

Prince William County Public Schools

Sudley Elementary

2025-2026 25-26 CIP Summary

Accountability Rating: Accredited

Performance of Student Groups

Level One

Level Two



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, and write and recognize words and * routinely use a set of comprehension building practices to help students make sense of the text</p> | <p>* K-2 teachers will teach students to decode words, analyze word parts, and write and recognize words and students will demonstrate decoding skills on a weekly basis * 3-5 teachers will use high-level questioning to support all students during collaborative discourse, daily, during 'Engage & Respond' and 3-5 students will engage and respond to text in writing, weekly through 'Respond to Text' in their MyBook</p> | <p>70% or more of 3rd-5th grade students passing the reading SOL, as measured by 80% or more of 2nd-5th grade students reading on/above level on the HMH growth measured and 20% or less of K-5 students scoring in the high-risk band of VALLSS.</p> |

Impact/Implementation Goal 1 Details

Impact/Implementation Goal 1

Impact Goal: 70% or more of 3rd-5th grade students will pass the reading SOL(ELs and SWD)

Impact/Implementation Goal 2 Details

Impact/Implementation Goal 2

Goal Type: Impact Goal

Impact Goal: 80% or more of 2nd - 5th grade students will be reading on/above grade level as measured by HMH.

Impact/Implementation Goal 3 Details

Impact/Implementation Goal 3

Goal Type: Impact Goal

Impact Goal: 20% or less of K-3 students will score in the high-risk band of VALLSS

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Implementation Goal: 100% of K-2 teachers will use the connected text on day 2 with fidelity.

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Implementation Goal: 100% of 3-5 teachers will use high-level questioning to support all students during collaborative discourse, daily, during 'Engage & Respond'

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Implementation Goal: 100% of K-2 students will demonstrate decoding skills on a weekly basis (UFLI weekly progress monitoring skill check)

Impact/Implementation Goal 7 Details

Impact/Implementation Goal 7

Implementation Goal: 100% of 3-5 students will engage and respond to text in writing, weekly, 'Respond to Text' in their MyBook (2 out of 3 correct responses)

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 clear and concise mathematical language and support students use of the language to help students effectively communicate their understanding of mathematical concepts. | teachers will use HQIM explicitly to teach and model mathematical vocabulary and language through student discourse and students will use mathematical vocabulary and language to share their thinking verbally and in writing | 70% or more of students in grades 3-5 passing the mathematics SOL as measured by 70% or more of students in grades K-5 scoring mastery and proficient on all mathematics unit assessments |

| Impact/Implementation Goal 1 Details |
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| <p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 70% or more of students in grades 3-5 will pass the mathematics 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: 70% or more of students in grades K-5 will score mastery and proficient on 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>Implementation Goal: 100% of K-5 teachers will use HQIM explicitly to teach and model mathematical vocabulary and language through student discourse</p> |

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Implementation Goal

Implementation Goal: 100% of K-5 students will use mathematical vocabulary and language to share their thinking verbally and in writing

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 support and strengthen teacher knowledge and skill through collaborative planning and feedback for delivery of science instruction of the 5E model, | teachers will have a deep understanding of the purpose and outcome of the 'explore' section so that students can elaborate and explain their own thinking | 70% or more of 5th grade students passing the science SOL as measured by 70% or more of 3rd-5th grade students scoring mastery and proficient on unit assessments. |

| Impact/Implementation Goal 1 Details |
|---|
| <p>Impact/Implementation Goal 1</p> <p>Impact Goal: 70% or more of 5th grade students passing the science SOL</p> |

| Impact/Implementation Goal 2 Details |
|---|
| <p>Impact/Implementation Goal 2</p> <p>Impact Goal: 70% or more of 4th-5th grade students scoring mastery and proficient on unit assessments.</p> |

| Impact/Implementation Goal 3 Details |
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| <p>Impact/Implementation Goal 3</p> <p>Goal Type: Impact Goal</p> <p>Implementation Goal: 100% of 2-5 teachers will deliver the 'explore' phase of the 5E model for each learning experience with fidelity.</p> |

| Impact/Implementation Goal 4 Details |
|---|
| <p>Impact/Implementation Goal 4</p> <p>Implementation Goal: 100% of 4th-5th grade students will explain/elaborate their own thinking/understanding in writing in their science notebook using 'Question of the Day'</p> |

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) |
|--|---|---|
| teach students about their feelings and provide them with strategies and trusted adults to talk to | students will be able to share how they are feeling (i.e. what zone they are in) and why then students will be able to use their understandings to come up with solutions to their own problems | increase social and emotional score on the mid-year survey with students and the end of year survey with 5th graders. |

| Impact/Implementation Goal 1 Details |
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| <p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: Students score at least a 3.5 on the end of year gallup survey for 5th grade students in the area of Social and Emotional Learning.</p> |

| Impact/Implementation Goal 2 Details |
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| <p>Impact/Implementation Goal 2</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: 80% or more positive response of 3rd-5th grade students on the mid-point school survey (given Dec or Jan)</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) |
|--|--|--|
| provide parents with opportunities to come to grade level information nights | parents will understand the academic standards required of their children and be able to better support their children at home | the grand mean in the gallup poll increasing to 4.05 |

| Impact/Implementation Goal 1 Details |
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| <p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: Increase Gallup Poll Grand Mean on Academic Standards to 4.05.</p> |

| Impact/Implementation Goal 2 Details |
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| <p>Impact/Implementation Goal 2</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: Sudley Elementary School will host grade level information nights on a quarterly basis for parents.</p> |

Commitment 4: Organizational Coherence