

# Prince William County Public Schools

## Occoquan Elementary

### 2025-2026 25-26 CIP Summary

**Validation of Continuous Improvement Plan Date:** August 8, 2025

**Executive Cabinet Member:** Kimberly Werle

**Principal/Director:** Michael Lint

# 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)
Teach students to decode words, analyze word parts, and write and recognize words (EB) and routinely use a set of comprehension building practices (EB)	teachers will provide opportunities for students to read decodable words in isolation and in texts and ask high level questions to support comprehension skills, which will allow students to decode/encode words and use evidence from texts to justify their understanding of what they read,	85% overall, 65% of ELL and 80% of SWD in grades 3-5 passing their reading SOL; 60% of ELL will meet the English Learner Progress target; 52% of ELL and 35% of SWD reading on or above grade level as measured by HMH; and 20% or less of ELL and SWD in grades K-5 being in the high-risk band for VALLSS.

### Impact/Implementation Goal 1 Details

#### Impact/Implementation Goal 1

**Goal Type:** Impact Goal

**Impact Goal:** By June 2026, our Reading SOL pass rates will be 85% overall; 65% for ELLs; and 80% SWDs.

**Implementation Goal:** None

### Impact/Implementation Goal 2 Details

#### Impact/Implementation Goal 2

**Goal Type:** Impact Goal

**Impact Goal:** By June 2026, 60% or more of EL students will show growth & progress on WIDA Access.

**Impact/Implementation Goal 3 Details**

**Impact/Implementation Goal 3**

**Goal Type:** Impact Goal

**Impact Goal:** 52% or more of ELLs in 2nd-5th grade will be reading on/above level on HMH growth measure

**Impact/Implementation Goal 4 Details**

**Impact/Implementation Goal 4**

**Goal Type:** Impact Goal

**Impact Goal:** 35% or more of SWD in 2nd-5th grade will be reading on/above level on HMH growth measure

**Impact/Implementation Goal 5 Details**

**Impact/Implementation Goal 5**

**Goal Type:** Impact Goal

**Impact Goal:** 20% or less of ELLs in grades K-5 will be in the high-risk band of VALLSS.

**Impact/Implementation Goal 6 Details**

**Impact/Implementation Goal 6**

**Goal Type:** Impact Goal

**Impact Goal:** 20% or less of SWD in grades K-5 will be 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-5 teachers will explicitly teach foundational skills: single and multisyllabic words within texts and in isolation.

**Impact/Implementation Goal 8 Details**

**Impact/Implementation Goal 8**

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of grade K-5 teachers will model their thinking and ask high level questions to teach comprehension skills.

**Impact/Implementation Goal 9 Details**

**Impact/Implementation Goal 9**

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of students will earn at least 75% on the weekly HMH/UFLI progress monitoring quick checks.

**Impact/Implementation Goal 10 Details**

**Impact/Implementation Goal 10**

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of students will demonstrate comprehension skills with 75% or higher on selection quizzes.

**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)
provide deliberate instruction on word problems to deepen students' mathematical understanding and support their capacity to apply mathematical ideas and vocabulary (EB)	teachers will model their thinking using mathematical language and problem-solving strategies to teach how to solve word problems, which will allow students to justify and explain their thinking verbally and/or through written responses	85% overall and 70% of ELL and SWD's passing their math SOL; 70% ELL and SWD's in 2nd-5th grade students showing mastery or proficiency on each end of unit assessment in Mastery Connect.

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, our Math SOL Pass rates will be 85% overall; 70% for both 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> 70% of English Learners in 2nd -5th grade students showing mastery or proficiency on each end of unit assessment in Mastery Connect.</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> 70% of SWD's in 2nd-5th grade students showing mastery or proficiency on each end of unit assessment in Mastery Connect.</p>

**Impact/Implementation Goal 4 Details**

**Impact/Implementation Goal 4**

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of 2-5 teachers will teach a given solution method on how to solve word problems by modeling their thinking using mathematical language.

**Impact/Implementation Goal 5 Details**

**Impact/Implementation Goal 5**

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of 2nd -5th grade students will complete a bi-weekly common assessment using precise mathematical language and solution methods in their explanations and discussions when solving word problems.

**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 5E model to support experiential, inquiry-based student learning	teachers will deliver inquiry based instruction using high level questions and scientific vocabulary, which will allow 4th & 5th grade students to justifying and explain their learning on scientific concepts through verbal/written tasks,	85% overall; 70% of ELL and SWD's passing their science SOL and 75% ELL and SWD's in 4th and-5th grade showing mastery/proficiency on end of unit assessment in Mastery Connect.

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, our Science Pass Rates will be 85% overall; 70% for both ELL 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> 75%% of ELLs in 4th and 5th grade showing mastery and proficiency on each end of unit assessment in Mastery Connect.</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> 75% of SWD in 4th and-5th grade showing mastery and proficiency on each end of unit assessment in Mastery Connect.</p>

**Impact/Implementation Goal 4 Details**

**Impact/Implementation Goal 4**

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of K-5 teachers will deliver learning experiences that include inquiry-based instruction and higher-order questions using scientific vocabulary that lead to student discourse and application of concepts.

**Impact/Implementation Goal 5 Details**

**Impact/Implementation Goal 5**

**Goal Type:** Implementation Goal

**Implementation Goal:** 70% or more of 4th & 5th grade students will successfully demonstrate and justify their learning on the Question of the Day using scientific vocabulary.

**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 educate our parents on the important connection between their child's attendance and academic achievement and providing interventions for students at-risk of chronic absenteeism,	then we will consistently communicate attendance expectations, identify at risk students, and put interventions and incentives in place,	which will lead to a decrease in our Chronically Absenteeism rate to 8% or below.

<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> By June 2025, we will decrease our chronic absenteeism rate to 8% or lower. BOY: 11% and MOY: 10%</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> 100% of students identified as at-risk for attendance and receiving tiered attendance interventions will meet their monthly attendance goals</p>

**Commitment 3: Family and Community Engagement**

**Division Objective:**

3.1 PWCS will engage families as authentic partners in education to support academic progress., 3.3 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 establish consistent, culturally responsive, and accessible two-way communication strategies with families,	then teachers and staff will build stronger relationships and trust with families, which will allow families to be more informed, engaged, and empowered in their child's learning,	which will lead to improved student outcomes through increased support, motivation, and collaboration between home and school with a 6% increase in fully engaged family survey feedback.

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, Occoquan will send out Family Input Surveys after each school event</p>

**Commitment 4:** Organizational Coherence