

Prince William County Public Schools

King 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: Kathleen Poe

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.

Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
If we implement evidence-based decoding strategies and routinely use comprehension building practices,	then teachers will explicitly teach foundational skills and create opportunities for students to practice skills as well as how to use details from the text to demonstrate understanding and/or support ideas about the text which will allow students to practice decoding skills on reading and writing tasks justify their oral and/or written responses to high level questions using details/evidence from text	which will lead to 81% overall pass rate on the Reading SOL (pass rates for SWD at 50% and at ELL 50%); 70% of students in grades 2-5 reading On/Above level; 90% of K-5 students assessed in VALLS will be in the low/moderate risk bands.

Impact/Implementation Goal 1 Details

Impact/Implementation Goal 1

Goal Type: Impact Goal

Impact Goal: 81% of students in grades 3-5 will demonstrate proficiency on the Reading SOL with 50% SWD and 50% for ELL.

Impact/Implementation Goal 2 Details

Impact/Implementation Goal 2

Goal Type: Impact Goal

Impact Goal: 80% of students in grades 3-5 will demonstrate Mastery/Proficiency on end of module reading assessments provided by PWCS.
BOY: 70%; MOY: 75%; EOY: 80%

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/Above Grade Level using HMH Growth Measure.
BOY: 60%; MOY: 65%; EOY: 70%

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Impact Goal

Impact Goal: 85% of students in K-2 will be in the low/moderate risk using VALLS.
BOY: 70%; MOY: 75%; EOY: 85%

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Impact Goal

Impact Goal: We will have a 10% decrease in 3-5 students identified in the high risk band as measured by VALLS.
BOY: baseline; MOY: -5%; EOY: 10%

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Goal Type: Implementation Goal

Implementation Goal: 100% of teachers will provide opportunities for students to use details from texts to demonstrate their understanding and/or support their ideas to make meaning of what they read on oral and/or written tasks monitored monthly using the TNTP walkthrough tool.

Impact/Implementation Goal 7 Details

Impact/Implementation Goal 7

Goal Type: Implementation Goal

Implementation Goal: 100% of students will provide text evidence to support their ideas and use topic or text-specific language in their oral and/or written responses.

Impact/Implementation Goal 8 Details

Impact/Implementation Goal 8

Goal Type: Implementation Goal

Implementation Goal: 100% of teachers will make the foundational skills of the lesson explicit and allow time for student practice.

Impact/Implementation Goal 9 Details

Impact/Implementation Goal 9

Goal Type: Implementation Goal

Implementation Goal: 90% of students will score an 80%/S or higher on the weekly encoding progress monitoring quick checks (UFLI).

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)
Teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts	then teachers will explicitly teach math vocabulary using clear and concise language through various learning experiences/opportunities which will allow students to use reasoning, mathematical language, and problem-solving skills to explain their problem-solving on verbal and written tasks	which will lead to 70% of students in grades 3-5 will demonstrate mastery/proficiency the math end of unit assessments (BOY: 60%; MOY: 65%; EOY: 70%) and 80% of 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: 81% of students in grades 3-5 will demonstrate proficiency on the Math SOL with 50% SWD (FT: 61) and 71% ELL (FT: 64).</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, 75% of students EL: 71 (FT: 71)%, SWD: 50 (FT:69) in grades 2-5 will demonstrate Mastery/Proficiency on end of unit assessments.</p> <p>The following mini targets will help us reach our goal:</p> <p>BOY: 70% of students (EL: 63%; SWD: 40%) in grades 2-5 will demonstrate Mastery/Proficiency on end of unit assessments</p> <p>MOY: 73% of students (EL: 67%; SWD: 45%) in grades 2-5 will demonstrate Mastery/Proficiency on end of unit assessments</p>

Impact/Implementation Goal 3 Details

Impact/Implementation Goal 3

Goal Type: Impact Goal

Impact Goal: By June 2026, 83% of students in grades K-2 will demonstrate mastery/proficiency on end of unit math assessments.

The following mini targets will help us reach our goal:

BOY: 70% of students in grades in K-2 will demonstrate mastery/proficiency on end of unit math assessments.

MOY: 75% of students in grades in K-2 will demonstrate mastery/proficiency on end of unit math assessments.

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Implementation Goal

Implementation Goal: 100% of observations will include teachers implementing tasks and posing questions that make students' current understanding visible and require students to justify and explain their thinking.

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Implementation Goal

Implementation Goal: 100% of math observations will include students applying problem-solving strategies and justifying their responses using mathematical language on grade level tasks.

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	then teachers will collaboratively plan 5E model instructional practices and deliver learning experiences aligned to the rigor of the standards which will allow students be responsible for doing the thinking in this classroom by sharing their developing thinking about the content of the lesson through oral and/or written tasks	78% of students in grade 5 will demonstrate proficiency on the Science SOL; 82% of students in grade 5 will demonstrate Mastery/Proficiency on PWCS End of Unit assessments; 70% of students in grade 4 will demonstrate Mastery/Proficiency on PWCS End of Unit assessments

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, 78% of students in grade 5 will demonstrate proficiency on the Science SOL.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, 82% of students in grade 5 will demonstrate Mastery/Proficiency on PWCS End of Unit assessments (BOY: 74%; MOY: 78%).</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, 70% of students in grade 4 will demonstrate Mastery/Proficiency on PWCS End of Unit assessments (BOY: 60%; MOY: 65%) .</p>

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Implementation Goal

Implementation Goal: 100% of teachers will employ the 5E model and HQIM as monitored monthly (or by unit) by the Science Walkthrough tool.

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Implementation Goal

Impact Goal: By June 2026, 100% of students will share their developing thinking about the content of the lesson by expressing, clarifying, justifying, interpreting, explaining, and/or representing their ideas on verbal/written tasks measured by the Science Walkthrough tool (BOY: 80%, MOY: 90%, EOY: 100%).

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 teach students emotional regulation and conflict resolution strategies	then all staff will direct students to use strategies throughout all areas of the building to regulate their emotions and resolve conflict which will allow students to building caring relationships with all stakeholders	which will lead to an increase in social and emotional learning as measured by Gallup to 3.73 or 70% or higher positive response on 3-5 survey.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 3.73 or higher mean on Student Social Emotional Learning - Gallup survey.</p> <p>The following mini targets will help us reach our goal:</p> <p>65% positive responses on the SEL questions from Gallup: BOY: When I am angry or upset, I am very good at explaining what is bothering me to other people. When I disagree with other people, I am very good at finding a solution to our problem. I am very good at listening to my friends when they are angry or upset about something.</p> <p>70% positive responses on the SEL questions from Gallup: MOY: When I am angry or upset, I am very good at explaining what is bothering me to other people. When I disagree with other people, I am very good at finding a solution to our problem. I am very good at listening to my friends when they are angry or upset about something.</p>

Impact/Implementation Goal 2 Details

Impact/Implementation Goal 2

Goal Type: Impact Goal

Impact Goal: 70% or higher positive response on the student survey.

My teachers make me feel like I belong.

I feel supported by my school.

The adults at my school care about me.

Students at my school care about me.

When I feel like giving up, my teacher asks me to keep trying.

Impact/Implementation Goal 3 Details

Impact/Implementation Goal 3

Goal Type: Implementation Goal

Implementation Goal: 100% of classroom teachers will meet with their students once per day to discuss PBIS topics, behavior expectations, emotional regulation, and conflict resolution strategies in all academic settings as measured by class meeting chart/observations monthly.

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)
If we establish and incorporate student voice, include parent representatives, and collaborate with staff to present relevant topics that support student academic progress and social-emotional well-being during Advisory Council meetings	more families will attend and actively participate in Advisory Council meetings	which will lead to 6 additional families engaged in Advisory Council Meetings and achieving 18 out of 20 on the high functioning advisory council rubric.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026 King ES will have 10 families actively engaged in Advisory Council Meetings.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, King ES will achieve 18 out of 20 on the high functioning advisory council rubric.</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: Administrators and parent liaison will track attendance at Advisory Council meetings, which will be held six times a year.</p>

Commitment 4: Organizational Coherence