

Prince William County Public Schools

Marshall 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: Cindy Klimaitis

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 teach students to decode words, analyze word parts, and write and recognize words and routinely use a set of comprehension building practices to help students make sense of text,	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 as well as justify their oral and/or written responses to high level questions using details/evidence from text	which will lead to 55% of our ELL and a 65% of our SWD passing the Reading SOL; 60% of our ELL making the WIDA growth; 62% of ELL and 44% of SWD in grades 3-5 will be reading on/above grade level as measured by the HMH Growth Measure; 70% or higher of ELL and SWD in grades 3-5 will score within the proficiency band on end of module assessments; and 80% of K-2 students scoring within the Low Risk band as measured by VALLSS.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, we will have a 55% pass rate for ELL and a 65% pass rate for SWD on the Reading 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, we will have a 60% of our ELL making the WIDA growth.</p>

Impact/Implementation Goal 3 Details

Impact/Implementation Goal 3

Goal Type: Impact Goal

Impact Goal: By June 2026, 80% of students in grades K-2 (including ELL and SWD) will score within the Low Risk band as measured by VALLSS.
Mini-Target: BOY: 60%; MOY: 70%

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Impact Goal

Impact Goal: By June 2026, 62% of ELL in grades 3-5 will be reading on/above grade level as measured by the HMH Growth Measure.
Mini-Target: BOY: 52%; MOY: 57%

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Impact Goal

Impact Goal: By June 2026, 44% of SWD in grades 3-5 will be reading on/above grade level as measured by the HMH Growth Measure.
Mini-Target: BOY: 34%; MOY: 39%

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Goal Type: Impact Goal

Impact Goal: By June 2026, 70% or higher of ELL in grades 3-5 will score within the proficiency band on end of module assessments.
Mini-Target: BOY: 50%; MOY: 60%

Impact/Implementation Goal 7 Details

Impact/Implementation Goal 7

Goal Type: Impact Goal

Impact Goal: By June 2026, 70% or higher of SWD in grades 3-5 will score within the proficiency band on end of module assessments.
Mini-Target: BOY: 50%; MOY: 60%

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 as monitored monthly using the foundational skills walkthrough tool.

Impact/Implementation Goal 9 Details

Impact/Implementation Goal 9

Goal Type: Implementation Goal

Implementation Goal: 100% of students (including ELL and SWD) will score an 80%/S or higher on the weekly UFLI encoding progress monitoring quick checks.

Impact/Implementation Goal 10 Details

Impact/Implementation Goal 10

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 as monitored monthly using the reading comprehension walkthrough tool.

Impact/Implementation Goal 11 Details

Impact/Implementation Goal 11

Goal Type: Implementation Goal

Implementation Goal: 100% ELA observations will have students (including ELL and SWD) will use text evidence to justify their oral/written responses during ELA instruction.

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 teach clear and concise mathematical language and support students' use of language to help them understand 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 65% of ELLs and 60% of SWD passing the Math SOL and 70% of ELLs and SWD demonstrating proficiency on the end of unit math assessments.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, we will have a 65% pass rate for ELL and a 60% pass rate for SWD on the Math 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, 70% or higher of ELL in grades 3-5 will score within the proficiency band on end of unit math assessments. Mini-Target: BOY: 50%; MOY: 60%</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% or higher of SWD in grades 3-5 will score within the proficiency band on end of unit math assessments. Mini-Target: BOY: 50%; MOY: 60%</p>

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Implementation Goal

Implementation Goal: 100% of teachers will explicitly teach math vocabulary using clear and concise language through various learning experiences/opportunities.

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 2: Positive Climate and Culture

Division Objective:

2.2 PWCS staff will be empowered, supported, and engaged with a strong sense of belonging.

Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
If we establish and implement a system to recognize and praise staff	Staff and Administration will recognize staff through weekly admin newsletter, in staff meetings, through personalized notes/walkthrough feedback consistently	which will lead to a grand mean score of 3.15 on the recognition and praise focus area on the Gallup survey.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: Employee responses on the Gallup Poll will result in a Recognition and Praise grand mean score of 3.15.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, our Leadership focus group will report a high level of satisfaction on how their colleagues are responding to receiving recognition and praise from administration and peers.</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: Admin team will recognize a minimum of 7 staff members and faculty/staff will recognize at least 2 colleagues each month through newsletters, staff meetings, and/or personalized notes/walkthrough feedback.</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 standardized and implement student lead conferences,	then teachers will teach students how to lead conversations with their parents about what and how they are learning, their achievements, and reflect on their strengths and growth opportunities, which will empower students to take ownership of their learning and keep families informed on their child's progress,	which will lead to a 3.9 grand mean score in the area of Academic Standards on the Family & Community Engagement Gallup Survey.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, we will have a 3.9 grand mean score in the area of Academic Standards on the Family & Community Engagement Gallup Survey.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, our family focus group will report a high level of satisfaction on how their child is appropriately being challenged in their classes and the opportunities for their child to choose how they learn.</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: By June 2026, 100% of student in grades 3-5 will be facilitate their mid-year student-led conference with their parent/guardian focused on what and how they are learning, their achievements, strengths, and growth opportunities.</p>

Commitment 4: Organizational Coherence