

# Prince William County Public Schools

## Minnieville 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:** Deborah Ellis

# 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 intentionally plan for students to engage in structured math discourse and deliver tasks that are aligned to the standard using the CRA model ( Evidence-Based Strategy)	teachers will provide opportunities for students to create/ connect multiple representations and ideas that probe thinking that require justification which will allow students to explain their problem solving skills on independent verbal and written tasks.	80% of students passing the math SOLs and demonstrating mastery on end of unit math assessments (65% ELLs and SWD)

Impact/Implementation Goal 1 Details
<p><b>Impact/Implementation Goal 1</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> Students in grades 3-5 will achieve 80% on the math SOL</p>

Impact/Implementation Goal 2 Details
<p><b>Impact/Implementation Goal 2</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> The overall pass rate of ELLs and SWD in grades 3-5 will be 65% or higher on the math SOL</p>

**Impact/Implementation Goal 3 Details**

**Impact/Implementation Goal 3**

**Goal Type:** Impact Goal

**Impact Goal:** 80% of students in grades 3-5 will demonstrate mastery/proficiency on the end of unit math assessments.

BOY: 55%

MOY: 70%

**Impact/Implementation Goal 4 Details**

**Impact/Implementation Goal 4**

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of math observations will have teachers in grades 3-5 provide opportunities for students to create/connect multiple representations and ideas that probe thinking that require justification as evidenced by the PWCS math walkthrough tool.

**Impact/Implementation Goal 5 Details**

**Impact/Implementation Goal 5**

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of math observations will have students demonstrating/justifying their learning through verbal or written tasks as evidenced by the PWCS math 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)
<p>If we implement evidenced based decoding strategies (decode, encode, analyze word parts) and comprehension building practices (Evidenced based strategy)</p>	<p>teachers will explicitly teach foundational skills (decoding words, analyzing word parts, writing and recognizing words that build decoding skills) and create opportunities for students to practice skills ( how to use details from the text to demonstrate comprehension) and use reading and writing tasks to respond to high level questions using evidence from the text to explain and justify their thinking.</p>	<p>80% pass rate for K-3 VALLSS and 80% pass rate on ELA SOLs ( ELLs 50%, SWD 50%) 85% of students in grades 2-5 will be ON/ABOVE grade level and 60% of ELLs will meet the WIDA Federal Target.</p>

Impact/Implementation Goal 1 Details
<p><b>Impact/Implementation Goal 1</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> Students in grades 3-5 will achieve an 80% pass rate or higher on the English Language Arts SOLs with 60% or higher for ELLs and SWD</p>

Impact/Implementation Goal 2 Details
<p><b>Impact/Implementation Goal 2</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> 60% of ELLs will meet the WIDA ACCESS Federal Target</p>

Impact/Implementation Goal 3 Details
<p><b>Impact/Implementation Goal 3</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> 85% of students in grades 2-5 will be On/Above grade level as measured by the HMH Growth Measure Assessment.            BOY- 45%            MOY- 65%</p>

#### Impact/Implementation Goal 4 Details

##### Impact/Implementation Goal 4

**Impact Goal:** 80% of K-3 students will score in the low/moderate risk band on the VALLSS screener  
BOY- 60%  
MOY- 70%

#### Impact/Implementation Goal 5 Details

##### Impact/Implementation Goal 5

**Goal Type:** Impact Goal

**Impact Goal:** 80% of students in grades 2-5 will demonstrate Mastery/Proficiency on the end of module reading assessments as provided by PWCS ELA Department

BOY: 60%  
MOY: 70%

(These targets may have to be adjusted due to the unfamiliar nature of the new PWCS assessment tool)

#### Impact/Implementation Goal 6 Details

##### Impact/Implementation Goal 6

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of teachers in grades K-5 will explicitly teach foundational skills using HMH foundation skills and UFLI as measured by the PWCS ELA Walkthrough form.

#### Impact/Implementation Goal 7 Details

##### Impact/Implementation Goal 7

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of teachers instructing ELA will use high quality questions that require students to explain and justify their thinking during reading lessons as measured by the PWCS ELA Walkthrough form.

**Impact/Implementation Goal 8 Details**

**Impact/Implementation Goal 8**

**Goal Type:** Implementation Goal

**Implementation Goal:** During ELA observations 100% of students will provide text evidence to support their learning/ ideas through verbal or written responses as measured by the PWCS ELA Walkthrough form.

**Impact/Implementation Goal 9 Details**

**Impact/Implementation Goal 9**

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of students will apply foundational skills strategies on weekly encoding progress monitoring quick checks ( UFLI) as measured by foundational skills tracker.

**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 implement the 5E instructional model (engage, explore, explain, elaborate, evaluate) during the science block (Evidence based strategy)	teachers will develop and implement inquiry based activities that will provide students with multiple opportunities to use hands on experiences and allow students to connect scientific ideas and apply their learning through verbal and written tasks.	85% of students passing the Science SOL and end of unit science assessments, (65% ELLs and SPED)

Impact/Implementation Goal 1 Details
<p><b>Impact/Implementation Goal 1</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> Fifth grade students will achieve 85% or better on the Science SOL ( 65% ELLs, SPED)</p>

Impact/Implementation Goal 2 Details
<p><b>Impact/Implementation Goal 2</b></p> <p><b>Impact Goal:</b> End of unit Science assessments for students in Grade 4 will show students achieving 70% or better. BOY- 55% MOY- 65%</p>

Impact/Implementation Goal 3 Details
<p><b>Impact/Implementation Goal 3</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> End of unit Science assessments for students in Grade 5 will show students achieving 85% or better. BOY- 65% MOY- 75%</p>

**Impact/Implementation Goal 4 Details**

**Impact/Implementation Goal 4**

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of science teachers will incorporate hands on learning activities that are aligned to the rigor of the standards as measured by walkthrough tool with feedback.

**Impact/Implementation Goal 5 Details**

**Impact/Implementation Goal 5**

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of classrooms will have students demonstrating their learning through verbal and/or written tasks as evidenced by a science walkthrough tool.

**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 put systems in place to create a sense of belonging for each student, incentivize and recognize students that adhere to the PWCS attendance policy and communicate with families about the importance of attendance	teachers will provide multiple opportunities to strengthen classroom relationships and student engagement will increase making students want to come to school	a decrease of student chronic absenteeism to 10% or lower.

Impact/Implementation Goal 1 Details
<p><b>Impact/Implementation Goal 1</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> Chronic absenteeism will be 10% or lower. BOY: 13% MOY: 11%</p>

Impact/Implementation Goal 2 Details
<p><b>Impact/Implementation Goal 2</b></p> <p><b>Goal Type:</b> Implementation Goal</p> <p><b>Implementation Goal:</b> 100% of classroom teachers will implement multiple opportunities to build classroom relationships and student engagement.</p>

### Commitment 3: Family and Community Engagement

#### Division Objective:

3.1 PWCS will engage families as authentic partners in education to support academic progress., 3.2 PWCS will work collaboratively with community agencies and business partners to support strategic initiatives., 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)
establish a clear process to support a high functioning advisory council that includes communicating frequently and effectively, having a clear and aligned purpose and clearly defined roles, responsibilities and procedures	parents and staff will have a shared understanding of how they can collaboratively influence decisions at the school	the sustainment of a high functioning advisory council for SY26 and beyond, as indicated by a score of 20 out of 20 on the high functioning advisory council implementation rubric.

Impact/Implementation Goal 1 Details
<p><b>Impact/Implementation Goal 1</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> By June 2026, MNES will have a high functioning advisory council, as indicated by a score of at least 20 out of 20 on the high functioning advisory council implementation rubric.</p>

Impact/Implementation Goal 2 Details
<p><b>Impact/Implementation Goal 2</b></p> <p><b>Goal Type:</b> Implementation Goal</p> <p><b>Implementation Goal:</b> Minnieville Elementary will administer the high functioning advisory council indicator at BOY, MOY, and EOY, and will use the data to identify and address areas of need.</p>

**Commitment 4: Organizational Coherence**