

Prince William County Public Schools

Kyle Wilson 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: Deanna Libby

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)
If we implement evidenced based decoding strategies (decode, encode, analyze word parts) and comprehension building practices (evidenced based strategy)	teachers will strengthen instructional effectiveness with intentional planning and implementation of high-leverage strategies which will allow students to demonstrate increased ownership for their learning by providing text evidence to support their ideas and use topic or text-specific language in their oral and/or written responses	students in grades 3-5 demonstrating an overall Reading SOL Pass Rate of 80% or higher (ELLs demonstrating a minimum pass rate of 50%, and students with disabilities demonstrating a minimum pass rate of 50%), 80% of students in K-2 scoring in the low or moderate risk bands for VALLSS, and 70% of students in grades 2-5 identified as reading on or above grade level in HMH.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, 80% of all students in grade 3-5 will demonstrate a passing score on the Reading SOL test</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, multilingual learners will demonstrate an overall SOL pass rate of 50% or higher</p>

Impact/Implementation Goal 3 Details

Impact/Implementation Goal 3

Goal Type: Impact Goal

Impact Goal: By June 2026, students with disabilities will demonstrate an overall SOL pass rate of 50% or higher

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Impact Goal

Impact Goal: By June 2026, KWES students in grades 3-5 will demonstrate an overall mastery/proficiency rate of 72% or higher on end of module assessments.

The following mini-targets will help us reach our goal: Rates of mastery and proficient on ELA unit assessments

BOY: 62% / 40% SWD and ELL

MOY: 67% / 45% SWD and ELL

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Impact Goal

Impact Goal: By June 2026, 80% of KWES students in grades K-2 will be identified in the low or moderate risks bands on the spring VALLSS. The following mini-targets will help us reach our goal:

Fall: 70%

Winter: 75%

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Goal Type: Impact Goal

Impact Goal: By June 2026, 70% of students in grades 2-5 will be identified as reading on or above grade level on the spring HMH growth assessment. The following mini-targets will help us reach our goal:

BOY: 50%

MOY: 60%

Impact/Implementation Goal 7 Details

Impact/Implementation Goal 7

Goal Type: Implementation Goal

Implementation Goal: By June 2026, 100% of teachers will explicitly teach students how to find and justify answers to different types of questions, as measured by the high-quality questions and tasks portion of the TNTP reading comprehension walkthrough tool.

Impact/Implementation Goal 8 Details

Impact/Implementation Goal 8

Goal Type: Implementation Goal

Implementation Goal: By June 2026, 100% of ELA observations will reflect students using HQIM to provide text evidence in support of their ideas and use topic/text specific language in oral and written responses as measured by the student ownership portion of the TNTP reading comprehension walkthrough tool.

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 utilize division selected HQIM and research-based intervention resources/strategies for mathematics to plan for instruction that employs the CRA progression and integrates questioning that probes student thinking,	teachers will provide opportunities for students to connect concrete and semi-concrete representations to abstract representations which will allow students to select and utilize appropriate tools strategically when solving problems, providing evidence to explain their thinking	which will lead to increases in student achievement in mathematics resulting in an overall mathematics SOL pass rate of 82% or higher. SWD: 55% ELL: 62%

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, students in grades 3-5 will demonstrate a passing score of 82% or higher on the Mathematics 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, students with disabilities in grades 3-5 will demonstrate an overall pass rate of 55% or higher on the Mathematics SOL.</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, Multi-Language Learners in grades 3-5 will demonstrate an overall pass rate of 62% or higher on the Mathematics SOL.</p>

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Impact Goal

Impact Goal: By June 2026, KWES students in grades 3-5 will demonstrate an overall mastery/proficiency rate of 72% or higher on end of unit assessments.

The following mini-targets will help us reach our goal: Rates of mastery and proficient on unit mathematics assessments:

BOY: 62%

MOY: 68%

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Impact Goal

Impact Goal: By June 2026, Multi-Language Learners will demonstrate an overall mastery/ proficiency rate of 62% or higher on end of unit mathematics assessments.

The following mini-targets will help us reach our goal: Rates of mastery and proficient on unit mathematics assessments:

BOY: 52%

MOY: 57%

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Goal Type: Impact Goal

Impact Goal: By June 2026, students with disabilities will demonstrate an overall mastery and proficiency rate of 55% or higher on end of unit mathematics assessments

The following mini-targets will help us reach our goal: Rates of mastery and proficient on unit mathematics assessments:

BOY: 45%

MOY: 50%

Impact/Implementation Goal 7 Details

Impact/Implementation Goal 7

Goal Type: Implementation Goal

Implementation Goal: 100% of mathematics observations will reflect teachers implementing the CRA model using high level questions during the mathematics block as measured by the PWCS walkthrough tool.

Impact/Implementation Goal 8 Details

Impact/Implementation Goal 8

Goal Type: Implementation Goal

Implementation Goal: 100% of Math observations will reflect students selecting the appropriate tools (within CRA model) to engage problem solving tasks and justify their thinking as measured by work samples and student ownership aspect of PWCS 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 plan for science instruction in the 5E model to support experiential, inquiry-based student learning	teachers will deliver instruction that promotes student inquiry which will provide students opportunities to connect science ideas with their own experiences and apply their learning to new contexts	which will lead to increases in student achievement in science resulting in an overall science SOL pass rate of 80% or higher. SWD: 50% MLL: 40%

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 80% of students in grade 5 will demonstrate a passing score on the Science SOL test by June 2025 (SWD: 50%/MLL: 40%).</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: KWES students in grades 4 and 5 will demonstrate an overall mastery/proficiency rate of 70% or higher on end of unit assessments. BOY: 60% MOY: 65%</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: 4th and 5th grade teachers will plan and deliver instruction in the 5E model using HQIM with lessons aligned to the rigor and relevance of the 2018 Science Standards of Learning reflecting to support experiential, inquiry-based student learning as measured by classroom walkthroughs using the PWCS Science walkthrough tool.</p>

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Implementation Goal

Implementation Goal: Students will demonstrate ownership for their learning in science, reflected by students being responsible for doing the thinking in the classroom, as measured by the PWCS science walkthrough tool (with emphasis on the student ownership portion of the document) and completion of KWES science reflection tool following hands on science activities.

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.

Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
<p>If we provide targeted training on how to support the social emotional developmental aspects of their students using a CASEL or ACES framework to guide our practice and</p>	<p>then teachers will incorporate those practices into morning meeting and restorative circle routines throughout the year, which will lead to students demonstrating ownership of their behavior choices by responding to and communicating appropriate and respectful responses when faced with unexpected situations</p>	<p>which will lead to 80% of KWES students reporting strongly agree or agree to social emotional learning domain questions on the division wide survey.</p>

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 80% of KWES students will report strongly agree or agree to social emotional learning domain questions on the division wide survey.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: A minimum of 80% of students will report positive responses (agree or strongly agree) to questions on locally designed monthly student survey questions aligned with the social-emotional learning components of the Gallup survey.</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: By June 2026, a minimum of 80% of KWES students will demonstrate the ability to effectively express what is bothering them and foster a culture of mutual respect among peers through targeted social-emotional learning (SEL) strategies learned through class meetings and counseling lessons as measured by self-reported responses on monthly student surveys.</p>

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Implementation Goal

Implementation Goal: 100% of K-5 teachers will implement daily class meetings incorporating social -emotional aspects of the CASEL and/or ACES framework as measured by a locally designed walkthrough tool.

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 align communication methods with stakeholder preferences and plan for and execute family engagement through the provision of academically focused workshops and curriculum events	then families will learn more about school programs and expectations of the curriculum, have the opportunity to ask questions, and build their capacity as educational partners	which will lead to a minimum of 50% of families reflecting they are fully engaged in their child's education as measured by 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: At least 50% of KWES families will indicate they are fully engaged in their child's education as measured by the Gallup Family Engagement survey.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: KWES staff will plan and execute a minimum of 5 academically focused events during SY 25-26 employing students as leaders to engage parents as authentic partners resulting in 70% of students having an adult in attendance, as measured by sign in sheets or a digital tool (MS Forms). BOY: 2 events @55% or higher MOY: 3 events @65% or higher</p>

Commitment 4: Organizational Coherence