

Prince William County Public Schools

River Oaks Elementary

2025-2026 2025-26 CIP Summary

Validation of Continuous Improvement Plan Date: August 8, 2025

Executive Cabinet Member: Kimberly Werle

Principal/Director: Lisa Jackson

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)
If we implement evidence-based decoding strategies (decode, encode and analyze word parts) and routinely use comprehension building practices (EB)	then teachers will plan and deliver learning experiences to explicitly teach students to decode words, analyze word parts, and write and recognize words that build students' decoding skills which will allow students to read and encode complex multisyllabic words and therefore demonstrate comprehension by answering high quality questions and completing tasks that require them to explain and justify their thinking	which will lead to 70% of students demonstrating proficiency on the Reading SOL (36% or more for students with disabilities), 60% of students in grades 2-5 reading On/Above Grade Level as measured by HMH Growth Measure (36% or more for students with disabilities) and 70% of students in grades K-5 scoring in the low/moderate risk bands in VALLSS (and 36% or more for students with disabilities).

Impact/Implementation Goal 1 Details

Impact/Implementation Goal 1

Goal Type: Impact Goal

Impact Goal: By June 2026, 70% of students demonstrate proficiency on the Reading SOL and 36% or more for students with disabilities.

Summative Evaluation: Some progress made toward meeting Goal

Next Year's Recommendation: We will keep this goal for next year.

Impact/Implementation Goal 2 Details

Impact/Implementation Goal 2

Goal Type: Impact Goal

Impact Goal: By June 2026, 60% of students in grades 2-5 will be reading On/Above Grade Level as measured by HMH Growth Measure.

Summative Evaluation: Some progress made toward meeting Goal

Next Year's Recommendation: We will continue with this goal. Next year a different growth measurement tool will be used.

Impact/Implementation Goal 3 Details

Impact/Implementation Goal 3

Goal Type: Impact Goal

Impact Goal: By June 2026, 36% or more of students with disabilities in grades 2-5 will be reading on/above grade level.

Summative Evaluation: Some progress made toward meeting Goal

Next Year's Recommendation: We will continue with this goal.

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Impact Goal

Impact Goal: By June 2026, 70% of students in grades K-2 will score in the low/moderate risk band in VALLSS

Summative Evaluation: Significant progress made toward meeting Goal

Next Year's Recommendation: We will keep this goal for next year and continue to 75%

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Impact Goal

Impact Goal: By June 2026, 36% or more of students with disabilities in grades K-2 will score within the low-risk band of the VALLSS assessment.

Summative Evaluation: Exceeded Goal

Next Year's Recommendation: We will continue this goal for next year.

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Goal Type: Implementation Goal

Implementation Goal: 100% of teachers will explicitly teach foundational skills using UFLI and HMH foundational skills as measured through our walkthrough tool.

Summative Evaluation: Some progress made toward meeting Goal

Next Year's Recommendation: We will continue with this implementation goal.

Impact/Implementation Goal 7 Details

Impact/Implementation Goal 7

Goal Type: Implementation Goal

Implementation Goal: 100% of classes will have students practicing foundational skills with written and/or oral tasks that are aligned to targeted content and skills as measured through our walkthrough tool.

Summative Evaluation: Some progress made toward meeting Goal

Next Year's Recommendation: We will continue with this implementation goal. We would like to consider combining goal 6 and 7.

Impact/Implementation Goal 8 Details

Impact/Implementation Goal 8

Goal Type: Implementation Goal

Implementation Goal: 100% of teachers will require students to use details from the text to demonstrate understanding and/or support their ideas about the text as measured by the walkthrough tool.

Summative Evaluation: Some progress made toward meeting Goal

Next Year's Recommendation: We will continue this goal; however, we want to combine goal 8 and 9.

Impact/Implementation Goal 9 Details
Impact/Implementation Goal 9 Goal Type: Implementation Goal Implementation Goal: 100% of classes will have students doing the majority of the work of the lesson: speaking/listening, reading, and/or writing and use text evidence to support their ideas as measured through our walkthrough tool. Next Year's Recommendation: Continue but try to combine with goal 8

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 use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures (EB)	Then teachers will plan for meaningful opportunities for students to use representations to help solidify the use of representations as "thinking tools" which will allow students to connect representations to abstract concepts and use them to justify and explain their thinking,	which will lead to 70% of students demonstrating proficiency on the Math SOL (and 40% or more for students with disabilities), and 70% of students will demonstrate growth on the EOY Momentum Assessment (28% or more of K-5 students with disabilities will demonstrate growth).

Impact/Implementation Goal 1 Details

Impact/Implementation Goal 1

Goal Type: Impact Goal

Impact Goal: By June 2027, 70% of 3-5 students will demonstrate proficiency on the math SOL and 40% or more of students with disabilities.

Summative Evaluation: Significant progress made toward meeting Goal

Next Year's Recommendation: We will continue with this goal for the SY26-27.

Impact/Implementation Goal 2 Details

Impact/Implementation Goal 2

Goal Type: Impact Goal

Impact Goal: By June 2027, 70% of students will demonstrate growth on the EOY Momentum Assessment (28% or more of K-5 students with disabilities will demonstrate growth).

Summative Evaluation: Some progress made toward meeting Goal

Next Year's Recommendation: We will continue with this goal.

Impact/Implementation Goal 3 Details
Impact/Implementation Goal 3 Goal Type: Implementation Goal Implementation Goal: 100% of math observations will have teachers providing opportunities for students to create and connect multiple representations and ideas as measured by the walkthrough tool. Next Year's Recommendation: Continue to utilize the walkthrough tool

Impact/Implementation Goal 4 Details
Impact/Implementation Goal 4 Goal Type: Implementation Goal Implementation Goal: 100% of teachers will analyze data to create skill groups, monitor students' progress, and make adjustments based on data. Next Year's Recommendation: Continue with goal

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)
we plan and deliver instruction in the 5E model to support experiential, inquiry-based student learning (evidence-based strategy) and intentionally embed formative assessment probes throughout each phase of instruction,	teachers will consistently and intentionally plan learning experiences that include the use of the 5E Instructional Model, regularly analyze formative data to identify student misconceptions and learning needs, and discuss "how" to incorporate best instructional practices (including hands-on learning) to provide tasks aligned to the rigor of the standards within the science block, which will allow students to actively apply skills and be engaged in grade-level aligned learning experiences (demonstrations, investigations, design challenges, simulations, and building models),	65% of 5th grade students demonstrating proficiency on the Science SOL.

Impact/Implementation Goal 1 Details
Impact/Implementation Goal 1 Impact Goal: By June 2027, 65% of 5th grade students will demonstrate proficiency on the Science SOL. 35% or more of students with disabilities will demonstrate growth.
Impact/Implementation Goal 2 Details
Impact/Implementation Goal 2 Implementation Goal: 65% of students in grades 4th and 5th will demonstrate Mastery/Proficiency on end of unit science assessments. 35% or more of students with disabilities will demonstrate growth.

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

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
If we develop and implement a systematic yearlong attendance plan that focuses on communicating and building positive relationships with students and families, incentivizing positive attendance, and providing interventions for those 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 chronic absenteeism to 14% or lower.

Impact/Implementation Goal 1 Details

Impact/Implementation Goal 1

Goal Type: Impact Goal

Impact Goal: By June 2026, we will decrease our chronic absenteeism rate to 14% or less.

Summative Evaluation: Significant progress made toward meeting Goal

Next Year's Recommendation: We will continue with this goal.

Impact/Implementation Goal 2 Details

Impact/Implementation Goal 2

Goal Type: Implementation Goal

Implementation Goal: 100% of students identified as at-risk for attendance and receiving tiered attendance interventions will meet their monthly attendance goals

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 communication expectations on how to to communicate with families	then staff will inform families on school-related topics, instructional goals, attendance reminders, and up coming events.	which will lead to a 3.8 on the Gallup Family Engagement survey in the area of Communication and Involvement.

Impact/Implementation Goal 1 Details

Impact/Implementation Goal 1

Goal Type: Impact Goal

Impact Goal: By June 2026, the average score for communication and involvement on the Gallup Family Engagement survey will 3.8.

Summative Evaluation: Significant progress made toward meeting Goal

Impact/Implementation Goal 2 Details

Impact/Implementation Goal 2

Goal Type: Impact Goal

Impact Goal: By June 2026, families will report an average of 3.8 (on a 5 point scale) on the our communication and involvement school-based survey.

Summative Evaluation: Significant progress made toward meeting Goal

Impact/Implementation Goal 3 Details

Impact/Implementation Goal 3

Goal Type: Implementation Goal

Implementation Goal: 100% school-wide newsletters will inform families on school-related topics, instructional goals, attendance reminders, and up coming events as evidenced by monthly checks.

Summative Evaluation: Met Goal

Commitment 4: Organizational Coherence