

Prince William County Public Schools

Piney Branch Elementary

2025-2026 25-26 CIP Summary



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)
provide purposeful fluency building activities to help students read effortlessly (EB)	teachers will systematically and explicitly create differentiated opportunities for students to engage in independently read tasks aligned to context and the cognitive level/rigor of the standard written and orally (EB)	overall pass rates on the reading SOL of 86%, SPED pass rates of 65%, EL pass rates of 50% and pass advanced rates of 27%.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: Students will achieve overall pass rates on the reading SOL of 86%, SPED pass rates of 65%, EL pass rates of 50% and pass advanced rates of 27%.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: 100% of teachers will systematically and explicitly create differentiated opportunities for students to engage in tasks aligned to context and the cognitive level/rigor of the standard, written and orally measured through walkthrough tool, specifically student ownership.</p>

Impact/Implementation Goal 3 Details

Impact/Implementation Goal 3

Goal Type: Implementation Goal

Implementation Goal: 100% of students will engage in independent reading tasks aligned to the context and cognitive level/rigor of the standard, written and orally, daily, monitored by work samples and formative assessment tracked in a centralized schoolwide progress monitoring tool.

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Impact Goal

Impact Goal: All teachers will systematically and explicitly design differentiated learning opportunities that align with the context and cognitive rigor of the standards. These practices will be monitored through the walkthrough tool, with a specific focus on student ownership.

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Impact Goal

Impact Goal: 86% of students will be marked OGL/AGL, including 50% of EL, and at least 27% of all students marked AGL quarterly on the quarterly report card in reading.

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Goal Type: Impact Goal

Impact Goal: 65% of SPED students will achieve grades of A or B in reading, reflective of effective use of accommodations and modifications.

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)
implement math instruction utilizing structured and unstructured opportunities to assist students in monitoring and reflecting on the problem solving process (EB)	teachers will model, represent and utilize math language as they teach students to monitor and reflect on problem solving which will allow students to justify their approach to the problem solving process (EB)	88% of students achieving proficiency on the math SOL, including a pass rate of 65% for students with disabilities, and 55% for English Learners.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 88% of students will achieve proficiency on the math SOL, including a pass rate of 65% for students with disabilities, and 55% for English Learners.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: Teachers will model, represent and utilize math language as they teach students to monitor and reflect on problem solving during 100% observed mathematics instruction utilizing HQIM to provide differentiated opportunities for students to engage in tasks to align with the cognitive demand of the standard.</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: 100% of students will justify their approach to the problem solving process on independents tasks using math language and problem solving strategies.</p>

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Impact Goal

Impact Goal: 88% of all students will demonstrate proficiency in mathematics according to progress monitoring tools (i.e. PWCS Unit assessments, HQIM progress monitoring), including at least 65% of EL and SPED students.

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)
implement common social emotional learning and strategies	teachers will model and teach SEL strategies using common language during class meetings which will allow students opportunities to communicate their emotions	healthy conflict resolution, self-advocacy, better relationships as evidenced by a 4.25 Social and Emotional Learning score on the Gallup survey.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 5th grade students will report a score of 4.25 or higher on the Social Emotional Learning portion of the Gallup Survey, and monitored quarterly via informal SEL survey.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: 100% of class meetings will include SEL strategies using common language which allows students opportunities to communicate their emotions</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)
utilize a process for families to engage in school centered networks and relationships that foster a welcoming school climate and culture (EB),	the school will facilitate inclusive opportunities for high quality engagement which will allow families to have a shared understanding of how they can participate and influence school decision making as collaborative partners	Piney Branch ES having a diversified and representative high functioning advisory committee by end of SY25-26.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: Piney Branch ES will score 18 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>Impact/Implementation Goal 2</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: The school will facilitate inclusive opportunities for high-quality engagement, aiming for at least 5 families represented at meetings. This will allow families to have a shared understanding of how they can participate and influence school decision-making as collaborative partners. Attendance will be tracked at each meeting.</p>

Commitment 4: Organizational Coherence