

# Prince William County Public Schools

## Neabsco 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:** Mrs. Brooke LeVecchi

# Commitments

Revised/Approved: June 30, 2025

## 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 all (K-2) teachers teach students to blend letter sounds and sound spelling patterns (EB) and (3-5) deliver explicit vocabulary instruction to build comprehension (EB),	then 100% of K-2 students will demonstrate proficiency on the weekly UFLi progress monitoring quick check, and 100% of 3-5 EL & SWD will respond and use vocabulary and content knowledge verbally and through writing,	80% of all students, 70% or more of EL and 50% of SWD will pass the reading SOL, 18% of students in grades 3-5 will score pass advanced on the reading SOL and 25% or less of ELs and SWD (K-5) scoring in the high-risk band of VALLSS, and 70% or more ELs and 45% of SWD will score on or above grade level in the HMH assessment.

### Impact/Implementation Goal 1 Details

#### Impact/Implementation Goal 1

**Goal Type:** Impact Goal

**Impact Goal:** 80% of students will pass the reading SOL.

### Impact/Implementation Goal 2 Details

#### Impact/Implementation Goal 2

**Goal Type:** Impact Goal

**Impact Goal:** 70% or more of EL and 50% of SWD will pass the reading SOL.

**Impact/Implementation Goal 3 Details**

**Impact/Implementation Goal 3**

**Goal Type:** Impact Goal

**Impact Goal:** 18% of students in grades 3-5 will score pass advanced on the reading SOL.

**Impact/Implementation Goal 4 Details**

**Impact/Implementation Goal 4**

**Goal Type:** Impact Goal

**Impact Goal:** 70% of students in grades 2-5 will be on or above grade level HMH.

**Impact/Implementation Goal 5 Details**

**Impact/Implementation Goal 5**

**Goal Type:** Impact Goal

**Impact Goal:** 25% or less of ELs (K-2) will score in the high-risk band of VALLSS.

**Impact/Implementation Goal 6 Details**

**Impact/Implementation Goal 6**

**Goal Type:** Impact Goal

**Impact Goal:** 45% or less SWDs (K-2) will score in the high-risk band of VALLSS.

**Impact/Implementation Goal 7 Details**

**Impact/Implementation Goal 7**

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of K-2 teachers will teach students to blend letter sounds and sound spelling patterns, in isolation and within text.

**Impact/Implementation Goal 8 Details**

**Impact/Implementation Goal 8**

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of 3-5 teachers will deliver explicit vocabulary instruction to build comprehension.

**Impact/Implementation Goal 9 Details**

**Impact/Implementation Goal 9**

**Goal Type:** Implementation Goal

**Implementation Goal:** 80% of EL & SWD (K-2) students will demonstrate proficiency on the UFLI progress monitoring quick check.

**Impact/Implementation Goal 10 Details**

**Impact/Implementation Goal 10**

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of 3-5 EL & SWD students will respond accurately using unit vocabulary and content knowledge, verbally and in writing, through exit tickets, writing, and speaking opportunities.

**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 grow students' use of the language to help students effectively communicate their understanding of mathematical concepts,	then teachers will implement daily vocabulary instruction and support students in using clear, concise, and accurate mathematical language during math talk, written responses, and problem solving	82% of all students and 70% or more of ELs and 55% of SWD will pass the Math SOL, 30% or more of students in grades 3-5 will score pass advance 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> 82% of students will pass 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> 70% or more ELs and 55% of SWD will pass 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> 30% or more of students in grades 3-5 will score pass advance on the Math SOL.</p>

**Impact/Implementation Goal 4 Details**

**Impact/Implementation Goal 4**

**Goal Type:** Impact Goal

**Impact Goal:** 55% or more of SWD (3-5) will score mastery or proficient on the math unit assessments. BOY: 48%, MOY: 52%  
60% or more of EL (3-5) will score mastery or proficient on the math unit assessments. BOY: 50%, MOY: 55%

**Impact/Implementation Goal 5 Details**

**Impact/Implementation Goal 5**

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of teachers will explicitly teach and consistently model and monitor the use of clear, concise, and correct mathematical vocabulary during Tier 1 instruction, small-group lessons, and classroom student discourse.

**Impact/Implementation Goal 6 Details**

**Impact/Implementation Goal 6**

**Goal Type:** Implementation Goal

**Implementation Goal:** 80% of students will accurately use mathematical vocabulary in written and verbal explanations of math concepts by the 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)
If teachers in grades 4-5 plan and deliver instruction in the 5E model to support experiential, inquiry-based student learning,	students in grades 4-5 will demonstrate increased conceptual understanding and scientific reasoning by accurately responding to "Question of the Day" probes or formative assessments using written justifications aligned to the Explore and Explain phases of the 5E model,	which will lead to 5th-grade students achieving a 78% pass rate on the Science SOL, with 45% or more of SWD and 55% or more of EL students passing the Science SOL, 18% or more of our 5th grade students will score pass advanced on the Science SOL and 50% or more of our 4th and 5th grade EL and SWD will score mastery or proficient on Science Mastery Connect 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> 78% or more of students in grade 5 will pass 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> 45% or more of SWD and 55% or more of EL students in grade 5 will pass the Science SOL test.</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> 18% or more of our 5th grade students will score pass advanced on the Science SOL.</p>

**Impact/Implementation Goal 4 Details**

**Impact/Implementation Goal 4**

**Goal Type:** Impact Goal

**Impact Goal:** 50% or more of our 4th and 5th grade SWD will score mastery or proficient on Science Mastery Connect assessments.

**Impact/Implementation Goal 5 Details**

**Impact/Implementation Goal 5**

**Impact Goal:** 50% or more of our 4th and 5th grade EL students will score mastery or proficient on Science Mastery Connect assessments.

**Impact/Implementation Goal 6 Details**

**Impact/Implementation Goal 6**

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of teachers in grades 4-5 will implement the 5E Instructional Model with fidelity during Tier 1 science instruction at least 3 times per week.

**Impact/Implementation Goal 7 Details**

**Impact/Implementation Goal 7**

**Goal Type:** Implementation Goal

**Implementation Goal:** 80% of students in grades 4-5 will demonstrate increased conceptual understanding and scientific reasoning by accurately responding to "Question of the Day" probes or formative assessments using written justifications aligned to the Explore and Explain phases of the 5E model.

**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.

**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 partner with families while monitoring student attendance using school-wide initiatives and interventions and share information with families about the PWCS attendance regulation and the impact of missing school on a child's education,	then families will be able to make an informed decision about their child attending school, and students will understand the importance of attendance and the effect missing school has on their academics,	which will lead to a decrease in our chronic absenteeism rate to 10% or less.

<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> Decrease in chronic absenteeism rate to 10% or less for SY26. BOY: 8% (60 students or less) MOY: 9% (70 students or less)</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>Implementation Goal:</b> 80% of students who have a history of being chronically absent will have a student mentor in place to check in and support the importance of belonging and being present at school every day.</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**

<b>If we ... (strategy(ies))</b>	<b>then ... (expected behavioral changes)</b>	<b>which will lead to ... (expected impact outcome)</b>
If we implement the Leader in Me program to improve leadership for all stakeholders in the Neabsco community	then students, families and teachers will feel a stronger sense of belonging and connection to school, and families will be more informed and empowered to prioritize attendance	which will lead to stronger partnerships, as measured by an increased Gallup survey score (Communication and Involvement - 4.4 or more).

<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> Gallop Survey results will show 4.4 or higher on the Communication and Involvement portion of the annual survey.</p>

<b>Impact/Implementation Goal 2 Details</b>
<p><b>Impact/Implementation Goal 2</b></p> <p><b>Implementation Goal:</b> Build student voice and ownership to be a leader through implementation year 1 'Leader in Me' curriculum</p>

## **Commitment 4:** Organizational Coherence