

Prince William County Public Schools

Kerrydale Elementary

2025-2026 25-26 CIP Summary

Accountability Rating: Accredited

Performance of Student Groups
Level One



Validation of Continuous Improvement Plan Date: August 11, 2025

Executive Cabinet Member: Dr. Maggie De La Rosa

Principal/Director: Alyse Zeffiro

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>If we embed transfer strategies (effect size 0.86) that support students in applying foundational and reading comprehension skills from guided instruction to independent practice through structured co-teaching during Tier 1 and core extension</p>	<p>teachers will intentionally implement differentiated and systematic support in foundational skills and reading comprehension for decoding, encoding, and writing and students will decode, read and write on grade level complex texts and develop the literacy competencies necessary to achieve success across all English Language Arts domains</p>	<p>overall growth and achievement of 75% of all students K - 5 will be low risk on the VALLSS assessment, 75% of 2nd - 5th grade students will be on or above grade level as indicated by the HMM growth measure and 75% of students passing the Reading SOL.</p>

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 75% of students will pass the Reading SOL</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 75% of all students K - 5 will be low risk on the VALLs assessment BOY 65% MOY 70%</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 75% of 2nd - 5th grade students will be on or above grade level as indicated by the HMM growth measure. BOY 60% and MOY 65%</p>

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Impact Goal

Impact Goal: 75% of 2nd - 5th grade students will pass the HMH end of unit assessments BOY 55% and MOY 65%

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Impact Goal

Impact Goal: Grades 3 - 5 SPED students will score within 10% points of the overall (65%) on HMH Module Assessments

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Goal Type: Implementation Goal

Implementation Goal: 100% of teachers (Gen Ed., ESOL, SPED, TAs, specialists) will strategically plan (Teacher Clarity - Dimension 1 - clarity of organization) for coteaching (parallel teaching of Foundational Skills and Critical Vocabulary instruction) using HQIM (UFLI, HMH, Frayer Model) and execute co-teaching during tier 1 instruction (Teacher Clarity - Dimension 2 - clarity of presentation- instructional delivery) as evidenced by the UFD (unpacking framing document and PWCS instructional standards of excellence walkthrough documents - specifically- High-Quality Instructional Materials (HQIM): Does the teacher use HQIM required and preferred by the division to ensure equitable opportunities for all students?

Instruction is based on lessons derived from the division approved HQIM (core and supplemental) and aligns with the unit guides within co-teaching

Impact/Implementation Goal 7 Details

Impact/Implementation Goal 7

Goal Type: Implementation Goal

Impact Goal: 100% of teachers K - 5 (Gen Ed., ESOL, SPED, TAs, specialists) will plan and execute transfer learning literacy/reading comprehension strategies (small group/independent/collaborative learning/application of foundational skills and reading comprehension) during Core instruction blocks (foundation skills, explicit vocabulary, Reading Comprehension) using HQIMs (HMH Rigby Readers, UFLI, LEXIA) as evidenced by the ELA walk through tools.

Impact/Implementation Goal 8 Details

Impact/Implementation Goal 8

Goal Type: Implementation Goal

Impact Goal: 100% of students will practice connecting acquisition of foundational skills to making meaning from reading and listening and students provide text evidence to support their ideas and use topic or text-specific language in their oral and/or written responses as evidenced by PWCS standards of excellence walkthrough document of foundational skills and reading comprehension.

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)
If we expose students to multiple problem-solving concepts, procedures, and strategies through (problem solving teaching .61 effect size, direct instruction .59 and worked examples .88)	then teachers will provide deliberate instruction on word problems to deepen students' mathematical understanding and support their capacity to apply mathematical ideas and students to compare, justify, share, and question their peers' reasoning and strategies	an overall growth and achievement of 83% students passing the Math SOL.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 83% of students pass the Math SOL</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 83% of students will achieve mastery/proficiency on math end of unit assessments and math SOL. BOY 73% MOY 79%</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: Grades 3 - 5 SPED students will score within 10% points of the overall (73%) on end of unit Math Assessments</p>

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Implementation Goal

Implementation Goal: 100% of teachers will intentionally plan for and execute (teacher clarity Dimensions 1 and 2) peer-peer discourse (including but not limited to QSSSA or Turn and Learn) centered around multiple representations and strategies as evidenced by- PWCS Walkthrough indicator - The teacher provides opportunities for students to create and connect multiple representations and ideas.

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Implementation Goal

Implementation Goal: 100% of students will use clear and concise mathematical language to effectively communicate their deep understanding of mathematical concepts, ideas, and procedures by comparing and presenting their mathematical solutions and examples during the closure of the lesson with LISC as evidenced by the PWCS Math Walkthrough Indicator - The teacher strengthens all students' understanding of the content by strategically presenting and comparing students' representations and/or solution methods.

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Goal Type: Implementation Goal

Implementation Goal: 100% of small group math instruction will be aligned to the current standard of learning with differentiated instruction using manipulatives, visual aids, and read alouds as evidenced by the PWCS Instructional Standards of Excellence Walkthrough Tool.

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)
If we implement consistent direct and explicit vocabulary instruction (.67 effect size) in science classrooms,	then teachers will intentionally plan for vocabulary instruction and students will develop a deeper understanding of essential vocabulary terms (words that are new to students and are of high utility)	which will lead to improved comprehension of scientific texts and concepts and increased student participation in inquiry-based learning as evidenced in unit assessment and SOL scores at a 75% or higher.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 75% of students will pass the 5th grade Science SOL</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 75% of students are passing the end of unit Science Assessments in grades 4 and 5 BOY 60% MOY 70%</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 5th Grade SPED pass rates on end of unit Science Assessments are within 10% of the overall pass rates (65%)</p>

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Implementation Goal

Impact Goal: 100% of science teachers will implement explicit vocabulary instruction into daily lessons using a Frayer model as indicated in the PWCS instruction standards of excellence and KDES walk through tools.

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Implementation Goal

Impact Goal: 100% of science teachers will implement the 5E Instructional Model with aligned learning intentions and success criteria as indicated by the KDES walk through tools

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Goal Type: Implementation Goal

Impact Goal: 100% of students use scientific language appropriate to the content in their explanations and discussions as indicated in the PWCS Science standards of excellence walkthrough document

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 structured restorative circles as a consistent practice in the classroom	then teachers will foster an environment where students feel comfortable expressing their thoughts and feelings without fear of judgment and students will engage in open dialogue, conflict resolution, and relationship-building	which will lead to a stronger sense of belonging, improved peer interactions, and enhanced self-awareness that cultivates a culture of trust, accountability, and emotional growth, ensuring students develop social-emotional skills essential for their success as evidenced in the PWCS Gallop Student Poll indicating a 4.5 or higher in the domain of social and emotional learning.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: PWCS Gallop Student Poll indicating a 4.5 or higher in the domain of social and emotional learning.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 90% of students will report they feel comfortable expressing their thoughts and feelings without fear of judgment and students will engage in open dialogue, conflict resolution, and relationship-building and have a strong sense of belonging as indicated in the KDES quarterly surveys. BOY 75% MOY 80%</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: 100% of homeroom teachers K - 5 will implement restorative circles (sequential or nonsequential) once a week as a regular practice, fostering a positive classroom culture where students engage in structured discussions, conflict resolution, and relationship-building as indicated on the Restorative Circles Walkthrough Look For Tool</p>

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Implementation Goal

Implementation Goal: 100% of students with an incident referral in the hub coded as RB (relationship behaviors), restorative circles will be regularly implemented to address disputes, ensuring students take ownership of their actions and actively engage in finding constructive solutions

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 implement a transparent, inclusive, and teacher-led Sunshine Committee for staff morale, appreciation, and connection initiatives	teachers will feel more connected and appreciated, leading to increased engagement and effectiveness in their roles which will lead to a stronger sense of staff belonging, improved adult interactions amongst staff members, and enhanced self-worth and connection which cultivates a culture of trust, accountability, and emotional growth for our Kerrydale collective	the PWCS Gallop Staff Poll indicating a 4.3 or higher in the domain of staff engagement.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: PWCS Gallop Staff Poll indicating a 4.3 or higher in the domain of staff engagement.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Implementation Goal</p> <p>Impact Goal: 100% of sunshine committee staff will implement a transparent, inclusive, and teacher-led Sunshine Committee for staff morale, appreciation, and connection initiatives</p>

Commitment 3: Family and Community Engagement

Division Objective:

3.1 PWCS will engage families as authentic partners in education to support academic progress.

Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
If we implement agendas as a tool to enhance student self-efficacy and goal-setting	then teachers will be able to monitor student progress on use of Lexia and Zearn at home which reinforces targeted skill development beyond the school day	which will lead to parents' increased parent perception of appropriate homework assigned to their students, as evidenced by a 4.0 or higher on the homework question of the Academic Standards strand in the Gallup family Engagement survey.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 4.0 or higher on the homework question of the Academic Standards strand in the Gallup family Engagement survey.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Implementation Goal</p> <p>Impact Goal: 100% of classroom teachers will provide opportunities for and monitor use of weekly agendas for Lexia and Zearn practice at home, ensuring students reinforce their literacy and math skills at home and are increasing their self-efficacy through using their agendas to organize and set goals for themselves</p>

Commitment 4: Organizational Coherence