

Prince William County Public Schools

Kilby Elementary

2025-2026 25-26 CIP Summary



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

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)
Teach students to decode words, analyze word parts, and write and recognize words (EB) and use a set of comprehension building practices to help students make sense of the text (EB)	teachers will provide opportunities for students to read decodable words in isolation and in text (EB) and teach students how to find and justify answers to different types of questions (EB), which will allow students to recognize words more easily, enabling them to focus on word meaning and integrate information from the passage with the knowledge they have gained to ask and answer questions about the text	60% or more of English Learners and SWD in grades 3-5 passing their reading SOL and 60% of English Learners and SWD reading on or above grade level HMH and 40% or less of ELs and SWD in grades K-5 being in the high-risk band for VALLSS.

Impact/Implementation Goal 1 Details

Impact/Implementation Goal 1

Goal Type: Impact Goal

Impact Goal: At least 64% of ELs and 61% or more of SWDs in 3-5 students will pass the reading SOL.

Implementation Goal Review: Do we need to change to 50% since the PWCS scaled scores have changed?

Impact/Implementation Goal 2 Details

Impact/Implementation Goal 2

Goal Type: Impact Goal

Impact Goal: 56% or more of EL students will show growth & progress on WIDA Access

Impact/Implementation Goal 3 Details

Impact/Implementation Goal 3

Goal Type: Impact Goal

Impact Goal: 60% or more of ELs in 3rd-5th grade will be reading on/above level on HMH growth measure

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Impact Goal

Impact Goal: 60% or more of SWD in 3rd-5th grade will be reading on/above level on HMH growth measure

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Impact Goal

Impact Goal: 40% or less of ELs in grades K-5 will be in the high-risk band of VALLSS.

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Goal Type: Impact Goal

Impact Goal: 40% or less of SWD in grades K-5 will be in the high-risk band of VALLSS.

Impact/Implementation Goal 7 Details

Impact/Implementation Goal 7

Goal Type: Implementation Goal

Implementation Goal: 100% of K-3 teachers will use HQIM (UFLI/HMH) to teach students to blend letter sounds and sound-spelling patterns from left to right within a word to produce a recognizable pronunciation. (EB)

Impact/Implementation Goal 8 Details

Impact/Implementation Goal 8

Goal Type: Implementation Goal

Implementation Goal: 100% of grade 2-5 teachers will use HQIM (HMH) higher level questioning for students to collaboratively discuss text through 'engage and respond'. (EB)

Impact/Implementation Goal 9 Details

Impact/Implementation Goal 9

Goal Type: Implementation Goal

Implementation Goal Review: Change goal to 90% of K-5 will earn 75% or higher "of total points" - UFLI only

Implementation Goal: 90% K-5 English Language Learners will earn 80% accuracy on the weekly encoding on HMH/UFLI progress monitoring quick checks. (EB)

Impact/Implementation Goal 10 Details

Impact/Implementation Goal 10

Goal Type: Implementation Goal

Impact Goal: 90% K-5 SWD will earn 80% accuracy on the weekly encoding on HMH/UFLI progress monitoring quick checks. (EB)

Implementation Goal Review: change goal to 77% proficiency based on PWCS scoring rubric

Impact/Implementation Goal 11 Details

Impact/Implementation Goal 11

Goal Type: Implementation Goal

Impact Goal: 90% of 2-5 English Learners will respond correctly to 2 out of 3 'collaborative discussion' display and engage prompts (HMH) on a weekly basis (EB)

Impact/Implementation Goal 12 Details

Impact/Implementation Goal 12

Goal Type: Implementation Goal

Implementation Goal: 90% 2-5 of SWD will respond correctly to 2 out of 3 'collaborative discussion' display and engage prompts (HMH) on a weekly basis (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)
provide deliberate instruction on word problems to deepen students' mathematical understanding and support their capacity to apply mathematical ideas (EB)	teachers will deliver deliberate instruction on word problems to support students' capacity to apply mathematical ideas, allowing students to problem solve by identifying problem types and relevant information	64% of English Learners and 61% of SWD's passing their math SOL and 64% ELs and 61% of SWD's in 2-5th grade students showing mastery or proficiency on each end of unit assessment in Mastery Connect.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: At least 64% of ELs and 61% or more of SWDs in 3rd-5th grade students will 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: 64% of English Learners in 2nd -5th grade will show mastery or proficiency on each end of unit assessment in Mastery Connect.</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 61% of students with disabilities in grades 2-5 will show mastery or proficiency on each end of unit assessment in Mastery Connect.</p>

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Implementation Goal

Implementation Goal: 100% of K-5 teachers will participate in 'Word Problem Wednesday' and teach students the UPSC method for solving each problem type.

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Implementation Goal

Implementation Goal: 100% of 2nd-5th grade ELs will apply critical thinking to successfully solve weekly word problems (1 sample on paper, 3 samples using Nearpod monthly).

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Goal Type: Implementation Goal

Impact Goal: 100% of 2nd -5th grade students with disabilities will apply critical thinking to successfully solve weekly word problems (1 sample on paper, 3 samples using Nearpod monthly).

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 plan and deliver instruction using the 5E model to support experiential, inquiry-based student learning	teachers will deliver inquiry based instruction which will allow 4th & 5th grade students to accurately write reflection using content vocabulary to a daily question of the day with student discourse, and by showing their thinking on an end of week question	60% of English Learners and SWD's passing their science SOL and 60% ELs and SWD's in 4th and-5th grade showing mastery and proficiency on each end of unit assessment in Mastery Connect.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: At least 60% of ELs and 60% or more of SWDs in 5th grade 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% of ELs in 4th and 5th grade showing mastery and proficiency on each end of unit assessment in Mastery Connect.</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 60% of SWD's in 4th and-5th grade showing mastery and proficiency on each end of unit assessment in Mastery Connect.</p>

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Implementation Goal

Implementation Goal: 100% of K-5 teachers will deliver instruction focused on higher-order questioning to support students' learning and applying scientific concepts through discourse, oral and/or written. (EB)

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Implementation Goal

Implementation Goal: 70% or more of 4th & 5th grade ELs will successfully show evidence of their thinking on the weekly quick check question of the day. (EB)

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Goal Type: Implementation Goal

Impact Goal: 70% or more of 4th & 5th grade SWD will successfully show evidence of their thinking on the weekly quick check question of the day. (EB)

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., 2.2 PWCS staff will be empowered, supported, and engaged with a strong sense of belonging., 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)
If we consistently communicate and model school-wide expectations through our Positive Culture and Climate Committee	teachers will enhance our house system, which will allow students to feel a sense of belonging and a connection to the Kilby community	a decrease in chronic absenteeism to 8% or less.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: Reduce the chronic absenteeism to 8% or less for SY25. BOY: 10%, MOY: 10%</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: 100% of students will participate in 4 SEL lessons during quarterly House Meetings</p>

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)
intentionally designate one room parent per homeroom to coordinate volunteers	teachers will experience increase communication support and stronger partnerships with families and increase involvement within the classroom, which will allow students to feel more supported both at home and at school through consistent messaging and engagement,	100% of classrooms having at least one room parent per classroom and one parent volunteer per grade level each month, improving student well-being, increasing family involvement, and a more connected school community.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, 100% of classrooms will have at least one room parent per classroom and one parent volunteer per grade level each month.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: Each class will recruit a minimum of two room parents</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: 100% of parents will volunteer in their child's classroom by the end of the school year.</p>

Commitment 4: Organizational Coherence