

Prince William County Public Schools

Potomac View Elementary

2025-2026 25-26 CIP Summary



Validation of Continuous Improvement Plan Date: August 8, 2025
Executive Cabinet Member: Kimberly Werle
Principal/Director: Sherra Thomas

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) |
|--|---|--|
| <p>teach students to decode words, analyze word parts, write and recognize words and to routinely use a set of comprehension building practices to help students make sense of the text (EB)</p> | <p>teachers will explicitly teach... * Decoding and encoding strategies and provide opportunities to practice and apply skills in text - Reading comprehension strategies (vocabulary word knowledge, ask and answer questions about text, and find text evidence) Which will allow students to... * Be able to apply their skills during reading and writing activities _ Apply their learned skills to make sense of grade level text</p> | <p>75% or more of 3rd-5th grade students passing the SOL, as measured by 75% more of 2nd-5th grade students will pass the HMH end-of-unit Module assessments, 75% or more of 2nd-5th grade students will be reading on and above grade level on the HMH Growth Measure, and 20% or less of K-5 students will be in the high-risk band of VALLSS.</p> |

| Impact/Implementation Goal 1 Details |
|---|
| <p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, 75% or more of grades 3-5 students will pass the reading SOL</p> |

| Impact/Implementation Goal 2 Details |
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| <p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, 75% or more of 2nd-5th grade students will pass the HMH end-of-unit Module assessments.</p> |

| Impact/Implementation Goal 3 Details |
|---|
| <p>Impact/Implementation Goal 3</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, 75% or more of 2nd-5th grade students will be reading on/above grade level on the HMH Growth Measure; BOY: 55%, MOY: 65%</p> |

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Impact Goal

Impact Goal: By June 2026, 20% or less of K-5 students will be in the high-risk band of VALLSS; BOY: 30%, MOY: 25%

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Implementation Goal

Implementation Goal: 100% of K-5 teachers will explicitly teach grade level foundational skills (UFLI/HMH)

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Goal Type: Implementation Goal

Implementation Goal: 100% of K-5 teachers explicitly teach reading comprehension strategies (vocabulary word knowledge, ask and answer questions about text, and find text evidence)

Impact/Implementation Goal 7 Details

Impact/Implementation Goal 7

Goal Type: Implementation Goal

Implementation Goal: 100% of K-5 students will apply their learned skills on the weekly UFLI/Foundational skills (encoding) progress checks.

Impact/Implementation Goal 8 Details

Impact/Implementation Goal 8

Goal Type: Implementation Goal

Implementation Goal: 100% of K-5 students will use comprehension strategies to respond to a grade level text in a written (with scaffolds that fade over time) and/or oral format (EB)

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) |
|---|--|---|
| teach students with disabilities how to use visual representations (EB) | teachers will explicitly teach students how to create and when to use their own visual representations and math accommodations (math aids), which will allow students to apply their learned skills independently to solve grade level math problems | 70% or more of students with disabilities in grades 3-5 will pass the math SOL, as measured by 70% or more of students with disabilities in grades 3-5 will score mastery/proficient on the math unit assessments |

| Impact/Implementation Goal 1 Details |
|---|
| <p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, 70% or more of students with disabilities in grades 3-5 will pass the math SOL</p> |

| Impact/Implementation Goal 2 Details |
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| <p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, 70% or more of students with disabilities in grades 3-5 will score mastery/proficient on the math unit assessments.</p> |

| Impact/Implementation Goal 3 Details |
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| <p>Impact/Implementation Goal 3</p> <p>Goal Type: Implementation Goal</p> <p>Impact Goal: 100% of K-5 teachers and special education teachers will explicitly teach math strategies (how to create visual representations and use math aids).</p> |

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Implementation Goal

Implementation Goal: 100% of K-5 students with disabilities will select or create visual representations or math aides to solve problems on common math tasks

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) |
|--|--|--|
| plan and deliver instruction using the 5E model to support experiential, inquiry-based student learning (EB) | teachers will teach science lessons at the appropriate level of rigor, which will allow students to use academic vocabulary to justify/analyze the science topic (including subgroups) | 75% or more of students in grade 5 will pass the science SOL, as measured by 75% or more of Grades 4-5 students will score mastery/proficient on science unit assessments. |

| Impact/Implementation Goal 1 Details |
|---|
| <p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, 75% or more of grade 5 students will pass the science SOL.</p> |

| Impact/Implementation Goal 2 Details |
|---|
| <p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, 75% or more of grade 4-5 students will score master/proficient on the science end-of-unit assessments.</p> |

| Impact/Implementation Goal 3 Details |
|---|
| <p>Impact/Implementation Goal 3</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: 100% of K-5 teachers will plan and deliver instruction using the 5E inquiry-based model (EB)</p> |

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Implementation Goal

Implementation Goal: 100% of K-5 students will demonstrate analysis on the task using academic vocabulary through formative assessment probes and/or "Question of the Day" resources with written justification (grades 3-5) and oral or written justification (grades K-2) (EB)

Commitment 2: Positive Climate and Culture

Theory of Action 1

| If we ... (strategy(ies)) | then ... (expected behavioral changes) | which will lead to ... (expected impact outcome) |
|--|---|--|
| build effective systems and monitor attendance data and practices consistently | all students will be encouraged to come to school each day, do their personal best in school, and students identified as chronically absent will have specific supports | 12% or less of students being chronically absent |

| Impact/Implementation Goal 1 Details |
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| <p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, reduce chronic absenteeism to 12% or less for SY26 BOY: 8% MOY: 10%</p> |

| Impact/Implementation Goal 2 Details |
|---|
| <p>Impact/Implementation Goal 2</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: 100% of classrooms will participate in school-wide attendance incentives</p> |

| Impact/Implementation Goal 3 Details |
|---|
| <p>Impact/Implementation Goal 3</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: 100% of students who are identified as chronically absent will meet attendance goals to increase attendance.</p> |

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Implementation Goal

Impact Goal: 100% of teachers will implement school-wide systems to increase student attendance

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) |
|--|---|---|
| Explicitly communicate with parents how to support their students' at home | we will build authentic partnerships with families by providing opportunities to inform and engage families in workshop sessions connected to classroom academics | a Gallup mean score of 4.63 or higher in the area of 'family engagement with homework' as measured by 80% or more of families responding positively on the School Advisory Council survey |

| Impact/Implementation Goal 1 Details |
|---|
| <p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, a Gallup mean score of 4.63 or higher in the area of 'family engagement with homework'</p> |

| Impact/Implementation Goal 2 Details |
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| <p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, 80% or more of families responding positively to the School Advisory Council survey regarding communication between home and teachers</p> |

| Impact/Implementation Goal 3 Details |
|---|
| <p>Impact/Implementation Goal 3</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: 100% of K-5 instructional staff will provide opportunities to inform and engage families in classroom academics.</p> |

Commitment 4: Organizational Coherence