



Advisory Council Meeting Minutes:

This council will meet every other month via zoom at 5:30 p.m.

May 19, 2026

Attendees:

Elizabeth Johnson (Principal)
Melissa Hedrick (Parent Liaison)
Meg Riat (secretary, 4th grade)
Hailey Helton (3rd grade)
Emily Sachs (1st & Special Education)
Becky Perez (2nd grade & 4th grade)
Yauri Dalencour (Chairperson, 2nd & 3rd grade)
Meghan Burnheimer (pre-k & 1st grade)
Melissa Mongillo (ESOL Teacher)
Nada Hammond (Kindergarden)

Welcome and Review of Minutes- Mrs. Johnson

The meeting was called to order at 5:32 PM via Zoom.

Reviewed meeting minutes from April.

- Motion to approve: Yauri Dalencour
- Second: Hailey Helton

Superintendent Advisory Council (SAC) Update- Mrs. Norman (not present, but provided her notes)

Grading Policy 661 was approved in Spring 2025 and will be effective SY 25-26.

6 Key Components

- Student work should receive prompt feedback that informs both the student and parent about the student's strengths and areas of improvement
- Min of 9 graded assignments or assessments that count toward Ia a nine week marking period
- Students should complete their work fully and on time
- Student must be given an opportunity to retake a summative assessment or be given an additional opportunity to show proficiency against associated standards or complete test corrections
- Final yearly grade shall be calculated by percentages being converted to the corresponding points of the letter grade
- Grades should be communicated promptly by teachers at least on a weekly basis through the online grade book and regularly through report cards

Regulation 661-1 Elementary K-5

- Clarified the importance and expectations for both formative and summative assessments. Summative assessments will make up 60% of the grade and formative assessments will account for 40%.

- *This is the biggest change for Elementary schools, this is very similar to how middle and high schools operate already.*

Formative	Summative
Quizzes, class assignments, exit tickets, homework, labs, and other as assessments that are ongoing during the unit of study	Unit tests performance-based tasks, cumulative projects and other assessments that wrap up a unity of study

- Adding grading flexibility for Encore teachers and integrated expectations for students with disabilities and English learners
- Integrated homework exceptions with a priority on reading and math practice for elementary students
- Addressed necessary adjustments when weather or other event

PAC Board Positions: Mrs. Johnson

Discussed the high-level roles and responsibilities. Proposed we continue to meet via Zoom.

Our openings:

- Chairperson
- Secretary
- Superintendent Advisory Council Representative

-Two people were interested and had submitted their names on the form that was sent out:

- Mrs. Norman put her name in to continue being the Superintendent Advisory Council Representative
- Mrs. Perez was interested in the Secretary position.
- If we don't have anyone, we will continue to recruit.
- We would have to amend our bylaws if Mrs. Norman continues in her role, past the two years.
- Hailey Helton offered to do the Chairperson position while on the meeting.
- Mrs. Johnson thanked everyone, Mrs. Helton is our new Chairperson, Mrs. Norman is continuing as the SAC representative, and Mrs. Perez is our new Secretary.
 - Bylaws will need to be updated.

Continuous Improvement Plan (CIP) Commitment 3: Mrs. Johnson and Mrs. Hedrick

- Focus for Family and Community Engagement
- Goals SY26-27
- Data Analysis - Parent Gallup Survey
- Root Cause Analysis and development of strategies and actions

English Language Arts SOL

Alvey ES												
English Language Arts												
Division Goals	School Data											
	Overall	3rd	4th	5th	Asian	Black	Hispanic	White	Econ Disad	ELL	SWD	
85% of students in grades 3-5 will pass Reading SOL.	SY23-24	89.47%	84.00%	89.36%	93.80%	90.00%	87.50%	78.26%	90.67%	72.73%	43.75%	68.85%
	SY24-25	88.12%	90.91%	87.50%	86.00%	86.79%	86.96%	81.48%	90.23%	69.23%	43.75%	56.67%
	SY25-26	89.3%	82.1%	91.0%	92.6%	92.5%	77.8%	76.0%	91.6%		78.9%	66.7%
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	22.91%	13.00%	31.91%	24.03%	40.00%	9.38%	17.39%	22.28%	27.27%	0.00%	9.84%
	SY24-25	23.76%	17.17%	23.08%	31.00%	41.51%	26.09%	18.52%	18.97%	19.23%	6.25%	6.67%
	SY25-26	18.0%	14.9%	13.0%	25.5%	30.0%	11.1%	8.0%	18.2%		15.8%	6.3%

- We are #1 in the county for language arts in SOL's.
- Still waiting for a few retakes before these are finalized.
- Our goal was working around English language learners and students with disabilities.
 - ELL went from 43% to 78% this year!
 - SWD went from 56% to 66%

Math SOLs

We were #2 in the county! Outstanding data!

Math												
Division Goals	School Data											
	Overall	3rd	4th	5th	Asian	Black	Hispanic	White	Econ Disad	ELL	SWD	
85% of students in grades 3-5 will pass Math SOL.	SY23-24	87.93%	86.00%	86.17%	90.70%	92.00%	78.13%	78.26%	89.64%	68.18%	43.75%	63.93%

All student groups in grades 3-5 will increase pass advance rates on Math SOL by 10 percentage points.	SY24-25	90.40%	89.90%	92.23%	89.00%	90.38%	91.30%	85.19%	90.23%	84.62%	60.00%	57.63%
	SY25-26	91.6%	93.9%	91.0%	90.5%	92.9%	94.4%	72.0%	92.8%		71.4%	66.0%
	Overall	3rd	4th	5th	Asian	Black	Hispanic	White	Econ Disad	ELL	SWD	
	SY23-24	29.41%	22.00%	31.91%	33.33%	52.00%	15.63%	34.78%	25.91%	18.18%	12.50%	13.11%
	SY24-25	35.76%	34.34%	35.92%	37.00%	44.23%	26.09%	33.33%	33.33%	26.92%	13.33%	16.95%
SY25-26	35.7%	30.3%	37.0%	36.8%	42.9%	11.1%	32.0%	36.7%		23.8%	19.1%	

Science SOLs

Average was 69% in the county, we have 91.6%!

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	89.15%	100.00%	80.00%	90.00%	87.84%	87.50%	100.00%	62.50%	
	SY24-25	87.00%	84.21%	100.00%	71.43%	87.04%	57.14%	0.00%	35.71%	
	SY25-26	91.6%	85.7%	83.3%	71.4%	96.7%		40.0%	82.4%	
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	37.21%	71.43%	10.00%	30.00%	37.84%	25.00%	0.00%	20.83%	
	SY24-25	34.00%	57.89%	38.46%	28.57%	24.07%	14.29%	0.00%	0.00%	
	SY25-26	37.9%	28.6%	33.3%	28.6%	41.0%		0.0%	17.6%	
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	76.00%				78.37%				
	SY25-26	73.21%				84.57%				

Survey Results from the Division

- 500 students in the building, 76 people completed it (not a great sampling of the school population)
- This survey is on a 5-point scale.
- In most areas we are similar or above the division.
- Our lowest area was the academic standards

Division Area		School's Overall Grand Mean	Division's Overall Grand Mean
Family Engagement	SY24-25	4.17	4.03
	SY25-26	4.17	4.12
School Environment	SY24-25	4.24	4.00
	SY25-26	4.22	4.07
Academic Standards	SY24-25	3.89	3.83
	SY25-26	3.91	3.95
Personalized Learning	SY24-25	4.09	3.97
	SY25-26	4.19	4.06
Communication and Involvement	SY24-25	4.14	3.94
	SY25-26	4.14	4.01
Leadership	SY24-25	4.27	4.07
	SY25-26	4.19	4.14

Academic Standards:

Survey results indicated that Academic Standards was the lowest-rated category. Among the questions contributing to this score, the lowest-rated areas were whether students are sufficiently challenged academically and whether they have opportunities to choose how they learn. These areas were identified as potential opportunities for further review and discussion.

FAMILY ENGAGEMENT		4.17		4.12	+0.05
Delivers on promises		4.14		4.11	+0.03
Feel proud		4.31		4.25	+0.06
Perfect for my child		4.01		3.98	+0.03
SCHOOL ENVIRONMENT		4.22		4.07	+0.15
Welcoming environment		4.30		4.22	+0.08
Enjoys being at school		4.20		4.03	+0.17
Treated with respect		4.22		4.10	+0.12
Appropriate discipline		4.15		3.91	+0.24
ACADEMIC STANDARDS		3.91		3.95	-0.04
High academic standards		4.19		4.13	+0.06
Appropriately challenged		3.85		4.03	-0.18
Homework is about right		3.97		3.91	+0.06
Opportunities to choose how they learn		3.64		3.74	-0.10
PERSONALIZED LEARNING		4.19		4.06	+0.13
Make child feel schoolwork is important		4.32		4.16	+0.16
Someone who encourages development		4.32		4.17	+0.15
Opportunity to do best every day		4.07		3.97	+0.10
School is committed to building the strengths		4.04		3.96	+0.08

Questions and Discussion

Mrs. Dalencour asked about the fluctuations in performance data across different school years. She inquired about possible factors contributing to declines, such as changes in resources, materials, or staffing, and questioned what practices or conditions may have contributed to periods of improvement. She asked whether there were any initial thoughts regarding the causes of the declines.

Mrs. Johnson explained that the implementation of new programs can temporarily impact data trends. She noted that the school examines trends over time and compares results with schools serving similar student populations. Determining root causes is part of the ongoing work of the leadership team, which analyzes the data to better understand contributing factors. She also noted that changes in state assessments may influence results, as some of the declines observed are consistent with trends seen across the county.

Meg Riat asked how the school's survey participation rate compares to other schools in the county, noting that a 20% response rate appeared low.

Mrs. Johnson shared that among comparable schools, survey participation rates were generally much higher, with many schools approaching 100 responses or more. Bristow Run received approximately 400 responses, while Alvey received 76 responses, representing about 20% participation. She emphasized the importance of helping families understand how survey feedback directly informs school decisions and planning.

Mrs. Dalencour recalled previous discussions about increasing survey participation and suggested additional outreach strategies. Ideas included providing QR codes at PTO events, offering raffle incentives, highlighting examples of decisions that were influenced by survey feedback, sending reminder communications, and utilizing the school's electronic sign for

survey reminders. She noted that families receive a large volume of emails, making multiple communication methods important.

Root Cause Analysis

Due to time constraints, Mrs. Johnson began the root cause analysis process on behalf of the committee.

SY26-27 Comprehensive Needs Assessment (CNA) & Logic Model Components Worksheets	
Commitment 3: Family & Community Engagement	
<p>Current State</p> <p><i>The current state is the starting point for improvement in a given area. It is a reflection of the current reality based on multiple data points and in consideration of the Division's Strategic Plan.</i></p> <p>Directions: Using your school's trend data, CI teams will answer the following questions to identify patterns and trends. Compose a narrative that answers each question. Once your CNA is approved you will be able to copy and paste your narrative into Plan4Learning.</p>	
<p><i>Use the following performance 3-year trend data:</i></p>	<p style="color: red;">For each data source, write a brief narrative using the trend data from SY23-26. Ensure that you answer the questions provided on the left.</p> <p>Learning Data: Consistently high pass rates across all three content areas: ELA: Stable 88-89% over three years Math: Increasing trend to 91.6% in SY25-26 Science: Rebounded to 91.6% after a dip Math shows the strongest growth trajectory, with steady increases in overall proficiency and many student groups improving. Science recovery is notable after a decline in SY24-25, indicating successful instructional adjustments</p> <p>Trends Advanced pass rates are declining (ELA especially) ELA advanced dropped from 23-24% to 18% overall</p>

*Use the following performance 3-year trend data:
Possible data sources (not limited to): Gallup (family engagement),
business partnerships, volunteer opportunities, food pantries, etc.*

What do you notice about the overall trends?

- What does your grade level data suggest?
- What does your subgroup performance data suggest; specifically, SWD, and EL?

Learning Data:

Consistently high pass rates across all three content areas:

ELA: Stable 88–89% over three years

Math: Increasing trend to 91.6% in SY25-26

Science: Rebounded to 91.6% after a dip

Math shows the strongest growth trajectory, with steady increases in overall proficiency and many student groups improving.

Science recovery is notable after a decline in SY24-25, indicating successful instructional adjustments

Trends

Advanced pass rates are declining (ELA especially)

ELA advanced dropped from 23–24% to 18% overall

SWD (ELA) Remains significantly lower than overall at 66.7% (SY25-26)

Family and Community Satisfaction School Data

Families perceive the school as strong and supportive, but the slight dip in academic rigor (advanced ELA performance) may not yet be visible in their perceptions of “academic standards,” which are only slightly improving.

Families may feel supported, but instructional impact for these groups is not yet strong enough to close gaps and strengthening the partnership with families (SWD) is necessary for instructional growth.

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Possible data sources (not limited to): Gallup (family engagement),
business partnerships, volunteer opportunities, food pantries, etc.*

What do you notice about the overall trends?

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Business Partnerships

Willing Warriors

<p>What existing school structures contribute to success? Possible structures (not limited to): types and frequency of meetings, surveys, etc.</p>	<p style="color: red;">Write a brief narrative that answers the question on the left.</p> <p>Family Engagement Events/Instructional Events Reading Night Multicultural Night STEAM Night SOL Night Veterans's Day and Military Month Breakfast – Community Events Parent's Night Out (Special Education)</p> <p>PTO Community Events</p> <p>Extracurricular Clubs (all students/grades) Art Music (Singing Sunrays) Drama Garden Club Robotics Tech STEAM Club Chess Club Math Club</p> <p>Family Engagement Newsletter (weekly) Principal Newsletter (weekly) PAC/PTO Committees Website, School Status, and Facebook</p> <p>SHINE System – Behavior</p>
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<p><i>Use your current CI Plan:</i> What is the impact resulting from the use of the selected strategy(jss) currently and over the past 2-3 years?</p>	<p style="color: red;">Using your current impact goals, implementation goals, and significant actions data, summarize the effectiveness of the strategy(jss) selected over time.</p> <p>The past two years our impact goal has been based on increasing parent satisfaction as measured by the Gallup or <u>Divisionwide</u> survey. Although this is a goal that our school wants to achieve, we have struggled with the number of participants to complete the survey.</p> <p>We have implemented a high functioning principal advisory council and implementation of instructional events seeking participation and feedback. Both implemented goals have been successful, and the rubric was effective in <u>measure</u> PAC, but we again struggled to measure parent feedback/satisfaction through a survey with limited participants.</p>
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	We since moved PAC to an action for SY25-26 and it is still highly functioning. We also have implemented multiple instructional events and weekly parent liaison communication as actions – both of which have been highly attended and well received.
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Desired Future State

The Desired Future State is the vision for the new reality once any improvement efforts are complete and fully implemented, opportunity gaps are removed and barriers that exist within the current state are addressed.

Directions: Using your current state analysis above, CI Teams will answer the following question.

<p>Based on the analysis above, what are the greatest challenges?</p> <p>Example: ___ is below the expected target on _____. We will monitor our progress using the following:</p> <ul style="list-style-type: none"> ○ By June 2027, _____. ○ Depending on level, identify additional metrics to monitor. 	<p style="color: red;">The PWCS strategic plan goals for Family and Community Engagement can be found in the PWCS Elevate 2030 Strategic Plan. Use the example on the left and the sentence stems below to outline your greatest challenges (no more than 3). Copy and paste in the Desired Future State in Plan4Learning.</p> <p style="color: red;">your greatest challenges (no more than 5). Copy and paste in the Desired Future State in Plan4Learning.</p> <p>The PWCS Elevate 2030 Strategic Plan outlines the following target for 3.1: PWCS will engage families as authentic partners in education to support their students’ academic progress.</p> <p>In analyzing our data...</p> <p>SY24-25 – Academic Standards = 77.8% SY 25-26 – Academic Standards = 78.2%</p> <p>SWD (ELA) Remains significantly lower than overall at 66.7% (SY25-26)</p> <p>Advanced pass rates are declining (ELA especially) ELA advanced dropped from 23–24% to 18% overall</p> <p>3.91 (78%) is below the expected target (10% increase) on Gallup Survey: Academic Standards index and below the Division Overall Grand Mean of 3.95. We will monitor our progress using the following: Gallup Parent Survey, Quarterly Parent Survey, PAC Feedback measure on C3 goals</p> <ul style="list-style-type: none"> ○ By June 2027, 88% or <u>more</u> of parents will report satisfaction with academic standards specifically around the level of challenge/rigor for their child. ○ By June 2027, 88% or more of special education parents will report satisfaction with academic standards specifically around student opportunities to choose how they learn.
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Strategic Priority

A strategic priority identifies a specific area of focus that will have the greatest impact on the achievement of the Desired Future State. There should be a “through-line” from Current State to Desired Future State to Strategic Priorities.

Directions: Based on your current state and desired future state analysis, CI Teams will identify one strategic priority. **ONLY** identified

Mrs. Johnson asked for feedback on whether these represented viable strategic priorities for the school.

Emily Sachs asked whether the survey included an opportunity for parents to provide comments, noting that open-ended feedback could help provide greater context for parent responses. Mrs. Johnson explained that the survey did not include comment boxes. Ms. Sachs also expressed interest in learning more about the standardized testing process and how the assessments are developed and administered.

Mrs. Dalencour shared that she felt the proposed priorities were achievable, though they still seemed somewhat abstract. She recommended ongoing monitoring of progress and regularly gathering feedback to ensure the priorities remain relevant and effective.

Strategic Priority
<i>A strategic priority identifies a specific area of focus that will have the greatest impact on the achievement of the Desired Future State. There should be a "through-line" from Current State to Desired Future State to Strategic Priorities.</i>
Directions: Based on your current state and desired future state analysis, CI Teams will identify one strategic priority. ONLY identified strategic priorities will continue to root cause analysis.

Identify the emerging Strategic Priority within this area.	Based on the greatest need identified above, determine the strategic priority.
	Increase satisfaction with parent engagement as authentic partners in education to support academic progress for acceleration and SWD.

Mrs. Johnson emphasized that while the school strives to support the needs of all students, it is important to focus improvement efforts on a limited number of priority areas each year. This year, the primary instructional focus was on Language Arts; however, the school continued to implement strong programs and supports across all subject areas and student groups. She noted that the school's partnership with parents remains a priority and will continue to support the success of all student populations.

Root Cause														
<i>The root cause is:</i>														
<ul style="list-style-type: none"> • The <u>fundamental</u> reason for the occurrence of a problem. • The root cause must be specific, actionable, and within the school's locus of control. • The goal is to <u>move beyond surface-level symptoms</u> and uncover deeper, systemic contributors to the problem. • Focus on processes, not people, and avoid assigning blame. 														
Directions: Using the strategic priority identified above, CI Teams will select a root cause protocol from the Root Cause Protocols & Tools resources and use it to conduct a root cause analysis. Document your analysis in the space below.														
5-Why Protocol														
<table border="1"> <tr> <td>Define the problem:</td> <td></td> </tr> <tr> <td>Why is this happening?</td> <td>It is happening because...</td> </tr> <tr> <td>Why is that?</td> <td>It is happening because...</td> </tr> <tr> <td>Why is that?</td> <td>It is happening because...</td> </tr> <tr> <td>Why is that?</td> <td>It is happening because...</td> </tr> <tr> <td>Why is that?</td> <td>It is happening because...</td> </tr> <tr> <td>What is the root cause of the problem?</td> <td>The root cause of the problem is...</td> </tr> </table>	Define the problem:		Why is this happening?	It is happening because...	Why is that?	It is happening because...	Why is that?	It is happening because...	Why is that?	It is happening because...	Why is that?	It is happening because...	What is the root cause of the problem?	The root cause of the problem is...
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Include a sign-in sheet of CI Team members who participated in the root cause analysis. Ensure to include member's role.														
Use the following strategy resources to select a strategy that addresses the identified root cause.	Using the link on the left, select the highest leveraging strategy to address your root cause. Provide your reasoning.													
Community Outreach, Business Partnerships & Philanthropy														

