

# Prince William County Public Schools

## Montclair 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:** Timothy Slayter

# 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)
explicitly teach students to decode simple/multisyllabic words, analyze word parts, and build word knowledge and employ High-Quality questions and tasks to build student comprehension	teachers will develop and implement instruction so that students will practice reading words accurately, increase automaticity, construct meaning, comprehend text, respond with high quality written and oral tasks that are aligned to targeted content	82% (from 79.6%) of students in grades 3-5 demonstrating proficiency on the reading SOL and 67% (from 63%) of students in grades K-2 performing at the low risk band on the VALLSS assessment.

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, increase student achievement to 82% of students in grades 3-5 demonstrating proficiency on the Reading 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> By June 2026, increase EL student achievement to 67% demonstrating proficiency on the Reading SOL.</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> By June 2026, increase student achievement to 67% of students in grades K-2 performing at the low risk band on the VALLSS screener.</p>

**Impact/Implementation Goal 4 Details**

**Impact/Implementation Goal 4**

**Goal Type:** Impact Goal

**Impact Goal:** By June 2026, increase student achievement to 69% of students reading on or above grade level on the HMH growth assessment.

**Impact/Implementation Goal 5 Details**

**Impact/Implementation Goal 5**

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of teachers will deliver explicit and engaging foundational skills instruction as measured by PWCS Reading Foundational Skills Walkthrough Tool.

**Impact/Implementation Goal 6 Details**

**Impact/Implementation Goal 6**

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of teachers will employ High-Quality questions and tasks to build student comprehension as measured by PWCS Reading Comprehension Walkthrough Tool.

**Impact/Implementation Goal 7 Details**

**Impact/Implementation Goal 7**

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of students will engage in high quality written and/or oral tasks that are aligned to targeted content in comprehension and foundational skills as measured by PWCS reading walkthrough tools.

**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 explicitly teach students to utilize clear and concise Math vocabulary & language	then teachers will provide opportunities for students to articulate their mathematical thinking and students will utilize mathematical language during verbal and written responses of their problem solving	which will lead to 85% (from 77%) of students in grades 3-5 and 67% of EL students demonstrating proficiency on the Math SOL.

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, increase student achievement to 85% of students in grades 3-5 demonstrating proficiency 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> By June 2026, increase student achievement to 67% of EL students in grades 3-5 demonstrating proficiency on the Math SOL.</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> Combined math unit scores will average 78% by end of year. (BOY 70%, MOY 74%).</p>

Impact/Implementation Goal 4 Details
<p><b>Impact/Implementation Goal 4</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> Combined math unit scores for EL students will average 60% by end of year. (BOY 56%, MOY 58%).</p>

**Impact/Implementation Goal 5 Details**

**Impact/Implementation Goal 5**

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of Teachers will explicitly teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts as measured by the PWCS Math Walkthrough tool.

**Impact/Implementation Goal 6 Details**

**Impact/Implementation Goal 6**

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of students will use precise mathematical language in their explanations and discussions as measured by the PWCS Math 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 and deliver instruction using the 5 E model to support experiential, inquiry-based student learning	teachers will support students in making sense of scientific ideas through relevant phenomena, explanations, representations, tasks, examples, and models using high level questioning which will allow students to express, clarify, justify, interpret, explain and represent their own ideas using scientific language	73% pass rate on the Science SOL for all students and at least 50% for EL learners.

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, increase student achievement to 73% of students in grades 3-5 demonstrating proficiency on the Science 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> By June 2026, increase student achievement to 50% of EL students in grades 3-5 demonstrating proficiency on the Science SOL.</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> Combined science 4th and 5th unit scores will average 65% by end of year. (BOY 60%, MOY 63%).</p>

**Impact/Implementation Goal 4 Details**

**Impact/Implementation Goal 4**

**Goal Type:** Impact Goal

**Impact Goal:** Combined science 4th and 5th unit scores for EL students will average 50% by end of year. (BOY 42%, MOY 47%).

**Impact/Implementation Goal 5 Details**

**Impact/Implementation Goal 5**

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of science observations will include high quality instructional practices (5E Model) along with high level questioning to support students learning and applying scientific concepts as measured by the walkthrough tool.

**Impact/Implementation Goal 6 Details**

**Impact/Implementation Goal 6**

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of science observations will include students will applying and justifying their scientific ideas orally and/or in writing as measured by the PWCS 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.

### Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
If we continue to strengthen our Positive Behavioral Interventions and Supports (PBIS) system through the use of positive incentives and intentional relationship building,	then teachers will increasingly implement relationship-building and problem-solving strategies through Social and Emotional Learning (SEL) lessons and restorative circles so that students will use taught SEL problem solving strategies	This will result in students reporting measurable growth in: -Social and Emotional Regulation, increasing from 3.32 to 3.8 and -Problem-solving abilities, increasing from 3.5 to 3.8 as measured by the Division Gallup Student Poll.

#### Impact/Implementation Goal 1 Details

##### Impact/Implementation Goal 1

**Goal Type:** Impact Goal

**Impact Goal:** By June of 2026, 5th grade students will report an average rating to the statement, "...I am very good at explaining what's bothering me..." of 3.8 (from 3.32) to 3.8 as measured by the Gallup Student Poll.

#### Impact/Implementation Goal 2 Details

##### Impact/Implementation Goal 2

**Goal Type:** Impact Goal

**Impact Goal:** By June of 2026, 5th grade students will report an average rating to the statement, "When I disagree with other people, I am very good at finding a solution to our problem" of 3.8 (from 3.5) as measured by the Gallup Student Poll.

#### Impact/Implementation Goal 3 Details

##### Impact/Implementation Goal 3

**Goal Type:** Implementation Goal

**Implementation Goal:** By June of 2026, 100% of teachers will teach SEL monthly lessons during morning/class meeting times as measured by grade level plans and post-lesson reflection rubrics.

**Impact/Implementation Goal 4 Details**

**Impact/Implementation Goal 4**

**Goal Type:** Implementation Goal

**Implementation Goal:** By June of 2026, 80% of students will report the use of at least two problem solving strategies measured by an in-house student survey in Q1 and Q3.

### 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 design and implement quarterly academic information family events and share grade level learning expectations in family-friendly formats,	then families will have a deeper understanding of on-grade level standards and expectations for student learning	which will lead to an increase in average response in the category of Academic Standards from 3.87 to 4.0 as measured by the Gallup Family Engagement Survey.

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 of 2026, 70% of families who participate in at least three "Family Learning Series" sessions will report knowledge of standards alignment and increased knowledge of grade level academic expectations as measured by exit surveys after each session.</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> By June of 2026 the average response in the category of Academic Standards will move from 3.87 to 4.0 as measured by the Gallup Family Engagement Survey.</p>

Impact/Implementation Goal 3 Details
<p><b>Impact/Implementation Goal 3</b></p> <p><b>Goal Type:</b> Implementation Goal</p> <p><b>Implementation Goal:</b> By May 1 of 2026, the family engagement team will conduct a minimum of three "Family Learning Series" sessions math, ELA and science content areas to increase family knowledge on standards alignment and grade level academic expectations.</p>

**Commitment 4:** Organizational Coherence