

Prince William County Public Schools

Sinclair Elementary

2025-2026 25-26 CIP Summary



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 K-2 students to decode words, analyze word parts, and write and recognize words; and * routinely use a set of comprehension building practices to help 3rd-5th grade students make sense of the text</p>	<p>* K-2 teachers will accurately deliver the blending procedures and features being taught and K-2 students will use the focus features correctly on the weekly progress monitoring UFLI quick check; and * 3rd-5th teachers will ask higher quality questions to all students and 3rd-5th grade students will use text to find and justify answers to different types of high level questions</p>	<p>65% or more 3rd-5th grade EL students and students with disabilities passing the reading SOL, as measured by 40% or more of 2-5 students with disabilities and 60% or more of 2-5 EL students scoring on and above level on HMH Growth and 39% or less of K-3 students with disabilities and 35% or less of K-3 EL students scoring 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: 65% or more 3rd-5th grade EL students and students with disabilities will pass the reading SOL</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 35% or less of K-3 EL students will score in the high-risk band of VALLSS; BOY: 45%, MOY:40%</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Impact Goal: 39% or less of K-3 students with disabilities will score in the high-risk band of VALLS; BOY: 49%, MOY: 44%</p>

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Impact Goal

Impact Goal: 40% or more of 2-5 students with disabilities scoring on and above level on HMH Growth: BOY: 25%; MOY: 35%

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Impact Goal

Impact Goal: 60% or more of 2-5 EL students scoring on and above level on HMH Growth; BOY: 35%; MOY: 50%

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Goal Type: Implementation Goal

Implementation Goal: 100% of K-2 teachers will accurately deliver the blending procedures and features being taught (EB)

Impact/Implementation Goal 7 Details

Impact/Implementation Goal 7

Goal Type: Implementation Goal

Implementation Goal: 100% of 3-5 teachers (Gen Ed, EL, SWD, ESOL) will plan and deliver high level comprehension questions during instruction (EB)

Impact/Implementation Goal 8 Details

Impact/Implementation Goal 8

Implementation Goal: 85% of K-2 students with disabilities will use the focus features correctly on the weekly progress monitoring UFLI quick check (EB)

Impact/Implementation Goal 9 Details

Impact/Implementation Goal 9

Goal Type: Implementation Goal

Implementation Goal: 85% of K-2 EL students will use the focus features correctly on the weekly progress monitoring UFLI quick check (EB)

Impact/Implementation Goal 10 Details

Impact/Implementation Goal 10

Implementation Goal: 100% of 3-5 EL students will find and justify answers to different types of high level questions; 70% or higher success (EB)

Impact/Implementation Goal 11 Details

Impact/Implementation Goal 11

Goal Type: Implementation Goal

Implementation Goal: 100% of 3-5 students with disabilities will find and justify answers to different types of high level questions; 70% or higher success (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)
Use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures	then K-5 teachers will plan for and provide opportunities for students to create, connect and justify multiple representations (including those that are concrete, representational and abstract) and K-5 students will use appropriate tools and representations strategically when solving problems	65% or more 3rd-5th grade EL students and students with disabilities passing the math SOL as measured by 65% or more of 3-5 EL students and students with disabilities scoring mastery and proficient on their unit assessments.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 65% or more of 3rd-5th grade EL students and students with disabilities will pass the math SOL.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 65% or more of 3rd-5th grade EL students will score mastery or proficient on their math unit assessments. BOY: 55%, MOY 60% or higher</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 65% or more of 3rd-5th grade students with disabilities will score mastery or proficient on math unit tests; BOY: 55%, MOY 60% or higher</p>

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Implementation Goal

Implementation Goal: 100% of K-5 Teachers will plan for and provide opportunities for students to create, connect, and justify multiple representations (including those that are concrete, representational, and abstract).

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Implementation Goal: 100% of K-5 students with disabilities will use appropriate tools and representations strategically when solving problems.

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Goal Type: Implementation Goal

Implementation Goal: 100% of K-5 EL students will use appropriate tools and representations strategically when solving 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 build teacher knowledge on the foundation of the 5E Model with and emphasis on "Explain" and higher level questioning/ using cooperative learning strategies that allow for ALL students to process their learning orally and in writing, building engagement during science instruction	then teachers will intentionally plan learning experiences with higher level thinking required from students and students will become more engaged and skilled in answering questions and justifying their answers	which will lead to 80% or more of fifth grade students passing the science SOL as measured by 80% or more of 4th and 5th grade students scoring mastery and 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: 80% or more 5th grade students will pass the science SOL.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: 80% or more of 4th and 5th grade students will score mastery and proficient on each science unit assessment. 4th: BOY: 70%, MOY: 75% 5th: BOY: 70%, MOY: 75%</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: 100% of 4th and 5th grade science teachers will deliver intentional high level questions aligned with the science concept and 5E instructional model within the Engage section of the plan during each unit.</p>

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Implementation Goal

Implementation Goal: 100% of 4th and 5th grade students will use appropriate science vocabulary to explain their thinking when answering questions chosen by teachers from the Engage portion of the 5E plan.

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)
If teachers K-5 routinely immerse students in class meetings and listen to their ideas on belonging	then teachers will know their students better, students will become closer in the classroom and feel more understood as an individual person and not be as strongly affected by the behaviors of others, and feel more positively about school	which will lead to more students reporting feeling a strong sense of belonging overall and 5th grade students reporting a 4.5 or better overall rating for belonging on the Gallup survey and also as measured by 80% positive belonging on quarterly school surveys.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: Fifth grade Gallup Report Survey data will show an overall grand mean of 4.5 or higher in the area of Belonging.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 80% of fifth grade students will report feeling a positive sense of belonging as measured by a school survey given in each quarter. BOY: 70 MOY: 75</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: 100% of teachers will conduct meaningful class meetings at least once a week.</p>

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)
share more about our academic opportunities and practices by highlighting them during Advisory Council	families will have a stronger shared understanding of how they can give input as collaborative partners and support their child at home	a 4.5 or higher mean in Academic Standards on the Gallup survey, as measured by 80% or more positive responses on a midpoint school survey and increase participation from our neighborhoods.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Impact Goal: 4.5 or higher mean on the Gallup survey in the area of Academic Standards</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Impact Goal: 80% or higher positive response on school survey of families reporting engagement and understanding of Sinclair academic opportunities/practices</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: Sinclair ES will have at least 5 parents/family members from each neighborhood routinely attend and participate in monthly Advisory Council Meetings . BOY: 1 parent from each neighborhood MOY: 3 parents from each neighborhood</p>

Impact/Implementation Goal 4 Details
<p>Impact/Implementation Goal 4</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: Sinclair Admin and staff will implement an 'Academic Spotlight' section at each Advisory Council meeting</p>

Commitment 4: Organizational Coherence