

# Prince William County Public Schools

## Alvey Elementary

### 2025-2026 25-26 CIP Summary



# 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)
Routinely use a set of comprehension building practices to help students make sense of text - find/justify answers to different types of questions	K-5 instructional staff will use HQIM 'Engage & Respond' with fidelity to provide opportunities for students to justify their thinking and students will read and justify their response verbally and in writing	80% or more of students with disabilities and EL students passing the reading SOL, as monitored by 80% or more of students with disabilities and ELL students performing on or above grade level on the HMH Growth Assessment and 20% or less of K-5 ELL students and 30% or less of K-5 students with disabilities will score in the high-risk band of VALLSS.

Impact/Implementation Goal 1 Details
<p><b>Impact/Implementation Goal 1</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> 80% or more of students with disabilities and ELL student in grades 3-5 will pass the reading SOL</p>

Impact/Implementation Goal 2 Details
<p><b>Impact/Implementation Goal 2</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> 80% or more of ELL students in grades 2-5 will score on/above reading level on the HMH growth measure. BOY: 68%, MOY: 75%</p>

Impact/Implementation Goal 3 Details
<p><b>Impact/Implementation Goal 3</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> 80% or more of students with disabilities in grades 2-5 will score on/above reading level on the HMH growth measure. BOY: 60%, MOY: 70%</p>

**Impact/Implementation Goal 4 Details**

**Impact/Implementation Goal 4**

**Goal Type:** Impact Goal

**Impact Goal:** 20% or less of K-3 ELL students will score in the high-risk band of VALLSS. BOY 35%, MOY 25%

**Impact/Implementation Goal 5 Details**

**Impact/Implementation Goal 5**

**Goal Type:** Impact Goal

**Impact Goal:** 30% or less of K-3 students with disabilities will score in the high-risk band of VALLSS. BOY 50%, MOY 40%

**Impact/Implementation Goal 6 Details**

**Impact/Implementation Goal 6**

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of K-5 instructional staff will use HQIM 'Engage & Respond' with fidelity to provide opportunities for students to justify their thinking

**Impact/Implementation Goal 7 Details**

**Impact/Implementation Goal 7**

**Implementation Goal:** 100% of K-5 ELL students will read and justify their response verbally and through a 1x per module written response (EB)

**Impact/Implementation Goal 8 Details**

**Impact/Implementation Goal 8**

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of K-5 students with disabilities will read and justify their response verbally and through a 1x per module written response (EB)

**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 schoolwide lessons on social emotional learning	staff will be able to teach and model emotional regulation skills and problem solving techniques and students will apply skills during class meetings	a 4.3 mean or higher satisfaction rate in the area of social emotional wellness on the Gallup student survey, 80% K-5 student satisfaction on quarterly school surveys.

Impact/Implementation Goal 1 Details
<p><b>Impact/Implementation Goal 1</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> 5th grade students will report a mean score of 4.3 or higher on the divisionwide Gallup student survey in the area of social emotional learning.</p>

Impact/Implementation Goal 2 Details
<p><b>Impact/Implementation Goal 2</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> 80% of K-5 students will report positively on mid-point student survey in the area of social emotional learning.</p>

Impact/Implementation Goal 3 Details
<p><b>Impact/Implementation Goal 3</b></p> <p><b>Goal Type:</b> Implementation Goal</p> <p><b>Implementation Goal:</b> 100% of instructional staff will implement morning meetings with intentionality of social emotional learning skills.</p>

### 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)
increase family engagement in instructional input and instructional learning events	families will feel a heightened connection to the school community and opportunities for children to choose how they learn	20% or less of families reporting in the indifferent category on the Gallup parent survey, as measured by, 80% or more of families reporting satisfaction with family engagement as measured by mid point family survey.

Impact/Implementation Goal 1 Details
<p><b>Impact/Implementation Goal 1</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> 20% or less of families will report indifferent to measure family engagement as measured by the Gallup family survey.</p>

Impact/Implementation Goal 2 Details
<p><b>Impact/Implementation Goal 2</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> 80% or more of families will report satisfaction with family engagement as measured by mid point family survey.</p>

Impact/Implementation Goal 3 Details
<p><b>Impact/Implementation Goal 3</b></p> <p><b>Goal Type:</b> Implementation Goal</p> <p><b>Implementation Goal:</b> 60% of families will participate in instructional events and provide feedback.</p>

**Commitment 4:** Organizational Coherence