

# Prince William County Public Schools

## Innovation Elementary School

### 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)
<p>** teach K-2 students to decode words, analyze word parts, and write and recognize words; and * routinely use a set of comprehension building practices to help 3rd-5th grade students make sense of the text</p>	<p>then * K-2 teachers will accurately deliver the blending procedures and features being taught and K-2 students will use the focus features correctly on the weekly progress monitoring UFLI quick check; and * 3rd-5th teachers will ask higher quality questions to all students and 3rd-5th grade students will use text to find and justify answers to different types of high level questions and opportunities for student discourse</p>	<p>75% or more of students in grades 3-5 will pass the reading SOL with 55% of our English Language Learners, and 40% SWD student demonstrating proficiency on the Reading SOL, 58% or more of EL students showing growth and progress on the English language proficiency as measured by WIDA ACCESS, 70% of students in grades 2-5 will be On, or Above Grade Level using HMH Growth Measure, 30% or less of K-3 students scoring in the high-risk band of VALLSS and 58% or more of EL students showing growth &amp; progress on the English language proficiency as measured by WIDA ACCESS.</p>

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> 75% or more of students in grades 3-5 will pass the reading SOL with 55% of our English Language Learners, and 40% SWD student demonstrating proficiency on the Reading SOL.</p>

Impact/Implementation Goal 2 Details
<p><b>Impact/Implementation Goal 2</b></p> <p><b>Impact Goal:</b> 58% or more of EL students showing growth and progress on the English language proficiency as measured by WIDA ACCESS</p>

**Impact/Implementation Goal 3 Details**

**Impact/Implementation Goal 3**

**Goal Type:** Impact Goal

**Impact Goal:** 70% of students in grades 2-5 will be On, or Above Grade Level using HMH Growth Measure.

**Impact/Implementation Goal 4 Details**

**Impact/Implementation Goal 4**

**Goal Type:** Impact Goal

**Impact Goal:** 30% or less of K-3 students scoring in the high-risk band of VALLSS

**Impact/Implementation Goal 5 Details**

**Impact/Implementation Goal 5**

**Implementation Goal:** 100% of K-2 teachers will explicitly teach foundations skills and provide opportunities for student practice

**Impact/Implementation Goal 6 Details**

**Impact/Implementation Goal 6**

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of 3-5 teachers will use HQIM to provide high level questioning for students to demonstrate understanding with supporting ideas about text (engage & respond)

**Impact/Implementation Goal 7 Details**

**Impact/Implementation Goal 7**

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of K-2 students will accurately use features on the weekly encoding HMH/UFLI progress monitoring quick checks

**Impact/Implementation Goal 8 Details**

**Impact/Implementation Goal 8**

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of 3-5 students will accurately respond to 'engage & respond': orally weekly; written 1x per month 'respond to the text' in MyBook

**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 a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures	K-5 teachers will use multiple representations to model math thinking for students to create and connect to math concepts	80% of students in grades 3-5 passing the math SOL and 80% scoring mastery and proficient on the unit assessments.

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 in grades 3-5 will pass the math 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% of students in grades 3-5 will demonstrate mastery and proficiency on unit math unit assessments.</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 K-5 teachers will use multiple representations to model math thinking for students to create and connect to math concepts</p>

Impact/Implementation Goal 4 Details
<p><b>Impact/Implementation Goal 4</b></p> <p><b>Goal Type:</b> Implementation Goal</p> <p><b>Implementation Goal:</b> 100% of K-5 students will demonstrate their learning on a written task at least 1x per unit</p>

**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	teachers will use high-quality instructional practices focused on higher-order questioning to support students' learning and applying scientific concepts through discourse (oral and/or written) and students will apply and justify their learning using scientific language	75% of students achieving proficiency or higher on the SOL and mastery & proficient on the unit assessment.

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> 75% of students in grade 5 will demonstrate proficiency on the science SOL with 45% of our English Language Learners and 25% of our Students with Disabilities will demonstrating proficiency.</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> 75% of students in grades 3-5 will demonstrate mastery/proficiency on the end of unit Science assessments.</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 K-5 teachers will use higher-order questioning to support students' learning and applying scientific concepts through discourse (oral and/or written).</p>

**Impact/Implementation Goal 4 Details**

**Impact/Implementation Goal 4**

**Implementation Goal:** 100% of 3-5 students will apply and justify their learning using scientific language daily through "Question of the Day"

**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 the attendance team consistently monitors student absenteeism and partners with parents on the importance of attending school	THEN students and parents will be aware of effect of absenteeism on academic progress. Staff will partner with families to overcome barriers to consistent attendance	WHICH will lead to 12% or less of students being chronically absent.

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> Decrease absenteeism rate to 12% or less of students being chronically absent.</p>

Impact/Implementation Goal 2 Details
<p><b>Impact/Implementation Goal 2</b></p> <p><b>Goal Type:</b> Implementation Goal</p> <p><b>Implementation Goal:</b> Attendance team will meet with 100% parents/guardians of students who have 10 or more absences and document conferences (in-person or phone) in the HUB monthly.</p>

**Commitment 2: Positive Climate and Culture**

**Theory of Action 2**

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
If we ensure school wide weekly community circles and team building activities to promote Falcon Pride	then staff will build relationships with their students and students will have more opportunities to problem solve with their classroom peers and get to know their peers	which will lead to 4.1 grand mean on the Gallup data for Student Belonging and 85% or higher student positive response on school 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> 4.1 grand mean or higher on the Gallup survey for student belonging</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> 85% of students will report positively on school survey for feeling a sense of belonging as measured by a pulse survey administered in Q2 and Q3.</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 K-5 teachers will hold weekly community circles to discuss and foster student dialogue on how to demonstrate Falcon Pride</p>

**Commitment 3: Family and Community Engagement**

**Theory of Action 1**

<b>If we ... (strategy(ies))</b>	<b>then ... (expected behavioral changes)</b>	<b>which will lead to ... (expected impact outcome)</b>
If we establish a clear process to support a high functioning advisory committee that includes communicating frequently and effectively, having a clear and aligned purpose, and clearly defined roles, responsibilities, and procedures,	then parents and staff will have a shared understanding of how they can influence decisions at the school as collaborative partners,	which will lead to Innovation ES having a high functioning advisory committee by the end of SY25-26.

<b>Impact/Implementation Goal 1 Details</b>
<p><b>Impact/Implementation Goal 1</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> By June 2026, Innovation ES will have a high-functioning advisory council scoring 20/20 on the rubric</p>

<b>Impact/Implementation Goal 2 Details</b>
<p><b>Impact/Implementation Goal 2</b></p> <p><b>Goal Type:</b> Implementation Goal</p> <p><b>Implementation Goal:</b> By June 2026, each neighborhood will have 2 or more family members attending Advisory Council Meetings</p>

**Commitment 4: Organizational Coherence**