

Prince William County Public Schools

Mary Williams Elementary

2025-2026 25-26 CIP Summary

Accountability Rating: Accredited

Performance of Student Groups

Level One



Validation of Continuous Improvement Plan Date: August 8, 2025

Executive Cabinet Member: Kimberly Werle

Principal/Director: Danna B. Johnson

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>teach students to decode words, analyze word parts, write, and recognize words, so they can read complex multi-syllabic words and routinely use a set of comprehension building practices to help students make sense of the text</p>	<p>K-5 teachers will explicitly teach students how to decode multi-syllabic words by integrating daily instruction and practice in phonics, word analysis, and morphology and K-5 students will demonstrate accuracy (70% or higher) on the weekly UFLI/HMH progress monitoring quick check and 2nd-5th grade teachers will routinely implement a set of high-leverage comprehension-building practices to help students make sense of text (engage & respond daily) and students in grades 2-5 will use comprehension strategies to engage in conversation daily during 'engage & respond' and correctly answer 2 out of 3 questions on the 'Respond to Text' in their MyBook weekly</p>	<p>students reading fluently and understanding what they read, and 59% of English Language Learners and 66% of students with disabilities in grades 3 - 5 will pass the Reading SOL, 59% or more of English learner students and 66% or more of students with disabilities reading on or above grade level, and 20% or less of students in grades K-2 scoring in the high-risk range on VALLSS.</p>

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026 59% or more of English Language Learner students and 66% or more of students with disabilities in grades 3-5 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: By June 2026, 59% or more of English learner students will read on and above grade level as measured by the end of year HMH Growth Measurement Assessment.</p>

Impact/Implementation Goal 3 Details

Impact/Implementation Goal 3

Impact Goal: By June 2026, 66% or more of students with disabilities will read on and above grade level as measured by the end of year HMH Growth Measurement Assessment.

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Impact Goal

Impact Goal: By June 2026, 20% or less of students in K - 2nd will score in the high-risk category on the VALLSS assessment.

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Implementation Goal

Implementation Goal: 100% of teachers in grades K-5 will explicitly teach students how to decode multi-syllabic words by integrating daily instruction and practice in phonics, word analysis, and morphology.

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Goal Type: Implementation Goal

Implementation Goal: 100% of 2nd-5th grade teachers will routinely implement a set of high-leverage comprehension-building practices to help students make sense of text (engage & respond daily)

Impact/Implementation Goal 7 Details

Impact/Implementation Goal 7

Implementation Goal: K-5 English language learners will demonstrate accuracy (70% or higher) on the weekly UFLI/HMH progress monitoring quick check

Impact/Implementation Goal 8 Details

Impact/Implementation Goal 8

Implementation Goal: K-5 students with disabilities will demonstrate accuracy (70% or higher) on the weekly UFLI/HMH progress monitoring quick check

Impact/Implementation Goal 9 Details

Impact/Implementation Goal 9

Implementation Goal: English language learners in grades 2-5 will use comprehension strategies to engage in conversation daily during 'engage & respond' and correctly answer 2 out of 3 questions on the 'Respond to Text' in their MyBook.

Impact/Implementation Goal 10 Details

Impact/Implementation Goal 10

Implementation Goal: Students with disabilities in grades 2-5 will use comprehension strategies to engage in conversation daily during 'engage & respond' and correctly answer 2 out of 3 questions on the 'Respond to Text' in their MyBook.

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	K-5 teachers will use collaborative problem-solving tasks and clear and concise mathematical language to teach math concepts and students will use clear and concise mathematical language and apply understanding of math concepts to justify and explain their thinking, orally during discussion; written minimum 1x per unit	66% of English Language Learner students and 59% of students with disabilities in grades 3-5 will pass the Math SOL and 65% of students with disabilities and English language learners in grades 3 - 5 will score approaching, proficient, or mastery on the math 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, 66% of English Language Learner students and 59% of students with disabilities in grades 3-5 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: By June 2026, 65% or more of English language learners in grades 2 - 5 will score approaching, proficient, or mastery on the math unit assessments</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, 65% of students with disabilities in grades 2 - 5 will score approaching, proficient, or mastery on the math unit assessments</p>

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Implementation Goal

Implementation Goal: 100% of K-5 teachers will use collaborative problem-solving tasks and clear and concise mathematical language to teach math concepts

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Implementation Goal: K-5 English language learners will use clear and concise mathematical language and apply understanding of math concepts to justify and explain their thinking, orally during discussion; written minimum 1x per unit

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Implementation Goal: K-5 students with disabilities will use clear and concise mathematical language and apply understanding of math concepts to justify and explain their thinking, orally during discussion; written minimum 1x per unit

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)
provide standards aligned instruction that includes hands on learning opportunities and the 5E instructional model (EB)	teachers will engage students in collaborative, inquiry-based science instruction that emphasizes key concepts and scientific practice. Students will develop the ability to ask meaningful questions, analyze and interpret data, draw evidence-based conclusions, and apply their understanding to new contexts	at least 73% of Grade 5 students, 56% of English Language Learner students and 54% of students with disabilities passing the Science SOL, and 70% or more of students in grades 4 and 5 scoring approaching, proficient and mastery on end of unit science assessments.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Impact Goal: 73% or more of Grade 5 students passing 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, 56% of English Language Learner students grade 5 will pass the Science 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, 54% of students with disabilities in grade 5 will pass the Science SOL.</p>

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Impact Goal

Impact Goal: 70% or more of students in grades 4 and 5 scoring approaching, proficient, or mastery on end of unit science assessments.

Implementation Goal Review: 4th Grade Unit 1 Science Assessment (Solar System)

21% of 4th graders achieved proficient or mastery on the Unit 1 assessment

33% of 4th grade SPED students achieved proficient or mastery on the Unit 1 assessment

13% of 4th grade ELL students achieved proficient or mastery on the Unit 1 assessment

5th Grade Unit 1 Science Assessment (Energy)

62% of 5th graders achieved proficient or mastery on the Unit 1 assessment

37% of 5th grade ELL students achieved proficient or mastery on the Unit 1 assessment

22% of 5th grade SPED students achieved proficient or mastery on the Unit 1 assessment

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Implementation Goal

Impact Goal: 100% of teachers in grades K-5 will implement the 5E lesson model to increase rigor of inquiry in science lessons (engage & explore)

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Implementation Goal: 3-5 students will demonstrate and explain their thinking orally; written formative assessment probe and/or question of the day at least 1x per unit [K-2 1x per unit when science is taught]

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)
implement a tiered system approach to support attendance	students will attend school, parents will understand the importance of regular attendance as it relates to academic achievement, and staff will be paired with students to support discussions and engagement with attendance	11% or less students who are chronically absent.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, Mary Williams ES will decrease chronic absenteeism to 11%.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: 100% of students who are on track to be chronically absent will be monitored through the tiered system for attendance.</p>

Commitment 3: Family and Community Engagement

Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
increase our communication about academic opportunities	families will have more information on academic practices and availability of student choice	50% or more of families report being engaged with their child's learning on the Gallup survey.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 50% or more families will report being engaged on the Gallup survey.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: Provide families with monthly highlights on academic opportunities.</p>

Commitment 4: Organizational Coherence