

Prince William County Public Schools

Bel Air Elementary

2025-2026 25-26 CIP Summary



Validation of Continuous Improvement Plan Date: August 11, 2025
Executive Cabinet Member: Dr. Maggie De La Rosa
Principal/Director: Jason Pensler

Commitments

Commitment 1: Learning and Achievement for All

Division Objective:

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

Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
implement evidence-based decoding strategies and integrate comprehension-building practices into daily instruction	teachers will teach... foundational skills and create opportunities for students to practice skills; how to use text evidence to demonstrate understanding and support their ideas students will... apply decoding and encoding strategies during reading and writing tasks; justify their oral and/or written responses to high level questions using evidence from text	75% or more of students in Grades 3-5-- including at least 55% of English Learners (EL)--demonstrating proficiency on the Reading Standards of Learning (SOL) assessment, 60% of students in Grades 2-5 will be On/ Above Grade Level in reading as demonstrated on HMH Growth Measure Reading, 55% of students in Grades K-5 will be Low Risk as demonstrated on VALLSS

Impact/Implementation Goal 1 Details

Impact/Implementation Goal 1

Goal Type: Impact Goal

Impact Goal: 75% or more of students in Grades 3-5 demonstrating proficiency on the Reading Standards of Learning (SOL) assessment

Impact/Implementation Goal 2 Details

Impact/Implementation Goal 2

Goal Type: Impact Goal

Impact Goal: 55% or more of English Learners (EL)--demonstrating proficiency on the Reading Standards of Learning (SOL) assessment

Impact/Implementation Goal 3 Details

Impact/Implementation Goal 3

Goal Type: Impact Goal

Impact Goal: 60% or more of students in Grades 2-5 (including EL and SWD) will be On/Above Grade Level in reading as demonstrated on HMH Growth Measure Reading
(BOY: 50%; MOY: 55%)

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Impact Goal

Impact Goal: 55% or more of students in Grades K-5 (including EL and SWD) will score in the Low Risk category as demonstrated on VALLSS
(BOY: 46%; MOY: 50%)

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Implementation Goal

Implementation Goal: 100% of teachers will explicitly teach foundational skills and provide opportunities for students to practice learned skills as measured monthly by observations and the PWCS/TNTP Reading (foundational skills) walkthrough tool

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Goal Type: Implementation Goal

Implementation Goal: 100% of reading comprehension observations will have teachers providing questions and oral/written tasks to build students comprehension of text(s) and its meaning as measured by the PWCS/TNTP walkthrough tool

Impact/Implementation Goal 7 Details

Impact/Implementation Goal 7

Goal Type: Implementation Goal

Implementation Goal: 100% of foundational skills observations will have students apply decoding and encoding strategies during reading and writing tasks (foundational skills) in a variety of ways to support mastery as measured by the PWCS/TNTP walkthrough tool

Impact/Implementation Goal 8 Details

Impact/Implementation Goal 8

Goal Type: Implementation Goal

Implementation Goal: 100% of reading comprehension observations will reflect students actively engaging in meaning-making of reading through reading, speaking, writing, and listening learning tasks as measured by the PWCS/TNTP walkthrough tool

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)
<p>plan for and utilize clear and concise mathematical language and support students' use of the language to help students effectively justify their understanding of mathematical concepts</p>	<p>teachers will... provide opportunities and consistently implement differentiated learning tasks aligned to the rigor of the standards to ensure every student's current understanding is visible students will... explain and justify their thinking using clear, concise mathematical language beyond simply stating answers</p>	<p>75% or more of students in Grades 3-5-- including at least 55% of students with disabilities (SWD)-- demonstrating proficiency on the Math Standards of Learning (SOL) assessment and End-of-Unit assessments</p>

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 75% or more of students in Grades 3-5 demonstrating proficiency on the Math Standards of Learning (SOL) assessment</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 55% or more of students with disabilities (SWD) in Grades 3-5 demonstrating proficiency on the Math Standards of Learning (SOL) assessment</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 75% or more of students in Grades 3-5 demonstrating Mastery/Proficiency (77% or higher) on PWCS End-of-Unit Mathematics assessments (BOY: 60; MOY: 68)</p>

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Impact Goal

Impact Goal: 55% more of students with disabilities (SWD) in Grades 3-5 demonstrating Mastery/Proficiency (77% or higher) on PWCS End-of-Unit Mathematics assessments
(BOY: 40; MOY: 48)

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Implementation Goal

Implementation Goal: 100% of teachers will provide opportunities and consistently implement differentiated learning tasks aligned to the rigor of the standards to ensure every student's current understanding of math concepts are visible, as measured monthly through observations and feedback using the PWCS/TNTP walkthrough tool.

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Goal Type: Implementation Goal

Implementation Goal: 100% of mathematics observations will have students explaining and justifying their thinking using clear, concise mathematical language on oral and/or written tasks as measured by the Mathematics Walkthrough Tool.
(BOY: 60; MOY: 80%)

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)
plan and deliver instruction in the 5E model to support experiential, inquiry-based student learning,	teacher will... supports students in making sense of scientific idea(s) and concepts through relevant phenomena, explanations, representations, tasks, examples, and/or models using high level of questioning students will... express, clarify, justify, interpret, explain, and represent their ideas using scientific language	75% or more of Grade 5 students-- including at least 50% of English Learners (EL)--demonstrating proficiency on the Science Standards of Learning (SOL) assessment

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 75% or more of Grade 5 students demonstrating proficiency on the Science Standards of Learning (SOL) assessment</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 50% or more of English Learners (EL) demonstrating proficiency on the Science Standards of Learning (SOL) assessment</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 75% or more of students in Grades 4 and 5 demonstrating Mastery/Proficiency on PWCS End-of-Unit Science assessments (BOY: 60%; MOY: 67%)</p>

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Impact Goal

Impact Goal: 50% or more of English Learners (EL) in Grades 4 and 5 demonstrating Mastery/Proficiency on PWCS End-of-Unit Science assessments (BOY: 40%; MOY: 45%)

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Implementation Goal

Implementation Goal: 100% of teachers in Grades 3-5 will incorporate high-level questioning strategies into their science lessons to support students in making sense of scientific ideas and concepts, with implementation monitored through monthly observations and walkthroughs using the PWCS/TNTP walkthrough tool

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Goal Type: Implementation Goal

Implementation Goal: 100% of science observations in Grades 3-5, students will use scientific language to express, clarify, justify, interpret, explain, and represent their ideas (BOY: 70%; MOY: 85%)

Commitment 2: Positive Climate and Culture

Division Objective:

2.1 PWCS will provide a learning environment which fosters inclusivity, connectedness, and encourages social and emotional wellness for all., 2.3 PWCS facilities will be welcoming, safe, and sustainable.

Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
proactively educate and engage families about the school calendar, attendance policies, health-related guidelines, and the academic impact of absences--especially around travel planning and illness	families will be better equipped to make informed decisions that prioritize consistent student attendance and minimize avoidable absences	a measurable decrease in the chronic absenteeism rate from 13.2% to 10%, as families become active partners in supporting regular school attendance

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, our student chronic absenteeism rate will decrease from 13.2% to 10%.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: 100% of families with students who meet any of the following absenteeism thresholds (excused or unexcused) will have participated in a personalized attendance intervention meeting--either in person, virtually, or by phone--with school staff to collaboratively develop a support plan aimed at improving student attendance:</p> <ul style="list-style-type: none"> -5 or more absences by the end of the first marking period -9 or more absences by the end of the second marking period -13 or more absences by the end of the third marking period

Commitment 3: Family and Community Engagement

Division Objective:

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

Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
establish an effective process to support a high-functioning advisory committee--grounded in clear communication of goals, roles, and expectations	the principal and advisory council chair will collaborate closely to implement and follow the high-functioning advisory rubric, ensuring that both parents and staff share a clear understanding of the council's purpose and are meaningfully engaged in the school's decision-making process	Bel Air Elementary achieving a high-functioning advisory council, as measured by a score of 16 or more out of 20 on the High-Functioning Advisory Rubric.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, Bel Air Elementary School will establish and maintain a high-functioning Advisory Council, as evidenced by achieving a score of 16 or higher (out of 20) on the High-Functioning Advisory Council Indicator Rubric. Progress will be monitored and documented during the Beginning-of-Year (BOY), Middle-of-Year (MOY), and End-of-Year (EOY) review cycles.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: Throughout the 2025-26 school year, Bel Air Elementary School will use the High-Functioning Advisory Council Rubric to identify specific areas for growth and develop targeted, actionable steps to address gaps. This process will guide ongoing improvement and be revisited during each progress monitoring cycle.</p>

Commitment 4: Organizational Coherence