

# **Prince William County Public Schools**

## **Mullen Elementary**

### **2025-2026 25-26 CIP Summary**

# 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)
If we implement evidence-based decoding strategies and routinely use comprehension building practices (EB)	Then teachers will explicitly teach foundational skills and create opportunities for students to practice skills and how to use details from the text to demonstrate understanding and/or support ideas about the text which will allow students to practice decoding and encoding skills on reading and writing tasks and justify their oral and/or written responses to high level questions using details/evidence from text	which will lead to 70% of students reading on or above grade level by the end of SY26, 70% will demonstrate proficiency on the Reading SOL, and 80% of students will score the low to moderate risk bands on the VALLSS test.

### Impact/Implementation Goal 1 Details

#### Impact/Implementation Goal 1

**Goal Type:** Impact Goal

**Impact Goal:** 70% of students overall in grades 3-5 will demonstrate proficiency on the Reading SOL, with ELs at least 51% and SWD at least 42% (which is 20% higher for each subgroup than last year.)

### Impact/Implementation Goal 2 Details

#### Impact/Implementation Goal 2

**Goal Type:** Impact Goal

**Impact Goal:** 70% of grade 2-5 students (including ELs and SWD) will achieve On/Above Grade Level on the HMH Growth Measure.

These mini targets will help us reach this goal:

BOY- 60%

MOY 65%

**Impact/Implementation Goal 3 Details**

**Impact/Implementation Goal 3**

**Goal Type:** Impact Goal

**Impact Goal:** 80% of K-2 students (including EL and SWD) will score in the low/ moderate risk category by Spring 2026.

These mini targets will help us reach this goal:

BOY-70%

MOY-75%

**Impact/Implementation Goal 4 Details**

**Impact/Implementation Goal 4**

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of teachers will intentionally design and implement lessons that promote student discourse around decoding and comprehension which will be monitored through monthly observations/walkthroughs

**Impact/Implementation Goal 5 Details**

**Impact/Implementation Goal 5**

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of Foundational Skill Observations will have students practicing decoding and encoding on reading, writing, and speaking tasks.

**Impact/Implementation Goal 6 Details**

**Impact/Implementation Goal 6**

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of students will justify their oral and/or written response to high level questions using details and evidence from texts.

**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 plan rigorous tasks and teach mathematical concepts utilizing the CRA instructional approach(EB)	then teachers will facilitate aligned learning experiences that provide opportunities for students to create and connect multiple representations (EB) which will allow students to demonstrate their learning through reading, writing/drawing, modeling, and/or speaking student-centered tasks	which will lead to 70% of students demonstrating proficiency on the Math SOL and 70% proficiency on end of unit assessments

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> 70% of students overall in grades 3-5 will demonstrate proficiency on the Math SOL, with ELs at least 67% and SWD at least 48%, which is 20% higher for each subgroup than last year.)</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> 70% of students (including ELs and SWD) in grades 3-5 will demonstrate mastery/proficiency on the end of unit math assessment. The following mini targets will help us reach this goal: BOY-60% MOY-65%</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> 100% of teachers will provide student-centered learning tasks that aligned to the rigor of the standards, incorporate the use of C-R-A, student discourse, and high level of questioning.</p>

**Impact/Implementation Goal 4 Details**

**Impact/Implementation Goal 4**

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of Math observations will have students justifying and explaining their thinking on verbal or written tasks using the CRA approach and mathematical strategies.

**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 that follows the 5E model to support experiential, inquiry-based student learning, (EB)	then teachers will use high quality instructional practices and higher-order questioning to support students' learning of scientific concepts, which will allow students to justify and explaining their learning through discourse (oral and/or written) opportunities	which will lead to 70% of students demonstrating proficiency on the Science SOL and 70 % of 4th and 5th grade students demonstrating mastery on end of unit assessment's

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> 70% of students overall in 4th and 5th grade will demonstrate proficiency on the Science SOL. with ELs at least 48% and SWD at least 43%, which is 20% for each subgroup than last year.</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> 70% or more students (including ELs and SWD) in 4th and 5th grade will demonstrate proficiency on end of unit science assessments. The mini targets to help us reach our goal are: BOY 60% MPY 65%</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> 100% of teachers will intentionally design and implement lessons that promote student discourse, with use of academic vocabulary using the 5E model, which will be monitored through monthly observations/walkthroughs.</p>

**Impact/Implementation Goal 4 Details**

**Impact/Implementation Goal 4**

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of Science observations will have students justifying and explaining their thinking on verbal or written tasks using scientific language.

**Commitment 2: Positive Climate and Culture**

**Theory of Action 1**

<b>If we ... (strategy(ies))</b>	<b>then ... (expected behavioral changes)</b>	<b>which will lead to ... (expected impact outcome)</b>
If we implement and communicate the PWCS attendance process, build positive relationships with our families and students, and monitor attendance data and practices	Then we will consistently communicate attendance expectations, identify at risk students, and put interventions and incentives in place,	which will lead to sustaining a sub 10% chronic absenteeism rate.

<b>Impact/Implementation Goal 1 Details</b>
<p><b>Impact/Implementation Goal 1</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> Maintain a chronic absentee rate below 10% as measured by School Status.</p>

<b>Impact/Implementation Goal 2 Details</b>
<p><b>Impact/Implementation Goal 2</b></p> <p><b>Goal Type:</b> Implementation Goal</p> <p><b>Impact Goal:</b> 100% of students identified as chronically absent will track their individual daily attendance and create attendance goals to support improved 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)
establish a clear process to support a high functioning advisory committee that includes communicating frequently and effectively, having a clear and aligned purpose, and clearly defined roles, responsibilities, and procedures,	then parents and staff will have a shared understanding of how they can influence decisions at the school as collaborative partners,	which will lead to Mullen ES having a high functioning advisory committee by the end of SY25-26.

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> Mullen ES will score 16 or more points (out of 20) on the high functioning advisory council indicator rubric that will be monitored during each BOY, MOY, and EOY progress monitoring cycle.</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> Ensure frequent, effective, and inclusive communication between the school and advisory council members.</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> Empower parents and staff to participate meaningfully in the advisory council.</p>

**Commitment 4: Organizational Coherence**