

Prince William County Public Schools

John D. Jenkins Elementary

2025-2026 25-26 CIP Summary



Validation of Continuous Improvement Plan Date: August 8, 2025
Executive Cabinet Member: Kimberly Werle
Principal/Director: Marlene Coleman

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 students to decode words, analyze word parts, and write and recognize words and build decoding skills so students can read complex multisyllabic words</p>	<p>K-5 teachers will use the decodable text and dictated sentences, with fidelity, during the HMH/UFLI lesson and students will successfully use the phonics features in their dictated sentence: encoding HMH/UFLI progress monitoring quick checks</p>	<p>ELL and SWD students achieving a pass rate of 50% or higher on the reading SOL as measured by 50% or less of EL students and students with disabilities will be in the high-risk band for VALLSS, 50% or more of EL students and students with disabilities will score on/above grade level on the HMH Benchmark, and 60% or more of English Learners will meet the English language proficiency growth target as measured by the WIDA ACCESS.</p>

Impact/Implementation Goal 1 Details

Impact/Implementation Goal 1

Goal Type: Impact Goal

Impact Goal: 50% of EL students and 50% of students with disabilities will pass the reading SOL

Impact/Implementation Goal 2 Details

Impact/Implementation Goal 2

Goal Type: Impact Goal

Impact Goal: 50% or less of EL students will be in the high-risk band for VALLSS

Impact/Implementation Goal 3 Details

Impact/Implementation Goal 3

Goal Type: Impact Goal

Impact Goal: 50% or less of students with disabilities will be in the high-risk band of VALLSS

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Impact Goal

Impact Goal: 50% or more of EL students will score on/above grade level on the HMH Benchmark

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Impact Goal

Impact Goal: 50% or more of students with disabilities will score on/above grade level on the HMH Benchmark

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Goal Type: Impact Goal

Impact Goal: 60% or more of English Learners will meet the English language proficiency growth target as measured by the WIDA ACCESS.

Impact/Implementation Goal 7 Details

Impact/Implementation Goal 7

Goal Type: Implementation Goal

Implementation Goal: 100% of K-5 teachers will use the decodable text and dictated sentences, with fidelity, during the HMH/UFLI lesson (EB)

Impact/Implementation Goal 8 Details

Impact/Implementation Goal 8

Implementation Goal: 100% of K-5 EL students will successfully use the features in their dictated sentence: encoding HMH/UFLI progress monitoring quick checks (EB)

Impact/Implementation Goal 9 Details

Impact/Implementation Goal 9

Goal Type: Implementation Goal

Implementation Goal: 100% of K-5 students with disabilities will successfully use the features in their dictated sentence: encoding HMH/UFLI progress monitoring quick checks (EB)

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)
intentionally incorporate a well-selected set of concrete and semi-concrete representations to support the development of mathematical concepts and procedures	teachers will pose purposeful questions that require students to justify and explain their thinking using these models	at least 50% of English Language Learners (ELLs) and students with disabilities (SWDs) in grades 3-5 demonstration proficiency on the math standards of learning (SOL), as evidenced by 50% or more of students in grades 2-5 achieving mastery on unit math assessment throughout the year.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 50% or more of ELL students and students with disabilities in grades 3-5 will pass the Math SOL</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Impact Goal: 50% or more of 2-5 SWD students demonstrating mastery/proficiency on math unit assessments.</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Impact Goal: 50% or more of 2-5 SWD students demonstrating mastery/proficiency on math unit assessments.</p>

Impact/Implementation Goal 4 Details
<p>Impact/Implementation Goal 4</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: 100% of K-5 teachers will deliberately pose questions that require students to justify and explain their thinking with their concrete/semi-concrete models (EB)</p>

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Implementation Goal

Implementation Goal: 100% of K-5 EL students will verbally explain answers using concrete or semi-concrete models including specific math vocabulary and provided a word bank and sentence stems; written explanation of their mathematical thinking daily (EB)

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Goal Type: Implementation Goal

Implementation Goal: 100% of K-5 students with disabilities will verbally explain answers using concrete or semi-concrete models including specific math vocabulary and provided a word bank and sentence stems; written explanation of their mathematical thinking daily (EB)

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 deliver instruction in the 5E model to support inquiry-based student learning and students will demonstrate vocabulary understanding through the use of the Frayer model and explicit vocabulary instruction	50% of EL students and 50% of students with disabilities will pass the science SOL as measured by 60% or more of 5th-grade students demonstrating mastery/proficiency on science unit assessments.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 50% of EL students and 50% of students with disabilities will pass the science SOL</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 60% or more of 5th-grade students will demonstrate mastery/proficiency on Science unit assessments. 5th grade: BOY: 40%, MOY 50%</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: 100% of K-5 teachers will deliver instruction in the 5E model to support inquiry-based student learning (EB)</p>

Impact/Implementation Goal 4 Details
<p>Impact/Implementation Goal 4</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: 100% of K-5 ELL and SPED students will demonstrate vocabulary understanding</p>

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)
intentionally focus on strategies to build a positive team atmosphere through the use of the house system	Jenkins will hold at least 2 house events per quarter for teachers to have a better understanding of what students need to feel accepted and included as part of the school	4.0 or higher mean score in the area of belonging on the Gallup survey, 80% or higher positive student response on school survey (October-January), chronic absenteeism will be 15% or less.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 4.0 or higher mean score in the area of belonging on the Gallup survey</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Impact Goal: 80% or higher positive student response on school survey (October-January)</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Impact Goal: By June 2026, chronic absenteeism will be 15% or less BOY: 16%, MOY 15%</p>

Impact/Implementation Goal 4 Details
<p>Impact/Implementation Goal 4</p> <p>Implementation Goal: Jenkins will hold at least 2 house events per quarter to build relationships and team atmosphere</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)
tailor our communication style to make it more targeted and focused	parents will have a better understanding of the academic practices and opportunities to be involved at Jenkins	a mean score of 4.0 or higher in communication and involvement on the Gallup survey and 80% or more of families providing positive feedback on the school survey.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Impact Goal: A mean score of 4.0 or higher in communication and involvement on the Gallup survey</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 80% or more of families providing positive feedback on the school survey</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: Jenkins will send weekly updates (What's Buzzing at Jenkins) to highlight academic opportunities for family involvement</p>

Commitment 4: Organizational Coherence