction.

Instructional time for LA is prioritized, and teachers work intentionally within their schedules to create cohesive learning experiences for students. By leveraging consistent routines, strong lesson alignment, and purposeful transitions, teams ensure continuity of instruction, even when blocks occur in multiple segments. Core Extension time further enhances student outcomes by expanding access to targeted, small-group LA support.

Support for EL and SPED students is strengthened through collaborative efforts between classroom and ESOL, SPED, and support teachers. Teams continue to refine systems that maximize access and consistency, ensuring students receive meaningful, aligned instruction. Co-teaching practices are developing across classrooms, with an emphasis on increasing shared ownership of instruction and expanding inclusion of all learners, including greater integration of foundational skills support.

Ongoing walkthroughs conducted by administrators, the Reading Specialist, Instructional Coach, and TNTP representative provide consistent feedback using aligned rubrics. This ensures a shared understanding of high-quality instruction and supports continuous improvement across classrooms.

Overall, Jenkins ES has strong systems in place that promote collaboration, targeted support, and instructional alignment. Through continued focus on data use, instructional coherence, and collaborative practices, the school is well-positioned to further strengthen its LA program and improve student outcomes.

Math:

Jenkins is Fully Accredited and has a School Performance and Support Framework designation of Off Track. In math, the framework scores are 19.88 for all students, 25.35 for Asian students, 20.42 for Black students, 18.61 for Hispanic students, 26.58 for white students, 24.55 for multiple race students, 14.49 for students with disabilities, 18.84 for economically disadvantaged students, and 18.26 for English learners. Additionally, the school is federally identified for Targeted Support and Improvement (TSI), with Students with Disabilities identified as the student group requiring additional support.

Three-year trend data from Math SOL assessments indicate steady growth in third-grade student performance (56.4% to 77.5%). In contrast, fourth-grade scores have remained relatively consistent (61.3% - 60.6%), while fifth-grade performance has declined (65.5% - 58.5%). Notably, the current cohort of fifth-grade students has demonstrated minimal variation in achievement, with scores ranging from 56.4% to 58.51% over the past three years as they progressed from third through fifth grade.

SOL data for English Language Learners (ELLs) shows a consistent upward trend across all grade levels during this period, meeting our goal for a 50% pass rate in 2025-26. Students with disabilities (SWDs) demonstrated gains in third grade (14.3% - 57.1%) and fourth grade (23.5% - 35.5%); however, SWD performance declined in fifth grade (42.9% - 18.8%). These patterns suggest a need for targeted instructional support and intervention, particularly with 4th and 5th grade mathematics standards.

Math												
Division Goals		School Data										
		Overall	3rd	4th	5th	Asian	Black	Hispanic	White	Econ Disadv	ELL	SWD
85% of students in grades 3-5 will pass Math SOL.	SY23-24	61.17%	56.44%	61.25%	65.45%	58.97%	59.57%	55.73%	75.47%	57.71%	38.79%	26.67%
	SY24-25	63.20%	68.13%	55.56%	67.09%	66.67%	67.39%	52.50%	77.08%	59.71%	38.38%	33.33%
	SY25-26	71.4%	82.4%	66.7%	65.6%	83.3%	70%	65.9%	80.5%		64.7%	33.3%
All student groups in grades 3-5 will increase pass advance rates on Math SOL by 10 percentage points.		Overall	3rd	4th	5th	Asian	Black	Hispanic	White	Econ Disadv	ELL	SWD
	SY23-24	11.00%	8.91%	7.50%	15.45%	10.26%	10.64%	8.40%	16.98%	6.29%	4.31%	0.00%
	SY24-25	11.90%	12.09%	11.11%	12.66%	12.12%	13.04%	10.00%	16.67%	5.04%	1.01%	0.00%

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	SY25-26	11%	12.1%	12.5%	8.3%	11.1%	6%	10.4%	14.6%		6.7%	4.4%
Math End of Unit Assessments		3rd (SY25-26 data is pulled as of 5/8/26)			4th (SY25-26 data is pulled as of 5/8/26)			5th (SY25-26 data is pulled as of 5/8/26)				
	SY24-25	39.01%			27.47%			27.95%				
	SY25-26	58.32%			34.85%			30.18%				

Additionally, a review of unit test averages for grades three through five indicates overall improvement from the 2024–2025 school year to the current year, although the data set is not yet complete. While these results reflect increased performance among SWDs, notable achievement gaps persist for both ELLs and SWDs in fourth and fifth grades.

School structures contributing to improved student performance in mathematics include strong administrative oversight and regular instructional leadership team meetings focused on monitoring progress toward schoolwide goals. These efforts emphasized increasing student achievement using purposeful questioning and justification of mathematical thinking.

The master schedule prioritized protected Tier 1 instruction, ensuring all grade levels received the recommended maximum instructional minutes. In addition, a staggered Core Extension block provided opportunities for targeted remediation and enrichment. This structure enabled more students to receive support both within the classroom and through the All In tutoring program.

The schedule also created dedicated opportunities for Title I Math specialists to collaborate with teachers, model effective instructional strategies, and strengthen classroom delivery. The service delivery model incorporated both co-teaching and push-in support for students with disabilities, while ESOL teachers supported the development of math vocabulary and academic discourse during the math block when possible.

Collaborative Learning Team (CLT) planning was intended to be focused and data-driven, emphasizing a deep understanding of math standards, the use of concrete and semi-concrete instructional strategies, and the analysis of student work and assessment data to inform next instructional steps. This continues to be an area for growth to include all team members and focus on instructional strategies and student data.

Finally, regular observational walkthroughs were conducted to identify schoolwide instructional trends and to provide targeted feedback aligned to math goals, supporting continuous teacher growth, and improved student outcomes.

The selected strategies within the current Continuous Improvement Plan (CIP) emphasize the use of concrete representations to strengthen students' conceptual understanding and require students to justify and communicate their mathematical reasoning. To support these goals, instructional practices have focused on posing purposeful questions that advance student thinking, as well as delivering targeted instruction informed by ongoing analysis of weekly data.

Instructional walkthroughs have been utilized to monitor the effectiveness of Tier I instruction and the implementation of small-group practices designed to address diverse student needs. Previous CIP plans have similarly prioritized the use of high-quality instructional materials (HQIM) and the CRA model to ensure rigorous and standards-aligned instruction. In addition, the consistent use of formative and summative data sources—such as exit tickets and unit assessments —has been recommended to guide instructional decision-making and the identification of next steps for student learning.

Over the past two years, All-In tutoring has been implemented to address the needs of the most at-risk students. There has also been a more intentional use of Core Extension to strengthen students' content knowledge.

Walkthrough data continues to serve as a critical tool for providing feedback and supporting teacher development. Despite these gains, there remains a need to strengthen the effective use of small-group instruction and to increase student ownership of learning as key components of ongoing instructional improvement.

Science:

Jenkins is Fully Accredited and has a School Performance and Support Framework designation of Off Track. In science, the framework scores are 9.44 for all students, 9.55 for Black students, 9.21 for Hispanic students, 8.19 for students with disabilities, 9.32 for economically disadvantaged students, and 8.96 for English learners. Additionally, the school is federally identified for Targeted Support and Improvement (TSI), with Students with Disabilities identified as the student group requiring additional support.

Science data indicates that overall student performance remains an area of need, with the current science pass rate at 61% with 11 retakes, which is below last year's 71% and below the division goal of 85%. However, there has been growth in advanced performance levels moving from 5% in SY 24-25 to 10% (10 students) achieving a pass advanced on the science SOL for

SY 25-26 and improvement in End-of-Unit (EOU) assessment scores for both grade levels compared to last year. Current EOU scores show 4th grade at 32.4% and 5th grade at 53.34%, with 5th grade demonstrating stronger performance overall. Subgroup data continues to show significant achievement gaps, particularly for EL students, who are currently performing at 43%, and SWD students, who are performing at 25%, suggesting the need for continued targeted interventions, vocabulary support, differentiated instruction, and small-group remediation to improve science achievement outcomes.

Jenkins ES									
Science									
Division Goals	School Data								
		Overall	Asian	Black	Hispanic	White	Econ Disad	ELL	SWD
85% of student groups in 5th grade will pass the science SOL.	SY23-24	69.09%	80.00%	64.71%	62.96%	88.89%	64.86%	47.50%	57.14%
	SY24-25	70.89%	66.67%	76.47%	61.11%	81.82%	70.27%	0.00%	37.50%
	SY25-26	63.5%	46.2%	78.6%	62.55	70%		47.1%	25%
All student groups in 5th grade will increase pass advance rates on science tests by 10 percentage points.		Overall	Asian	Black	Hispanic	White	Econ Disad	ELL	SWD
	SY23-24	15.45%	13.33%	17.65%	9.26%	27.78%	8.11%	2.50%	7.14%
	SY24-25	5.06%	0.00%	5.88%	5.56%	9.09%	0.00%	0.00%	0.00%
	SY25-26	10.04%	0.00%	0.00%	15.0%	20.0%		2.00%	0.00%
Science End of Unit Assessments		4th (SY25-26 data is pulled as of 5/8/26)				5th (SY25-26 data is pulled as of 5/8/26)			
	SY24-25	28.40%				40.84%			
	SY25-26	32.40%				53.34%			

Leadership structures, including administrative, instructional lead, and CI Team meetings, supported ongoing monitoring of schoolwide goals, while the instructional coach contributed through walkthroughs and in-class support, though feedback loops were limited. The master schedule was a strength, providing a protected 45-minute science block that allowed for consistent Tier 1 instruction and effective push-in, co-teaching, and support from the instructional coach and LD teacher, which aligned with stronger performance in hands-on units. The service delivery model utilized push-in and co-teaching to support SWD and ESOL students, resulting in mid-year gains, but data indicates a need for more targeted scaffolds and sustained interventions to prevent end-of-year regression. CLTs, held twice monthly, provided collaboration time, but increasing to weekly meetings focused on data analysis, instructional strategies, and scaffolds (rather than lesson planning) could better address inconsistent student outcomes. Walkthroughs using the Jenkins tool provided useful data; however, the lack of actionable feedback limited impact, suggesting a need to establish systems for timely feedback and instructional next steps, particularly to improve student discourse and justification in science.

In science, the implementation of strategies such as the 5E instructional model, hands-on investigations, vocabulary supports, Five Ponds Press, Canvas science lessons, Gizmos, SOL Pass, and collaborative teacher planning has resulted in steady improvement in student achievement over the past 2–3 years. Science SOL pass rates increased from 50.6% in SY22-23 to 69.09% in SY23-24 and to 70.89% in SY24-25, reflecting a 21% increase over two years. However, we are currently at a 61% pass rate in science until retakes take place on June 1. Current science data also shows improvement in End-of-Unit assessment scores for both 4th and 5th grade compared to last year. Teachers’ participation in science collaboration days, weekly CLTs, and the development of a 45-day remediation plan strengthened instructional planning and targeted support for students. Additionally, the focus on vocabulary instruction, hands-on learning, and use of the 5E model increased student engagement and supported stronger performance, particularly in 5th grade. However, subgroup data continues to indicate that EL and SWD students need additional targeted supports and vocabulary interventions to improve science achievement outcomes.

Learning and Achievement for All Desired Future State

Language Arts:

In analyzing our data 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 SWD will pass the Reading SOL.

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

Depending on level, identify additional metrics to monitor (Data meetings, STAR Assessment, HMH Weekly quick checks, Lexia/Lexia English, Project Read/UFLI, Small groups

with support staff- reading and math).

Math:

By June 2027, 50% or more of SWD will pass the Math SOL.
By June 2027, 65% or more of EL will pass the Math SOL.
50% or more of SWD will pass Math Unit tests

Science:

Overall, students did not increase the pass % by 10 percentage points from last year. We will monitor our progress using the following:

By June 2027, 50% or more of SWD students will pass the Science SOL.
By June 2027, 60% or more of ELL students will pass the Science SOL.

Strategic Priorities Identifying Learning and Achievement for All Needs

Strategic Priority 1 (Prioritized): Strengthen Tier 1 and Tier 2 reading instruction and intervention systems for Students with Disabilities (SWD) and English Learners (EL) through consistent, data-driven instructional practices to increase Reading SOL pass rates and grade-level reading proficiency.

Root Cause: The root cause of the problem is lack of a shared vision for using data to drive consistent, high-quality teaching practices.

Strategic Priority 2 (Prioritized): Strengthen Tier 1 core instruction through data-driven decision making and intentional small-group differentiation to improve math achievement for EL and SWD students.

Root Cause: The root cause of the problem is lack of a shared vision for using data to drive consistent, high-quality teaching practices.

Strategic Priority 3 (Prioritized): Strengthen data-driven Tier 1 science instruction and targeted support systems to increase student mastery of science content and improve SOL pass rates for all students, with a focus on accelerating achievement for Students with Disabilities (SWD) and English Learners (EL).

Root Cause: The root cause of the problem is lack of a shared vision for using data to drive consistent, high-quality teaching practices.

Positive Climate and Culture

Positive Climate and Culture Current State

Gallup Survey data indicates that Jenkins Elementary students feel supported by adults, with a mean score of 4.02 out of 5 for having an adult they can count on for help. However, student responses show a need to strengthen peer relationships and belonging, as students rated “my classmates care about me” at 3.21, “I feel like I belong at my school” at 3.5, and “this school is a good place for students like me” at 3.6. These results suggest a continued focus on building stronger student connections and a more unified school community.

Attendance trends have improved over the past three years, with chronic absenteeism decreasing from 21.37% in SY22-23 to 18.03% in SY23-24 and 16.28% in SY24-25 (add SY25-26 data). This improvement reflects the impact of attendance interventions, family outreach, and efforts to increase student engagement and belonging.

Discipline data also reflects a positive school climate, supported by proactive strategies such as classroom community building, daily routines, classroom meetings, and a schoolwide House System designed to promote positive behavior and strengthen students’ sense of belonging.

The school has identified a need for increased leadership opportunities, collaborative activities, and house-based initiatives to strengthen peer relationships and student belonging. Students who feel connected to their peers and school community are more likely to attend regularly and engage positively in learning.

Building belonging is especially important for students new to the country and those needing additional social-emotional support. While the parent liaison and mentoring opportunities have provided support, additional structures are needed to strengthen peer connections and student voice.

Several structures positively support Jenkins Elementary’s school climate and culture, including a collaborative Attendance Team, daily classroom meetings and routines, and a schoolwide House System that promotes peer relationships and school pride. Leadership and mentoring opportunities help students feel connected and valued.

Strong family and community partnerships, along with support from a full-time parent liaison, strengthen family engagement and communication, particularly for families new to the country. Advisory Council, PTO meetings, newsletters, announcements, and School Status also support ongoing stakeholder involvement and communication.

Over the past two to three years, the strategies implemented to improve school climate and culture have resulted in measurable progress in student attendance and student connectedness. Chronic absenteeism has steadily decreased from 17.05% in SY 23-24, 16.28% in SY 24-25, and ____ % in SY 25-26 demonstrating that attendance initiatives and relationship-building efforts are positively impacting student engagement.

The Gallup Survey data indicate that students feel strongly supported by adults within the school environment, as evidenced by the 4.02 mean score related to trusted adults in the building. Additionally, implementation of classroom meetings, daily routines, and schoolwide community-building initiatives has helped strengthen classroom culture and behavioral expectations.

The school’s House System and leadership opportunities have begun fostering stronger student identity and belonging; however, survey results indicate continued need for improvement in peer relationships and overall belonging. Student responses regarding classmates caring about one another and feelings of belonging remain below the division target.

Current strategies have successfully established foundational systems for a positive school climate, but the school recognizes the need to further strengthen peer relationships, student voice, and schoolwide community-building efforts to fully achieve the desired future state

Division Goals & School Data														
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	18.03%	30.30%	22.43%	14.89%	16.35%	7.87%	15.38%	24.36%	13.46%	20.28%	12.00%	21.13%	19.06%	22.22%
SY24-25	16.28%	22.22%	16.51%	18.52%	18.09%	13.64%	7.32%	16.88%	16.95%	19.27%	9.38%	18.52%	14.92%	18.69%
SY25-26	14.45%	17.17%	21.70%	13.00%	9.38%	12.37%	12.50%	13.25%	10.92%	18.28%	9.52%	17.58%	13.73%	17.89%
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	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

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SY24-25	0.66%	0.00%	0.00%	0.93%	1.06%	1.82%	0.00%	1.30%	0.00%	0.73%	0.00%	0.93%	0.34%	1.87%
SY25-26	2.01%	0.00%	1.89%	3.00%	2.08%	3.09%	2.88%	2.00%	3.55%	1.27%	3.03%	3.20%	2.29%	2.33%

Positive Climate and Culture Desired Future State

By June 2027:

- Jenkins Elementary will increase the Gallup mean score for sense of belonging from 3.59 to 4.0 or higher.
- At least 80% of students in grades 3-5 will provide positive responses on school climate and belonging surveys.
- Chronic absenteeism will decrease from 16.28% to at least 15%.
- Students will demonstrate stronger peer relationships and increased participation in schoolwide leadership and community-building opportunities.

Strategic Priorities Identifying Positive Climate and Culture Needs

Strategic Priority 1 (Prioritized): Increase students' sense of belonging through positive relationship-building, leadership opportunities, and schoolwide community engagement.

Root Cause: The root cause of the problem is Jenkins Elementary needs more consistent and intentional schoolwide systems that foster positive peer relationships, student voice, leadership opportunities, and a unified team atmosphere.

Family and Community Engagement

Family and Community Engagement Current State

Over the past three school years, John D. Jenkins Elementary has demonstrated steady growth in family and community engagement efforts. Gallup family engagement survey data reflects positive relationships between families and the school community, with most indicators scoring near or above the division averages. Parents consistently report that the school provides positive feedback about their children, offers multiple opportunities for involvement, and communicates regularly with families.

Current Gallup family engagement data indicates:

- 3.99 out of 5 parents report that the school provides positive feedback about their child.
- 4.01 out of 5 parents report that the school provides a variety of opportunities for family involvement.
- 3.82 out of 5 parents report that teachers and parents work together for student success.
- 3.81 out of 5 parents report that communication from the school is effective.
- The school's overall communication and involvement score is 3.91.

Although overall engagement trends remain positive, data suggests a continued need to strengthen communication related to academics and increase authentic family involvement in supporting student learning at home.

Subgroup trends indicate the need for continued support for multilingual families and families of students with disabilities. Communication methods, language accessibility, and understanding of academic expectations must continue to improve to ensure equitable access for all families.

The school has also demonstrated strong growth in attendance and belonging initiatives. Chronic absenteeism has steadily declined over the last three years:

- SY22-23: 21.37%
- SY23-24: 18.03%
- SY24-25: 16.28%

Several existing structures contribute to the success of family and community engagement efforts at Jenkins Elementary.

- A full-time parent liaison supports communication, family outreach, relationship building, and connections to community resources.
- A high-functioning Advisory Council meets every other month in conjunction with PTO meetings.
- Jenkins consistently communicates with families through School Status, newsletters, flyers, phone calls, and announcements.
- The school hosts a variety of family engagement opportunities including PTO-sponsored events, Title I family nights, Carnival, Trunk-or-Treat, and leadership celebrations.
- Jenkins Elementary maintains strong partnerships with the Coalition of 100 Black Women, Apple Federal Credit Union, Parkway Church, and Hope Hill Church.
- Attendance and belonging initiatives, including classroom meetings and the House System, help strengthen school-family connections.

The strategies currently implemented at Jenkins Elementary have resulted in measurable improvements in family engagement, school belonging, attendance, and communication.

The use of consistent communication systems and the support of the parent liaison have strengthened trust between families and the school. Gallup data demonstrates that families generally feel welcomed and informed.

Community partnerships have expanded opportunities for students and families while increasing community involvement within the school. Attendance initiatives and belonging-focused strategies have contributed to a steady decline in chronic absenteeism.

Current Continuous Improvement Plan strategies have established a strong foundation for family engagement; however, Gallup survey data indicates that academic standards, communication, and involvement remain areas needing continued improvement.

Jenkins 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	3.95	3.66	56%	30%	14%
	SY25-26	3.85	3.69	48%	28%	24%
Student Hope				% Hopeful	% Stuck	% Discouraged
	SY24-25	4	4.11	28%	44%	28%
	SY25-26	4.02	4.13	40%	29%	31%
Student Belonging	SY24-25	3.59	3.52			
	SY25-26	3.52	3.58			
Student Social & Emotional Learning	SY24-25	3.6	3.57			
	SY25-26	3.64	3.61			
Family & Community Satisfaction School Data						
Division Area		School's Overall Grand Mean	Division's Overall Grand Mean			
Family Engagement	SY24-25	3.98	4.03			
	SY25-26	4.07	4.12			
School Environment	SY24-25	3.98	4.00			
	SY25-26	4.26	4.07			
Academic Standards	SY24-25	3.8	3.83			
	SY25-26	3.88	3.95			
Personalized Learning	SY24-25	4	3.97			
	SY25-26	4.18	4.06			
Communication and Involvement	SY24-25	3.91	3.94			
	SY25-26	4.02	4.01			
Leadership	SY24-25	4.04	4.07			
	SY25-26	4.12	4.14			

Family and Community Engagement Desired Future State

The PWCS Elevate 2030 Strategic Plan outlines the importance of authentic family engagement, strong communication systems, and meaningful partnerships between schools and families.

Based on the analysis above, Jenkins Elementary recognizes that the greatest challenge is strengthening family involvement in academics and improving communication that supports student learning.

Goal 1:

Based on the current Gallup communication and involvement mean score of 3.91, Jenkins Elementary will increase the score to 4.0 or higher by June 2027.

Strategic Priorities Identifying Family and Community Engagement Needs

Strategic Priority 1 (Prioritized): Increase family involvement and authentic engagement in support of student academic success.

Root Cause: The root cause of the problem is the need to enhance communication systems and academic partnership opportunities to better support authentic family involvement in student learning.

Strategic Priorities

Strategic Priority 1: Strengthen Tier 1 and Tier 2 reading instruction and intervention systems for Students with Disabilities (SWD) and English Learners (EL) through consistent, data-driven instructional practices to increase Reading SOL pass rates and grade-level reading proficiency.

Root Cause 1: The root cause of the problem is lack of a shared vision for using data to drive consistent, high-quality teaching practices.

Strategic Priority 1 Areas: Learning and Achievement for All

Strategic Priority 2: Strengthen Tier 1 core instruction through data-driven decision making and intentional small-group differentiation to improve math achievement for EL and SWD students.

Root Cause 2: The root cause of the problem is lack of a shared vision for using data to drive consistent, high-quality teaching practices.

Strategic Priority 2 Areas: Learning and Achievement for All

Strategic Priority 3: Strengthen data-driven Tier 1 science instruction and targeted support systems to increase student mastery of science content and improve SOL pass rates for all students, with a focus on accelerating achievement for Students with Disabilities (SWD) and English Learners (EL).

Root Cause 3: The root cause of the problem is lack of a shared vision for using data to drive consistent, high-quality teaching practices.

Strategic Priority 3 Areas: Learning and Achievement for All

Strategic Priority 4: Increase students' sense of belonging through positive relationship-building, leadership opportunities, and schoolwide community engagement.

Root Cause 4: The root cause of the problem is Jenkins Elementary needs more consistent and intentional schoolwide systems that foster positive peer relationships, student voice, leadership opportunities, and a unified team atmosphere.

Strategic Priority 4 Areas: Positive Climate and Culture

Strategic Priority 5: Increase family involvement and authentic engagement in support of student academic success.

Root Cause 5: The root cause of the problem is the need to enhance communication systems and academic partnership opportunities to better support authentic family involvement in student learning.

Strategic Priority 5 Areas: Family and Community Engagement

Commitments

Revised/Approved: August 3, 2026

Commitment 1: Learning and Achievement for All

Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
use the CLT framework Design the Learning and Analyze data and respond rubric to guide data analysis during collaboration during CLT's and intentionally apply targeted decoding and comprehension strategies	teachers will collaboratively analyze student data more effectively, plan and deliver targeted small-group instruction based on identified phonics, vocabulary, and comprehension needs, and consistently adjust instruction and interventions to meet the needs of Students with Disabilities (SWD)	increased student proficiency in grade-level reading skills, improved progress monitoring outcomes, with at least 55% pass rate for SWD on the reading SOL for grades 3-5 and 55% or more of 2nd-5th grade students with disabilities will be reading on/above level

Strategic Priorities: Learning and Achievement for All 1

Impact/Implementation Goal 1 Details	Reviews			
Impact/Implementation Goal 1 Goal Type: Impact Goal Impact Goal: 55% of SWD will pass the reading SOL	Formative			Summative
	BOY	MOY	EOY	

Impact/Implementation Goal 2 Details	Reviews			
Impact/Implementation Goal 2 Goal Type: Impact Goal Impact Goal: 55% or more of 2nd-5th grade students with disabilities will be reading on/above level (BOY-25%, MOY-45%)	Formative			Summative
	BOY	MOY	EOY	

Impact/Implementation Goal 3 Details	Reviews			
Impact/Implementation Goal 3 Goal Type: Impact Goal Impact Goal: 35% or less of SWD students will be in the high-risk band for VALLSS (BOY- 50%, MOY- 45%)	Formative			Summative
	BOY	MOY	EOY	

Impact/Implementation Goal 4 Details	Reviews			
Impact/Implementation Goal 4 Goal Type: Implementation Goal Implementation Goal: 100% of K-5 teachers and special education teachers will provide targeted decoding instruction in small groups.	Formative			Summative
	BOY	MOY	EOY	

Significant Action 1: Teachers will create groups based on weekly UFLI data to implement targeted skills

Target Start Date: August 24, 2026

Target End Date: June 18, 2027

Deliverables/Evidence: Data in Project Read AI

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

Office/Dept Collaborators: ELA department, SPED department

Progress Monitoring Frequency and Tools: Weekly

Incomplete

Progress Notes: None

Significant Action 2: Small groups will be monitored through ELA walkthroughs

Target Start Date: August 24, 2026

Target End Date: June 18, 2027

Deliverables/Evidence: Walkthrough tool

Staff Responsible for Monitoring: Admin, Reading Specialist

Office/Dept Collaborators: ELA office

Progress Monitoring Frequency and Tools: Weekly

Incomplete

Progress Notes: None

Significant Action 3: Use the CLT "Analyze Data" rubric to reflect on UFLI/Project Read AI data and review student data tied to IEP goals and grade level expectations.

Target Start Date: August 24, 2026

Target End Date: June 18, 2027

Deliverables/Evidence: CLT framework rubric, IEP progress, Progress Monitoring

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

Office/Dept Collaborators: ELA department, SPED department

Progress Monitoring Frequency and Tools: Monthly, Quarterly

Incomplete

Progress Notes: None

Impact/Implementation Goal 5 Details	Reviews			
Impact/Implementation Goal 5 Goal Type: Implementation Goal Implementation Goal: 100% of 3-5 teachers will provide targeted comprehension instruction in small groups.	Formative			Summative
	BOY	MOY	EOY	

Significant Action 1: Small groups will be monitored through ELA walkthroughs

Target Start Date: August 24, 2026

Target End Date: June 18, 2027

Deliverables/Evidence: Walkthrough tool

Staff Responsible for Monitoring: Admin, Reading Specialist

Office/Dept Collaborators: ELA office

Progress Monitoring Frequency and Tools: Weekly

Incomplete

Progress Notes: None

Significant Action 2: Use the CLT "Analyze Data" rubric to reflect on HMH foundational encoding assessments and HMH selection quizzes/ Newsela and review student data tied to IEP goals and grade level expectations and create small groups based on the data.

Target Start Date: August 24, 2026

Target End Date: June 18, 2027

Deliverables/Evidence: CLT Framework rubric, IEP progress, Progress Monitoring, Small group plans, Walkthrough tool

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

Office/Dept Collaborators: ELA department, SPED department

Progress Monitoring Frequency and Tools: Monthly, Quarterly

Incomplete

Progress Notes: None

Significant Action 3: Staff will receive ongoing professional learning to explicitly teach the EBI by incorporating the components of explicit instruction--clear modeling, guided practice, checks for understanding, and feedback--and will understand why explicitness is essential for students with disabilities.

Target Start Date: August 24, 2026

Target End Date: June 18, 2027

Deliverables/Evidence: PL session agendas & materials, Explicit instruction components (modeling, guided practice, CFUs, feedback), Application to the specific EBI, Participant rosters & attendance logs, coaching logs, walkthrough data summaries, student work samples, IEP goal progress, progress monitoring data

Staff Responsible for Monitoring: Title 1 Reading, Reading Specialist, Language Arts department, SPED department, SPED teachers

Office/Dept Collaborators: Language Arts department, SPED department

Progress Monitoring Frequency and Tools: Weekly

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)
use the CLT "Analyze Data and Respond" rubric to guide data analysis during collaboration and intentionally apply evidence-based strategies, including the use of well-chosen concrete and semi-concrete representations,	teachers will collaboratively analyze student data more effectively, plan and deliver targeted small-group instruction based on identified misconceptions, and consistently adjust instruction to increase student engagement, discourse, and justification of mathematical reasoning, particularly for Students with Disabilities (SWD)	increased student proficiency in grade-level math skills, improved performance on progress monitoring measures, and increased Math SOL pass rates, including at least a 55% pass rate for SWD and 55% or more of grade 1-5 students with disabilities meeting or exceeding performance on the end of year Momentum 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: 55% or more of SWD will pass the Math SOL.	Formative			Summative
	BOY	MOY	EOY	

Impact/Implementation Goal 2 Details	Reviews			
Impact/Implementation Goal 2 Goal Type: Impact Goal Impact Goal: 55% or more of 1-5 students with disabilities will meet or exceed performance on the end of year Momentum assessment. (BOY- 30%, MOY- 45%)	Formative			Summative
	BOY	MOY	EOY	

Impact/Implementation Goal 3 Details	Reviews			
Impact/Implementation Goal 3 Goal Type: Implementation Goal Implementation Goal: 100% of K-5 teachers will provide small groups to support student understanding of the representations.	Formative			Summative
	BOY	MOY	EOY	

Significant Action 1: Implement structured CLT protocols that center math data analysis and instructional response using the CLT framework rubric (Analyze Data) and review student data tied to IEP goals and grade level expectations.

Target Start Date: August 24, 2026

Target End Date: June 18, 2027

Deliverables/Evidence: Completed CLT framework rubric, Data spreadsheet, IEP progress, Progress Monitoring

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

Office/Dept Collaborators: Math Department, SPED department

Progress Monitoring Frequency and Tools: Monthly

Incomplete

Progress Notes: None

Significant Action 2: Establish clear, actionable planning structures within math CLTs with progress monitoring timelines to evaluate impact and adjust instruction

Target Start Date: August 24, 2026

Target End Date: June 18, 2027

Deliverables/Evidence: Weekly CLT, Team Norms/Structures, Jenkins CLT checklist (based on the CLT framework attribute rubric)

Staff Responsible for Monitoring: Math Coach, Admin

Office/Dept Collaborators: Math Department, Title 1

Progress Monitoring Frequency and Tools: Weekly

Incomplete

Progress Notes: None

Significant Action 3: 100% of CLT's will use at least 2 data sources to identify specific skill gaps and plan targeted instruction

Target Start Date: August 24, 2026

Target End Date: June 18, 2027

Deliverables/Evidence: Unit assessments, Informal data collection, quick checks

Staff Responsible for Monitoring: Math coach, Title 1 Math, Admin

Office/Dept Collaborators: Math Department

Progress Monitoring Frequency and Tools: Weekly

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)
implement consistent, data-driven instructional practices during CLTs by using multiple data sources to identify specific content and skill gaps, while aligning Tier 1 core instruction and embedding hands-on inquiry, academic vocabulary, and scientific discourse	teachers will collaboratively analyze student data more effectively, plan and deliver targeted instruction based on identified misconceptions, and consistently adjust instruction to increase student engagement in scientific thinking, discourse, and application of content, particularly for Students with Disabilities (SWD)	increased student proficiency in grade-level science standards, improved performance on unit assessments and progress monitoring measures, and increased SOL pass rates, including 50% pass rate for SWD

Strategic Priorities: Learning and Achievement for All 3

Impact/Implementation Goal 1 Details	Reviews			
Impact/Implementation Goal 1 Goal Type: Impact Goal Impact Goal: 55% of SWD students will pass the science SOL	Formative			Summative
	BOY	MOY	EOY	
	Not Yet Started			

Impact/Implementation Goal 2 Details	Reviews			
Impact/Implementation Goal 2 Goal Type: Impact Goal Impact Goal: 55% or more of 4th and 5th grade students with disabilities scoring mastery and proficient on the science unit assessments. (BOY- 35%, MOY-45%)	Formative			Summative
	BOY	MOY	EOY	

Impact/Implementation Goal 3 Details	Reviews			
Impact/Implementation Goal 3 Goal Type: Implementation Goal Impact Goal: 100% of 4-5 teachers will implement science lesson plans using the 5E model to support inquiry based learning.	Formative			Summative
	BOY	MOY	EOY	

Significant Action 1: Staff will receive ongoing professional learning on the 5E model to explicitly teach the EBI by incorporating the

components of inquiry-based learning.

Target Start Date: August 24, 2026

Target End Date: June 18, 2027

Deliverables/Evidence: PL session agendas & materials, Explicit instruction components (modeling, guided practice, CFUs, feedback), Application to the specific EBI, Participant rosters & attendance logs, coaching logs, walkthrough data summaries, student work samples, IEP goal progress, progress monitoring data

Staff Responsible for Monitoring: Instructional coach, Science department

Office/Dept Collaborators: Science Department

Progress Monitoring Frequency and Tools: Quarterly

Incomplete

Progress Notes: 9/18- Teachers have been updated on 5E model using county provided documents and explanations on how the 5E model should and should not be implemented. Teachers have also been updated on the ENGAGE phase specifically to ensure they understand what the first E entails. EXPLORE has been examined in more detail about how to pace out a hands on investigation.

Significant Action 2: Observations with actionable feedback on the 5E components.

Target Start Date: August 24, 2026

Target End Date: June 18, 2027

Deliverables/Evidence: Science Walkthrough tool

Staff Responsible for Monitoring: Instructional coach, Admin

Office/Dept Collaborators: Science department

Progress Monitoring Frequency and Tools: Weekly

Incomplete

Progress Notes: 9/18- Instructional coach has begun science walkthroughs and provided feedback in 4th and 5th grade science CLTs based on lesson plans and implementation of lessons surrounding timing and assessment preparation. 5th grade is beginning a science coaching cycle based on unit 1 data and grade level need.

Commitment 1 Strategic Priorities:

Learning and Achievement for All

Strategic Priority 1: Strengthen Tier 1 and Tier 2 reading instruction and intervention systems for Students with Disabilities (SWD) and English Learners (EL) through consistent, data-driven instructional practices to increase Reading SOL pass rates and grade-level reading proficiency. **Root Cause:** The root cause of the problem is lack of a shared vision for using data to drive consistent, high-quality teaching practices.

Learning and Achievement for All

Strategic Priority 2: Strengthen Tier 1 core instruction through data-driven decision making and intentional small-group differentiation to improve math achievement for EL and SWD students. **Root Cause:** The root cause of the problem is lack of a shared vision for using data to drive consistent, high-quality teaching practices.

Strategic Priority 3: Strengthen data-driven Tier 1 science instruction and targeted support systems to increase student mastery of science content and improve SOL pass rates for all students, with a focus on accelerating achievement for Students with Disabilities (SWD) and English Learners (EL). **Root Cause:** The root cause of the problem is lack of a shared vision for using data to drive consistent, high-quality teaching practices.

Commitment 2: Positive Climate and Culture

Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
Implement consistent, schoolwide house system participation and schoolwide class meetings,	students will build stronger peer relationships, feel more connected, and engage more in school community experiences,	an increase in students' overall sense of belonging and peer connectedness, as measured by a 4.0 on the Gallup survey, and improved student attendance by reducing chronic absenteeism to 13% or less.

Strategic Priorities: Positive Climate and Culture 1

Impact/Implementation Goal 1 Details	Reviews			
Impact/Implementation Goal 1 Goal Type: Impact Goal Impact Goal: 4.0 or higher mean score in the area of belonging on the Gallup survey	Formative			Summative
	BOY	MOY	EOY	

Impact/Implementation Goal 2 Details	Reviews			
Impact/Implementation Goal 2 Goal Type: Impact Goal Impact Goal: 80% or higher positive student response on quarterly school survey (BOY- 60%, MOY- 70%)	Formative			Summative
	BOY	MOY	EOY	

Impact/Implementation Goal 3 Details	Reviews			
Impact/Implementation Goal 3 Goal Type: Impact Goal Impact Goal: By June 2027, Jenkins Elementary School will improve students' overall sense of belonging and peer connectedness, as evidenced by increased student engagement and attendance, with chronic absenteeism reduced to 13% or less.	Formative			Summative
	BOY	MOY	EOY	

Impact/Implementation Goal 4 Details	Reviews			
Impact/Implementation Goal 4 Goal Type: Implementation Goal Impact Goal: 100% of classrooms will implement weekly class meetings.	Formative			Summative
	BOY	MOY	EOY	

Significant Action 1: Design and launch the Student Ambassador framework (roles, responsibilities, selection criteria, and expectations for each grade level).

Target Start Date: August 24, 2026

Target End Date: June 18, 2027

Deliverables/Evidence: Student survey data, participation rates in house activities, and class meetings.

Staff Responsible for Monitoring: Lighthouse committee and administration

Office/Dept Collaborators: Leader In Me

Progress Monitoring Frequency and Tools: Quarterly

Incomplete

Progress Notes: None

Significant Action 2: Establish a sense of classroom culture through developing classroom norms, student choice, clear expectations, and celebrate student progress throughout the school year.

Target Start Date: August 24, 2026

Target End Date: June 18, 2027

Deliverables/Evidence: Quality student/quality teacher, classroom mission/vision statements (Collaboratively), leader of the month, quarterly awards (behavior and academic), completion of class BUZZ puzzle, Classroom observations (Admin), student survey (sense of belonging)

Staff Responsible for Monitoring: All Staff

Office/Dept Collaborators: Leader In Me

Progress Monitoring Frequency and Tools: Monthly/Quarterly

Incomplete

Progress Notes: None

Significant Action 3: School counselors will identify and monitor students with specific needs (social/emotional disconnect) through regular

check ins, recommendations from staff/parents, and classroom observations.

Target Start Date: August 24, 2026

Target End Date: June 18, 2027

Deliverables/Evidence: Student surveys, classroom observations, attendance, discipline

Staff Responsible for Monitoring: School counselors, Admin

Office/Dept Collaborators: College, career, and student support

Progress Monitoring Frequency and Tools: Weekly/monthly

Incomplete

Progress Notes: None

Commitment 2 Strategic Priorities:

Positive Climate and Culture
Strategic Priority 1: Increase students' sense of belonging through positive relationship-building, leadership opportunities, and schoolwide community engagement. Root Cause: The root cause of the problem is Jenkins Elementary needs more consistent and intentional schoolwide systems that foster positive peer relationships, student voice, leadership opportunities, and a unified team atmosphere.

Commitment 3: Family and Community Engagement

Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
strengthen family-school partnerships for Students with Disabilities (SWD) through consistent two-way communication, targeted and accessible outreach, and academic-focused engagement opportunities	families of SWD will be more informed about their child's specific learning needs, actively engaged in supporting academic development at home, and better able to reinforce targeted academic skills and strategies aligned to school-based instruction,	increased family engagement for SWD, with at least 80% of families reporting positive feedback on communication and support, stronger home-school alignment around instruction and interventions, academic partnerships, and improved student outcomes.

Strategic Priorities: Family and Community Engagement 1

Impact/Implementation Goal 1 Details	Reviews			
Impact/Implementation Goal 1 Goal Type: Impact Goal Impact Goal: 80% or more of families of students with disabilities will provide positive feedback on the school created survey	Formative			Summative
	BOY	MOY	EOY	

Impact/Implementation Goal 2 Details	Reviews			
Impact/Implementation Goal 2 Goal Type: Implementation Goal Implementation Goal: By June 2027, at least 50% of families of students with disabilities will participate in at least one academic workshop.	Formative			Summative
	BOY	MOY	EOY	

Significant Action 1: Establish and maintain consistent, structured opportunities for academic workshops utilizing two-way communication between families, the parent liaison, SPED teachers, and support staff.

Target Start Date: August 24, 2026

Target End Date: June 18, 2027

Deliverables/Evidence: Master schedule and calendar of family-teacher conferences, academic workshops, and listening sessions
Sign-in sheets and attendance logs for each event
Agendas, presentation materials, and workshop resources
SPED Family feedback surveys, exit tickets, or notes from listening sessions

Communication artifacts (flyers, emails, School Status posts) advertising events
Documentation of follow-up communication or action steps based on family input

Staff Responsible for Monitoring: School Staff

Progress Monitoring Frequency and Tools: Quarterly, By School Event

Incomplete

Progress Notes: None

Commitment 3 Strategic Priorities:

Family and Community Engagement

Strategic Priority 1: Increase family involvement and authentic engagement in support of student academic success. Root Cause: The root cause of the problem is the need to enhance communication systems and academic partnership opportunities to better support authentic family involvement in student learning.
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Commitment 4: Organizational Coherence

Title I

2: Component 2: Schoolwide Reform Strategies

Currently, our **Title I (Reading and/or Math)** teacher has a variety of responsibilities related to supporting teachers and students:

- Coteaching with new teachers and identified teachers to support the planning and delivery 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 the best learning environment

Reading- 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 UFLI and HMH. Additionally, students use computer-based instructional programs such as Lexia English and Lexia independent practice, adapted to their needs. Science-based research-based Strategies and/or programs used to support students identified for tier 2 are:

READING: Lexia, VLA Approved, Assessments used to measure proficiency and progress towards meeting grade level goals are VALLSS in grades K-5, and HMH in Grades 3-5.

Math- When co-teaching to support the core mathematics instruction, the adopted curriculum is Savvas Math. Supplemental curriculum for mathematics instruction includes Magma Math and SuccessMaker. Additionally, students use computer-based instructional programs such as IXL and SuccessMaker for independent practice adapted to their needs. Science-based research-based Strategies and/or programs used to support students identified for tier 2 are:

MATH: Bridges Math, Number Talks, Rich Tasks

Assessments used to measure proficiency and progress towards meeting goals in mathematics are VKRP, Momentum, and Mastery Connect unit tests.

3: Component 3: Extended Learning Opportunities

After school remediation will begin in January 2027 and end in April 2027.

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

4.1: Component 4.1: Counseling, school-based mental health programs, specialized instructional support services,

mentoring services, and other strategies to improve students' skills outside the academic subject areas

Counseling-small groups, individual counseling, and classroom lessons

Academic, SEL, and Career Goals

School-based mental health programs- Social emotional learning, Lunch bunch, Small group counseling, School-based mental health team quarterly meetings

Specialized instructional support services-Body Safety, Substance Abuse, Awareness, Stranger Danger, Middle School Transition, Leader in Me, Safe at Home, Safe Alone, Bully Prevention, Crisis Response, Mental Health Referrals, Career Wizard, Academic Career Plan Portfolio, Attendance, and Closing the Gap Action Plan

Mentoring services- Financial Literacy Club, Student Council Lighthouse Team, Student Ambassadors/Leaders, and Career Day. **Other strategies**: Caught Being a Leader, Attendance Monitoring, Incentives, Leader of the Month, Monthly Counselor Meetings, Honor Roll Recognition

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.)

Jenkins Elementary uses an MTSS and SST (Student Support Team) to screen and tier students based on parent/staff/teacher recommendations to address the needs of students. The teacher or support staff member puts the student up for intervention using a shared Excel document that the SST can access and edit. This team includes the school psychologists, school counselors, administrations, MTSS, social worker, title 1 teachers, reading specialists, instructional coach, and any teachers working with the student. Teachers must include interventions already taking place with students then the meeting addresses further interventions that the teacher can implement in a timely manner.

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 development opportunities for SY 26-27:

Language arts: VAALLS, HMH, UFLI

Math: math standards and curriculum, lesson planning, unpacking, Savvas resources

Science: 5E lesson planning, Vocabulary instruction in the classroom

ESOL: Co-teaching

SPED: Co-teaching

Individual Coaching: Instructional coach, Math and reading teachers, Instructional Technology Coach

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

The rising kindergarten program at Jenkins Elementary School allowed students about to enter kindergarten a chance to prepare for the upcoming school year as kindergarteners. Students learned their alphabet, learned to count to 20, and classroom procedures that would prepare them as they entered into their first year of elementary school. The program at Jenkins Elementary was funded through Title 1 and was offered during the Summer in July as half-day support.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
	Title 1 Math		2.0
	Title 1 Reading		1.0

Addendums

Multi-year School Support Plan

Division and School Information

Information Needed	Enter Information Below
School Year	2025-2026
Division Name	Prince William County Schools
Division Superintendent	LaTanya D. McDade, Ed.D.
School Name	John D. Jenkins Elementary
Grades Served	PK-5
Principal Name	Dr. Marlene Coleman
Principal Email	colemams@pwcs.edu
Division Multi-year School Support Plan Lead Name and Title	Kimberly Werle, Associate Superintendent, Eastern
Division Multi-year School Support Plan Lead Email	werleka@pwcs.edu

Stakeholder Engagement

Stakeholder Representation	Name	Email	Organization, Department, or Office	Title
School Leader	Marlene Coleman	colemams@pwcs.edu	School	Principal
School Leader	Catherine Trenkelbach	trenkecn@pwcs.edu	School	Assistant Principal
School Leader	Meredith Allen	allenmr@pwcs.edu	School	Assistant Principal
Teacher	Karen Lanzetta	lanzetkw@pwcs.edu	School	Title I Math Teacher
Teacher	Jennifer Vanzetta	vanzetj@pwcs.edu	School	Title I Literacy Teacher
Teacher	Candace Miles	milescj@pwcs.edu	School	Instructional Coach
Teacher	Nanette Wilson	wilsonnb@pwcs.edu	School	Reading Specialist
Teacher	Angela Savage	savageal@pwcs.edu	School	Title I Math Teacher
Teacher	Denise Potter	potterdm@pwcs.edu	School	Special Education Teacher
Division Leader	Dr. Amy Larrick	larrical@pwcs.edu	Strategic Planning and Continuous Improvement Department	Coordinator, Continuous Improvement Coaching
Division Leader	Haley Guglielmi	guglieh@pwcs.edu	Special Education Department	Administrative Coordinator Special Education
Division Leader	Tiffany Hardy	hardytd@pwcs.edu	Teaching and Learning Office	Director of Professional Development
Division Leader	Kimberly Werle	werleka@pwcs.edu	Elementary Level Office	Associate Superintendent, Eastern
Division Leader	Starr Granby	granbyse@pwcs.edu	Elementary Level Office	Director of Elementary Schools, Eastern

Multi-year School Support Plan

Multi-year School Support Plan			
3-Year Goal Statement Include the goal statement completed as part of the needs assessment process.	Our current state in reading for students with disabilities is 31% proficiency on the SOL in June 2025. Our desired future state for students with disabilities is 60% or more proficient on the reading SOL by June 2028.		
School Performance and Support Framework Alignment Select indicator that the goal addresses.	Reading Mastery		
Measurable Objectives Define objectives that support accomplishing the goal.	Measurable Objective Year 1 50% or more of students with disabilities scoring proficient on the reading SOL by June 2026. 50% or more of 2 nd -5 th grade students with disabilities will be reading on/above level by June 2026. 50% or less of students with disabilities scoring in the high-risk band of VALLSS by June 2026.	Measurable Objective Year 2 55% or more of students with disabilities scoring proficient on the reading SOL by June 2027. 55% or more of 2 nd -5 th grade students with disabilities will be reading on/above level by June 2027. 35% or less of students with disabilities scoring in the high-risk band of VALLSS by June 2027.	Measurable Objective Year 3 60% or more of students with disabilities scoring proficient on the reading SOL by June 2028. 60% or more of 2 nd -5 th grade students with disabilities will be reading on/above level by June 2028. 25% or less of students with disabilities scoring in the high-risk band of VALLSS by June 2028.
Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.	Evidenced-Based Strategies: Reading Decoding K-3: Teach students to decode words, analyze word parts, and write and recognize words. Reading Decoding 4-5: Build students' decoding skills so they can read complex multisyllabic words. Description of Evidenced-Based Strategies: Decoding Recommendation 3: Teach students to blend letter sounds and sound–spelling patterns from left to right within a word to produce a recognizable pronunciation. Instruct students in common sound–spelling patterns. Teach students to recognize common word parts. Have		

	students read decodable words in isolation and in text. Teach regular and irregular high-frequency words so that students can recognize them efficiently. Decoding Recommendation 1: Identify the level of students' word-reading skills and teach vowel and consonant letter sounds and combinations, as necessary. Teach students a routine they can use to decode multisyllabic words. Embed spelling instruction in the lesson. Engage students in a wide array of activities that allow them to practice reading multi-syllabic words accurately and with increasing automaticity. Rationale: The comprehensive needs assessment included an analysis of three-year trend data (to include overall and student groups): SOL, Unit Assessments, PALS, VALLSS, and HMH Growth Measure. Root Cause protocol was used to determine root cause focused on the components of the instructional core. Root Cause: General and special education teachers need to increase their own understanding of decoding strategies to provide specific opportunities for students with disabilities to decode and encode outside of foundational skills lessons. The team determined a strategic priority for increasing reading achievement for students with disabilities. The team then discussed and selected evidence-based strategies that focused on improving students' decoding skills. Evidence Tier: Tier I (strong evidence) for the above evidence-based strategies.
Intended Outcomes Describe how student outcomes will improve as a result implementing the evidence-based strategy.	Intended Outcomes: Students need to learn how to break down and read complex words by segmenting the words into pronounceable word parts. To do this, students must understand morphology. Learning to recognize letter patterns and word parts and understanding that sounds relate to letters in predictable and unpredictable ways will help students decode and read increasingly complex words. It will also help them to read with greater fluency, accuracy, and comprehension. As word recognition becomes easier, students can focus more on word meaning when they read, ultimately supporting reading comprehension. By upper elementary and middle school grades, texts include more complex multisyllabic words. Many difficult multisyllabic words are essential for understanding the meaning of the text. For

			that reason, adequate word-reading skills are essential for understanding the more complex texts that appear in these higher grade levels. The goal is to prepare students with the skills needed to break apart and accurately sound out multi-syllabic words. To help us achieve the intended outcomes above, we will provide teachers with professional development on explicitly teaching students with disabilities how to decode and utilize comprehension building practices. Teachers will receive growth producing feedback on instructional delivery, implementation of decoding and comprehension strategies, and monitoring of students decoding and comprehension progress, which will increase students with disabilities performance on the reading SOL.			
Lead person (Who is responsible for ensuring the work gets done?)			Building Principal			
Team Members (Who are responsible for doing the work?)			School Continuous Improvement (CI) Team, K-5 Teachers (General Education and Special Education), Reading Specialists, Reading Team, and All-In VA School Coordinator			
Action Step (What will be accomplished?) List the specific, sequenced steps required to complete the activity.	Process Owner (Who is responsible for ensuring the action step is complete?) Identify a single, accountability lead.	Time Frame (How long will it take?) Identify the start and end dates for each action step, including any key milestones.	Progress Checks (How will the team monitor progress?) Define key dates to review process, make adjustments, and confirm the work remains on track.	Measures of Success (How will the team know if the action step is complete?) Define clear, observable indicators of completion.	Cost Elements (What resources are needed to complete the action step?)	Funding Source (Where will the money come from?)
Professional Learning: Year 1 Professional learning for all K-5 general and special education teachers on how to use the curriculum documents to plan and deliver explicit instruction in decoding skills. This will include the use of modeling, think alouds, and frequent checks for	Title I Reading Teacher	7/1/2025 – 5/29/2028	BOY, MOY, and EOY progress monitoring meetings Monthly CI/Leadership meetings	100% of K-5 teachers will use the decodable text and dictated sentences, with fidelity, during the HMH/UFLI lesson. Additional measures of success: - Walkthrough data - Professional learning catalog - CLT planning documents	None	None

understanding, as well as highlight the focus and purpose of the lesson. <u>Year 2</u> Professional learning for all K-5 general and special education teachers will focus on planning specially designed instruction in decoding to include the analysis of progress monitoring data to identify when students with disabilities are not responding to core instruction. <u>Year 3</u> K-5 general and special education teachers will engage in professional learning focused on anticipating decoding breakdowns based on student cognitive and linguistic needs, and intentionally designing, delivering, and refining specially designed instruction, including targeted small-group instruction.						
Planning: <u>Year 1</u>	Title 1 Reading Teacher	7/1/2025 – 5/29/2028	BOY, MOY, and EOY progress monitoring meetings	100% of K-5 teachers will use the decodable text and dictated	None	None

K-5 general and special education teachers will utilize CLT meetings to collaboratively plan for how to deliver decoding instruction for students with disabilities. This will include anticipating students' challenges, embed scaffolds and specially designed instruction, and ensure access to rigorous decoding instruction. <u>Year 2 and 3</u> K-5 general and special education teachers will utilize CLT meetings to intentionally design, deliver and refine specially designed instruction, allowing for further refinement of small group instructional practices.			Monthly CI/Leadership meetings	sentences, with fidelity, during the HMH/UFLI lesson. Additional measures of success: CLT Planning documents		
Implementation: <u>Year 1</u> K-5 general and special education teachers will use scaffolds and provide explicit feedback during small-group instruction to reinforce students' use of Tier 1 decoding strategies to support	Title 1 Reading Teacher	7/1/2025 – 5/29/2028	BOY, MOY, and EOY progress monitoring meetings Monthly CI/Leadership meetings	100% of K-5 teachers will use the decodable text and dictated sentences, with fidelity, during the HMH/UFLI lesson. Additional measures of success: CLT planning documents	None	None

student achievement of grade-level rigor. <u>Year 2 and 3</u> K-5 general and special education teachers will receive ongoing modeling and coaching in the implementation of decoding strategies and specially designed instruction.				• Walkthroughs • Literacy: Foundational Skills Walkthrough Tool using the Culture of Learning, Teacher Directed Instruction, and Student Practice Sections.		
Monitoring: Administrators and central office staff will use the PWCS foundational skills walkthrough tool (culture of learning, student ownership, and teacher directed instruction) to monitor implementation, provide feedback, and determine next steps. • TNTP visits • ELA department visits • Special education department visits • School support visits from Level Office	Instructional Coach	7/1/2025 – 5/29/2028	BOY, MOY, and EOY progress monitoring meetings Monthly CI/Leadership meetings	100% of K-5 teachers will use the decodable text and dictated sentences, with fidelity, during the HMH/UFLI lesson. Additional measures of success: • Walkthroughs • Literacy: Foundational Skills Walkthrough Tool using the Culture of Learning, Teacher Directed Instruction, and Student Practice Sections.	None	None
Monitoring: K-5 general and special education teachers will administer the weekly	Title 1 Reading Teacher	7/1/2025 – 5/29/2028	BOY, MOY, and EOY progress monitoring meetings	100% of K-5 students with disabilities will apply their learning on the weekly encoding HMH/UFLI progress	None	None

decoding/encoding quick check. The teacher will analyze the results to determine the next steps. Next steps may include additional whole group instruction and/or targeted small group instruction. The teacher will include scaffolds and specially designed instruction for students with disabilities who are not yet meeting grade-level decoding/encoding expectations.			Monthly CI/Leadership meetings	monitoring quick checks, that includes a dictated sentence. Additional measures of success: • Data dialogues • SPED progress monitoring • Data spreadsheet • CLT planning documents		
Monitoring: Teachers will monitor students with disabilities progress in “All-In VA” tutoring.	All-In VA Coordinator	7/1/2025 – 6/30/2026	BOY, MOY, and EOY progress monitoring meetings	100% of K-5 students with disabilities will apply their learning on the weekly encoding HMH/UFLI progress monitoring quick checks, that includes a dictated sentence. Additional measures of success: • All-In progress monitoring documents	None	None

Multi-year School Support Plan			
3-Year Goal Statement Include the goal statement completed as part of the needs assessment process.	Our current state in math for students with disabilities is 33% proficiency on the SOL in June 2025. Our desired future state for students with disabilities is 60% or more proficient on the math SOL by June 2028.		
School Performance and Support Framework Alignment Select indicator that the goal addresses.	Math Mastery		
Measurable Objectives Define objectives that support accomplishing the goal.	Measurable Objective Year 1 50% or more of students with disabilities scoring proficient on the math SOL by June 2026. 50% or more of 3 rd – 5 th grade students with disabilities scoring mastery and proficient on the math unit assessments by June 2026.	Measurable Objective Year 2 55% or more of students with disabilities scoring proficient on the math SOL by June 2027. 55% or more of K-5 students with disabilities will meet or exceed performance on the end of year Momentum assessment by June 2027.	Measurable Objective Year 3 60% or more of students with disabilities scoring proficient on the math SOL by June 2028. 60% or more of K-5 students with disabilities will meet or exceed performance on the end of year Momentum assessment by June 2028.
Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.	Evidenced-Based Strategy: Math K-5: Use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures. Description of Evidenced-Based Strategy: Math Recommendation 3: Provide students with concrete and semi-concrete representations that effectively represent the concept or procedure being covered. When teaching concepts and procedures, concrete, and semi-concrete representations to abstract representations. Provide ample and meaningful opportunities for students to use representations to help solidify the use of representations as “thinking tools.” Revisit concrete and semi-concrete representations periodically to reinforce and deepen understanding of mathematical ideas. Rationale: The comprehensive needs assessment included an analysis of three-year trend data (to include overall and student groups): SOL and Unit Assessments. Root Cause protocol was used to determine root cause focused on the components of the instructional core. Root Cause: General and special education teachers need to increase their understanding of how to intentionally use representations for Concrete-Representational-Abstract (C-R-A) approach to provide more		

opportunities for students with disabilities to use C-R-A models so students can use math language to explain their thinking. The team determined a strategic priority for increasing math achievement for students with disabilities. The team then discussed and selected an evidence-based strategy that focused on improving students' understanding of using multiple representations to support learning of mathematical concepts and procedures. Evidence Tier: Tier I (strong evidence)						
Intended Outcomes Describe how student outcomes will improve as a result of implementing the evidence-based strategy. Intended Outcomes: Students who struggle to learn mathematics need additional, focused instruction using representations to model mathematical ideas and procedures. This can be achieved by selecting representations carefully and connecting them explicitly to the abstract representations (mathematical notation). Additionally, providing multiple opportunities for students to utilize representations allows them to deeply understand and solve problems. To help us achieve the intended outcomes above, we will provide teachers with professional development on explicitly teaching students, specifically students with disabilities how to utilize concrete and semi-concrete representations (C-R-A); growth producing feedback on instructional delivery and implementation of C-R-A; and monitoring students' progress, which will increase our students with disabilities performance on the Math SOL.						
Lead person (Who is responsible for ensuring the work gets done?) Building Principal						
Team Members (Who are responsible for doing the work?) School CI Team, K-5 Teachers (General Education and Special Education), Math Coach, Title I Math Teachers and All-In VA School Coordinator						
Action Step (What will be accomplished?) List the specific, sequenced steps required to complete the activity.	Process Owner (Who is responsible for ensuring the action step is complete?) Identify a single, accountability lead.	Time Frame (How long will it take?) Identify the start and end dates for each action step, including any key milestones.	Progress Checks (How will the team monitor progress?) Define key dates to review process, make adjustments, and confirm the work remains on track.	Measures of Success (How will the team know if the action step is complete?) Define clear, observable indicators of completion.	Cost Elements (What resources are needed to complete the action step?)	Funding Source (Where will the money come from?)
Implementation: <u>Year 1</u>	Title 1 Math Teacher	7/1/2025 – 5/29/2028	BOY, MOY, and EOY progress monitoring meetings	100% of K-5 teachers will deliberately pose questions that require	None	None

K-5 general and special education teachers will model the selection and use of concrete or semi-concrete representations and plan specific questions to be asked during class time. <u>Year 2</u> K-5 general and special education teachers will analyze student work and assessment data to intentionally select concrete and semi-concrete representations and anticipate where students may struggle to meet task rigor. <u>Year 3</u> K-5 general and special education teachers will collaborate to embed specially designed instruction through intentional use of representations, planned questioning, and responsive scaffolds, adjusting instruction as needed to ensure students with disabilities meet			Monthly CI/Leadership meetings	students to justify and explain their thinking with their concrete or semi-concrete models. Additional measures of success: • CLT planning documents • Weekly formative assessments • Walkthrough data		
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grade-level expectations.						
Monitoring: Administrators will utilize the PWCS walkthrough tools (high quality instructional materials, culture of learning, student ownership) to monitor implementation and provide feedback. - Math department visits - Special education department visits - School support visits from Level Office	Instructional Coach	7/1/2025 – 5/29/2028	BOY, MOY, and EOY progress monitoring meetings Monthly CI/Leadership meetings	100% of K-5 teachers will deliberately pose questions that require students to justify and explain their thinking with their concrete or semi-concrete models. Additional measures of success: - Walkthroughs - Math Walkthrough Tool using the High-Quality Instructional Materials, Culture of Learning, and Student Ownership Sections.	None	None
Monitoring: <u>Year 1</u> General and special education teachers in grades 3-5 will evaluate students' responses (representations, justification) on a common task or Magma math to determine next steps. <u>Year 2 and 3</u> General and special education teachers in	Title 1 Math Teacher	12/17/2025-5/29/2028	BOY, MOY, and EOY progress monitoring meetings Monthly CI/Leadership meetings	100% of K-5 students with disabilities will use concrete or semi-concrete models to explain their mathematical thinking. Additional measures of success: - Magma math experience - Student samples	None	None

grades K-2 will evaluate students' use of representations and justification on a weekly math task to determine next steps.						
Monitoring: Teachers will monitor students with disabilities of progress in "All-In VA" tutoring.	All-In VA Coordinator	7/1/2025 – 6/30/2026	BOY, MOY, and EOY progress monitoring meetings	100% of K-5 students with disabilities will use concrete or semi-concrete models to explain their mathematical thinking. Additional measures of success: All-In progress monitoring documents	None	None

Multi-year School Support Plan				
3-Year Goal Statement Include the goal statement completed as part of the needs assessment process.		Our current state in science for students with disabilities is 38% proficiency on the SOL in June 2025. Our desired future state for students with disabilities is 60% or more proficient on the science SOL by June 2028.		
School Performance and Support Framework Alignment Select indicator that the goal addresses.		Science Mastery		
Measurable Objectives Define objectives that support accomplishing the goal.	Measurable Objective Year 1		Measurable Objective Year 2	Measurable Objective Year 3
	50% or more of students with disabilities scoring proficient on the science SOL by June 2026. 50% or more of 5 th grade students with disabilities scoring mastery and proficient on the science unit assessments by June 2026.		55% or more of students with disabilities scoring proficient on the science SOL by June 2027. 55% or more of 5 th grade students with disabilities scoring mastery and proficient on the science unit assessments by June 2027.	60% or more of students with disabilities scoring proficient on the science SOL by June 2028. 60% or more of 5 th grade students with disabilities scoring mastery and proficient on the science unit assessments by June 2028.
Evidence-Based Strategy		Evidenced-Based Strategy:		

Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.	Science: Plan and deliver instruction using the 5E model to support experiential, inquiry-based student learning. Description of Evidenced-Based Strategy: Science Recommendation: The 5E Instructional Model consists of the following phases: Engage - Access the learner's prior knowledge and help them become engaged in a new concept through short activities that promote curiosity and elicit prior knowledge. Explore - Provide students with experiences that build a common base of activities within which current concepts (i.e., misconceptions), processes, and skills are identified, and conceptual change is facilitated. Explain - Focus students' attention on an aspect of their engagement and exploration experiences and provide opportunities to demonstrate their conceptual understanding, process skills, or behaviors. Elaborate - Challenge and extend students' conceptual understanding and skills. Evaluate - Encourage students to assess their understanding and abilities and evaluate student progress toward mastery. Rationale: The comprehensive needs assessment included an analysis of three-year trend data (to include overall and student groups): SOL and Unit Assessments. Root Cause protocol was used to determine root cause focused on the components of the instructional core. Root Cause: General education teachers need to implement and monitor the appropriate scaffolds and accommodations to support students with disabilities with experiential science learning through the 5E model. The team determined a strategic priority for increasing science achievement for students with disabilities and EL students. The team then discussed and selected an evidence-based strategy that focused on improving students' active, experiential science learning skills. Evidence Tier: Tier I (strong evidence)
Intended Outcomes Describe how student outcomes will improve as a result implementing the evidence-based strategy.	Intended Outcomes: The 5E instructional model, deeply rooted in the constructivist approach, enhances student outcomes by promoting active, experiential learning where students construct their own understanding. With a strengthened foundation in active, experiential science learning, and providing teachers with professional development on the 5E instructional model; growth producing feedback on

			instructional delivery and implementation of the 5Es; and monitoring students' progress, we will increase our students with disabilities performance on the science SOL.			
Lead person (Who is responsible for ensuring the work gets done?)			Building Principal			
Team Members (Who are responsible for doing the work?)			School CI Team, K-5 Teachers (General Education and Special Education), and Instructional Coach			
Action Step (What will be accomplished?) List the specific, sequenced steps required to complete the activity.	Process Owner (Who is responsible for ensuring the action step is complete?) Identify a single, accountability lead.	Time Frame (How long will it take?) Identify the start and end dates for each action step, including any key milestones.	Progress Checks (How will the team monitor progress?) Define key dates to review process, make adjustments, and confirm the work remains on track.	Measures of Success (How will the team know if the action step is complete?) Define clear, observable indicators of completion.	Cost Elements (What resources are needed to complete the action step?)	Funding Source (Where will the money come from?)
Professional Learning: Year 1 K-3 teachers will engage in professional learning on the 5E model. 4 th and 5 th grade teachers will engage in professional learning during CLT's to focus on embedding scaffolds and specially designed instruction within the phases of the 5E model to support students with disabilities in understanding the science concepts while maintaining inquiry-based rigor.	Instructional Coach	8/11/2025–6/12/2028	BOY, MOY, and EOY progress monitoring meetings Monthly CI/Leadership meetings	100% of K-5 teachers will deliver instruction to students with disabilities in the 5E model to support inquiry-based student learning. Additional measures of success: - CLT planning documents - Walkthrough data	None	None

<u>Year 2</u> K-3 teachers will engage in professional learning during CLT's to focus on embedding scaffolds and specially designed instruction within the phases of the 5E model to support students with disabilities in understanding the science concepts while maintaining inquiry-based rigor. 4th and 5th grade teachers will engage in professional learning to focus on continuing to embed specially designed instruction by refining scaffolds and supports so students with disabilities can independently engage in inquiry and exploration. <u>Year 3</u> K-3 teachers will engage in professional learning to focus on continuing to embed specially designed instruction by refining scaffolds and supports so students with						
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disabilities can independently engage in inquiry and exploration.						
Planning: <u>Year 1</u> K-3 teachers will plan science lessons using the 5E model to include hands-on investigations. 4 th and 5 th grade teachers will plan lessons using the 5E model to include scaffolds and specially designed instruction to reflect inquiry-based rigor with multiple access points for students with disabilities. <u>Year 2 and 3</u> K-3 teachers will plan lessons using the 5E model to include scaffolds and specially designed instruction to reflect inquiry-based rigor with multiple access points for students with disabilities. Continue to enhance 4 th and 5 th grade	Instructional Coach	8/11/2025–6/12/2028	BOY, MOY, and EOY progress monitoring meetings Monthly CI/Leadership meetings	100% of K-5 teachers will deliver instruction to students with disabilities in the 5E model to support inquiry-based student learning. Additional measures of success: • CLT planning documents • Walkthrough data	None	None

teachers' practices from Year 1.						
Monitoring: Administrators, instructional coach, and Level Office will use the PWCS walkthrough tool (Culture of Learning, High Quality Instructional Materials, Student Ownership) to monitor implementation and provide feedback.	Instructional Coach	8/11/2025 6/12/2028	BOY, MOY, and EOY progress monitoring meetings Create monthly schedule of walkthroughs Monthly CI/Leadership meetings	100% of K-5 teachers will deliver instruction to students with disabilities in the 5E model to support inquiry-based student learning. Additional measures of success: • Walkthroughs • Science Walkthrough Tool using the Culture of Learning, High-Quality Instructional Materials, and Student Ownership Sections.	None	None
Monitoring: <u>Year 1</u> 4 th and 5 th grade teachers will monitor students' use of evidence (including appropriate content vocabulary by the end of the elaborate phase) to demonstrate understanding of the science concept to justify their thinking (recorded observations, claim-	Instructional Coach	8/11/2025–6/12/2028	BOY, MOY, and EOY progress monitoring meetings Monthly CI/Leadership meetings	100% of 4-5 students with disabilities will demonstrate understanding of the science concept by using evidence to justify their thinking. Additional measures of success: • Student samples • CLT planning documents	None	None

evidence-reasoning (CER), and formative/summative assessments). <u>Year 2 and 3</u> Phase in K-3 teachers: monitor students' use of evidence (including appropriate content vocabulary by the end of the elaborate phase) to demonstrate understanding of the science concept to justify their thinking (recorded observations, claim-evidence-reasoning (CER), and formative/summative assessments). Continue to enhance 4th and 5th grade teachers' practices from Year 1.						
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