

Prince William County Public Schools

Tyler Elementary

2026-2027 2026-2027 Continuous Improvement Plan Summary



Mission Statement

Provide a rigorous and authentic learning environment where collaboration, contribution, and growth lead to success.

Vision

A diverse community of mindful learners, honoring traditions of excellence while embracing innovation.

Value Statement

Tyler believes in providing opportunities to our students during and beyond the regular school day. This includes clubs and chapters in organizations such as No Place for Hate, Spanish, Chorus, Robotics, Safety Patrols, and more. Over 25 native languages are represented by Tyler students. We value providing a learning community that emphasizes inclusivity and celebrates differences. We believe in the importance of providing a learning environment where students can collaborate and think critically in an authentic place such as our 'Collaboratory'.

Table of Contents

Strategic Priorities 4

Commitments 5

 Commitment 1: Learning and Achievement for All 5

 Commitment 2: Positive Climate and Culture 8

 Commitment 3: Family and Community Engagement 9

 Commitment 4: Organizational Coherence 10

Strategic Priorities

Strategic Priority 1: Strengthen the instructional core by ensuring consistent, high-quality, language-rich Tier 1 literacy instruction that is tightly aligned with targeted Tier 2 and Tier 3 supports, with a specific focus on improving foundational literacy skills (phonological awareness, decoding, and oral reading fluency) and language comprehension for English Learners and Students with Disabilities.

Root Cause 1: Lack of a clear structure during CLT co-planning to ensure intentional alignment of scaffolds and strategies required for SWD and EL students.

Strategic Priority 1 Areas: Learning and Achievement for All

Strategic Priority 2: Strengthen the instructional core through consistent, language-rich Tier 1 math instruction aligned with targeted Tier 2 and Tier 3 supports, emphasizing mathematical discourse, critical thinking, and equitable access for ELLs and SWDs through purposeful questioning, mathematical tools, problem solving tasks, and evidence-based reasoning.

Root Cause 2: The root cause of the problem is inconsistent collaborative planning focused on language rich mathematical instruction.

Strategic Priority 2 Areas: Learning and Achievement for All

Strategic Priority 3: Student social and emotional learning

Root Cause 3: The root cause of the problem is the absence of a consistent, schoolwide classroom embedded SEL implementation and monitoring system and accountability/discipline measures with clearly defined expectations, common practices, and accountability measures to ensure all students develop communication and conflict-resolution skills.

Strategic Priority 3 Areas: Positive Climate and Culture

Strategic Priority 4: Increase family engagement through personalized communication.

Root Cause 4: The root cause of the problem is families do not feel a personal connection/invitation to attend school events and engage in their child's education.

Strategic Priority 4 Areas: Family and Community Engagement

Commitments

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)
If we use protected CLT time for collaborative planning between classroom teachers and specialists to intentionally design differentiated instruction and scaffolds that address individual EL student and SWD needs	then teachers will consistently co-plan targeted supports and align strategies across settings, which will allow students to actively engage in grade-level learning tasks, *Engage is defined as using appropriate language and strategies to access content, persist through challenges, and demonstrate improved independence, confidence, and academic growth.	which will lead to 60% of students with a disability and 70% of EL students in grades 3-5 passing their Reading SOL by June 2027.

Impact/Implementation Goal 1 Details

Impact/Implementation Goal 1

Goal Type: Impact Goal

Impact Goal: By June 2027, 60% of students with a disability and 70% of EL students in grades 3-5 will pass their Reading SOL.

Impact/Implementation Goal 2 Details

Impact/Implementation Goal 2

Goal Type: Impact Goal

Impact Goal: By June 2027, 70% of students in grades 3-5 with disabilities (SWD) and English Learners (ELs) who score at the Below Basic or Basic level on the STAR assessment will meet or exceed their individualized oral reading fluency targets.

Impact/Implementation Goal 3 Details
Impact/Implementation Goal 3 Goal Type: Implementation Goal Implementation Goal: 100% of teachers (general education, ESOL, and special education level 1) will design lessons that include co-planned targeted supports and aligned strategies and will provide the targeted supports and strategies during instructional delivery.

Impact/Implementation Goal 4 Details
Impact/Implementation Goal 4 Goal Type: Implementation Goal Implementation Goal: 100% of SWD and EL students will meet their expected growth targets in STAR.

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)
If we teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts	then teachers will intentionally collaborate with support staff and plan for higher level thinking and questioning during CLTs which will allow students to justify their thinking orally and in writing while applying math language/vocabulary in context	which will lead to 70% of EL students in grades 3-5 passing their math SOL, and 60% of SWD in grades 3-5 passing their math SOL.

Impact/Implementation Goal 1 Details

Impact/Implementation Goal 1

Goal Type: Impact Goal

Impact Goal: By June 2027, 70% of EL students and 60% of SWD students in grades 3-5 will pass their math SOL.

Impact/Implementation Goal 2 Details

Impact/Implementation Goal 2

Goal Type: Impact Goal

Impact Goal: By June 2027, 70% of EL students and 60% of SWD students in grades 1-5 will score in the meets or exceeds range on the Momentum Math Growth Measure.

Impact/Implementation Goal 3 Details

Impact/Implementation Goal 3

Goal Type: Implementation Goal

Implementation Goal: By June 2027, 100% of teachers will collaborate with support staff to intentionally plan for higher-level thinking tasks and intentional questioning strategies and provide the selected tasks and questioning strategies during instructional delivery, as evidenced by unit planning notes, CLT planning documents, and walkthroughs.

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)
If we implement a consistent, schoolwide classroom embedded SEL implementation and monitoring system	then teachers will encourage student emotion communication and empathy, which will allow students to develop communication and conflict resolution skills	which will lead to Tyler's overall grand mean for social and emotional learning being 4.0 or higher on the Gallup Student Poll.

Impact/Implementation Goal 1 Details
Impact/Implementation Goal 1 Goal Type: Impact Goal Impact Goal: By June 2027, Tyler's overall grand mean for social and emotional learning will be 4.0 or higher on the Gallup Student Poll.

Impact/Implementation Goal 2 Details
Impact/Implementation Goal 2 Goal Type: Implementation Goal Implementation Goal: By June 2027, 90% of teachers will report consistently implementing agreed-upon SEL practices that promote emotion communication, empathy, and conflict resolution, as measured through quarterly student exit tickets.

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)
If we have our FACES and parent liaison develop an intentional plan to reach families in a personalized manner so that they attend more in-person school events,	then staff will personally connect with families to specifically engage them to attend school events	which will lead to 50% of school families being 'fully engaged' as measured by the Gallup survey.

Impact/Implementation Goal 1 Details
Impact/Implementation Goal 1 Goal Type: Impact Goal Impact Goal: By June 2027, 50% of school families will be 'fully engaged' as measured by the Gallup survey.

Impact/Implementation Goal 2 Details
Impact/Implementation Goal 2 Goal Type: Implementation Goal Implementation Goal: By June 2027, 50% of families will participate in at least three school sponsored engagement events, as measured through participation records such as sign-in data and surveys after the event.

Commitment 4: Organizational Coherence