

# Prince William County Public Schools

## Triangle Elementary

### 2025-2026 25-26 CIP Summary



**Validation of Continuous Improvement Plan Date:** August 8, 2025

**Executive Cabinet Member:** Kimberly Werle

**Principal/Director:** Geoffrey Deavers

# 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)
teach students to decode, analyze words parts, write and read words (to include complex multisyllabic words)	teachers will support students by Identifying the level of students' word reading skills and explicitly teach students routines to decode words (including multisyllabic words) Which will allow students to apply their skills taught and demonstrate their learning through bi-weekly writing samples	65% or more of students in grades 3-5 will demonstrate proficiency on the Reading SOL (50% pass rate for ELL and SWD); 80% of students reading On/Above Grade Level (on HMH) and a decrease in the number of students in the high-risk band as shown in VALLSS testing.

Impact/Implementation Goal 1 Details
<p><b>Impact/Implementation Goal 1</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> By June 2026, 65% or more of all students in grades 3-5 will demonstrate proficiency on the Reading SOL.</p>

Impact/Implementation Goal 2 Details
<p><b>Impact/Implementation Goal 2</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> By June 2026, 50% or more of our SWD subgroup in grades 3-5 will demonstrate proficiency on the Reading SOL.</p>

Impact/Implementation Goal 3 Details
<p><b>Impact/Implementation Goal 3</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> By June 2026, 50% or more of our EL subgroup in grades 3-5 will demonstrate proficiency on the Reading SOL.</p>

**Impact/Implementation Goal 4 Details**

**Impact/Implementation Goal 4**

**Goal Type:** Impact Goal

**Impact Goal:** By June 2026, 80% of students in grade 3-5 will be On/Above Grade Level according to HMH Growth Measure.

BOY: 60%

MOY: 70%

**Impact/Implementation Goal 5 Details**

**Impact/Implementation Goal 5**

**Goal Type:** Impact Goal

**Impact Goal:** Decrease the percentage of students in the High-Risk band to less than 20% for grades K-2 using VALLS.

BOY: TBD (based on baseline data that is collected)

MOY: TBD (Based on BOY data)

**Impact/Implementation Goal 6 Details**

**Impact/Implementation Goal 6**

**Goal Type:** Impact Goal

**Impact Goal:** Decrease the percentage of students in the High-Risk band to less than 10% for grades 3-5 using VALLS.

BOY: TBD (based on baseline data that is collected)

MOY: TBD (Based on BOY data)

**Impact/Implementation Goal 7 Details**

**Impact/Implementation Goal 7**

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of teachers will explicitly teach foundational skills routines and provide opportunities for students to practice learned skills.

**Impact/Implementation Goal 8 Details**

**Impact/Implementation Goal 8**

**Goal Type:** Implementation Goal

**Implementation Goal:** 90% of students will score an 80%/or higher on the weekly encoding progress monitoring quick checks (HMH/UFLI).

**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 model and utilize high level questioning and mathematical language which will allow students to better understand math concepts	65% or more of all students in grades 3-5 will demonstrate proficiency on the Math SOL, 50% or more of SWD and ELL subgroups will demonstrate proficiency and 70% of K-5 students will show mastery on End of Unit Math Assessments.

Impact/Implementation Goal 1 Details
<p><b>Impact/Implementation Goal 1</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> By June 2026, SOL overall pass percentage in grades 3-5 will be at 65% or higher.</p>

Impact/Implementation Goal 2 Details
<p><b>Impact/Implementation Goal 2</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> By June 2026, SOL pass percentage in our EL subgroup will be 50% or higher.</p>

Impact/Implementation Goal 3 Details
<p><b>Impact/Implementation Goal 3</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> By June 2025, SOL pass percentage in our SWD subgroup will be 50% or higher.</p>

#### Impact/Implementation Goal 4 Details

##### Impact/Implementation Goal 4

**Goal Type:** Impact Goal

**Impact Goal:** 70% of students in grades 3-5 will demonstrate Mastery/Proficiency on end of unit math assessment

BOY: 55% or higher

MOY: 65% or higher

#### Impact/Implementation Goal 5 Details

##### Impact/Implementation Goal 5

**Goal Type:** Impact Goal

**Impact Goal:** 70% of students in grades K-2 will demonstrate S or better on end of unit math assessments.

BOY: 70% or higher

MOY: 70% or higher

#### Impact/Implementation Goal 6 Details

##### Impact/Implementation Goal 6

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of K-5 teachers and instructional staff will use high quality instructional materials (Envision), unit guides, high level questioning and mathematical language during CLT planning meetings to deliver instruction within the Math block (EB)

#### Impact/Implementation Goal 7 Details

##### Impact/Implementation Goal 7

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of students will be able to apply learned strategies to justify their work (representational, verbally, numerically) to solve a mathematical problem using appropriate mathematical language.

**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 in the 5E model to support experiential, inquiry-based student learning (EB),	teachers will support students to make sense of disciplinary core idea(s) through relevant phenomena, explanations, representations, tasks, examples and/or models, which will allow students to express, clarify, justify, interpret, explain, and represent their ideas using scientific language.	66% or more students (with 50% for ELL and SWD) demonstrating proficiency on the Science SOL and 70% on End of Unit Assessments.

Impact/Implementation Goal 1 Details
<p><b>Impact/Implementation Goal 1</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> By June 2026, 66% or more of students in grade 5 will demonstrate proficiency on the Science SOL.</p>

Impact/Implementation Goal 2 Details
<p><b>Impact/Implementation Goal 2</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> By June 2026, 50% or more of our EL subgroup in grade 5 will demonstrate proficiency on the Science SOL.</p>

Impact/Implementation Goal 3 Details
<p><b>Impact/Implementation Goal 3</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> By June 2026, the SOL pass percentage for the SWD subgroup on the Science SOL will be 50% or higher.</p>

**Impact/Implementation Goal 4 Details**

**Impact/Implementation Goal 4**

**Goal Type:** Impact Goal

**Impact Goal:** 70% of students in grades 4 and 5 will demonstrate Mastery/Proficiency (77% or higher) on end of unit Science assessments.  
BOY 55%  
MOY 65%

**Impact/Implementation Goal 5 Details**

**Impact/Implementation Goal 5**

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of science observations will include high quality instructional practices (to include experiments, representation, models, and tasks) along with high level questioning to support students understanding and application of scientific concepts.

**Impact/Implementation Goal 6 Details**

**Impact/Implementation Goal 6**

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of science observations will have students applying and justifying their learning using scientific language on oral and/or written science tasks (QSSSA, Question of the Day, Formative Probe, exit tickets, experiments, etc.).

## 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)
focus on communicating and building positive relationships with students and families, incentivizing positive attendance, and providing interventions for students at-risk of chronic absenteeism	we will consistently communicate attendance expectations, identify at-risk students, and put interventions in place,	a decrease in chronic absentee rates in the school to 12% or less.

#### Impact/Implementation Goal 1 Details

##### Impact/Implementation Goal 1

**Goal Type:** Impact Goal

**Impact Goal:** By June 2026, we will reduce our chronic absenteeism to 12% or lower.

BOY: 14%

MOY: 13%

#### Impact/Implementation Goal 2 Details

##### Impact/Implementation Goal 2

**Goal Type:** Implementation Goal

**Implementation Goal:** The attendance team will monitor 100% of students at risk for chronic absenteeism monthly and implement PWCS attendance policy with fidelity.

#### Impact/Implementation Goal 3 Details

##### Impact/Implementation Goal 3

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of students identified as chronically absent the previous quarter will track their individual daily attendance using an individualized attendance calendar and receive rewards/recognition as their attendance improves.

**Commitment 2: Positive Climate and Culture**

**Theory of Action 2**

<b>If we ... (strategy(ies))</b>	<b>then ... (expected behavioral changes)</b>	<b>which will lead to ... (expected impact outcome)</b>
If we implement Positive Behavior Intervention and Supports (PBIS), and a schoolwide framework of restorative and inclusive behavior practices,	then staff will be able to utilize the PBIS strategies, adhere to the schoolwide framework, de-escalate students in crisis, and allow students to re-enter the classroom	which will lead to a reduction in the number of exclusionary discipline to 3% or less.

<b>Impact/Implementation Goal 1 Details</b>
<p><b>Impact/Implementation Goal 1</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> By June 2026, exclusionary discipline rates will decrease to 3% or lower. BOY: 4% MOY: 3.5%</p>

<b>Impact/Implementation Goal 2 Details</b>
<p><b>Impact/Implementation Goal 2</b></p> <p><b>Goal Type:</b> Implementation Goal</p> <p><b>Implementation Goal:</b> 100% of staff will implement PBIS and Restorative Practices to manage behaviors and reduce exclusionary discipline referrals.</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)
establish a clear process to support a high functioning advisory committee, that includes communicating frequently and effectively, having a clear and aligned purpose, and clearly defined roles and responsibilities	parents will have a shared understanding of how they can influence decisions at the school as collaborative partners	sustaining a high functioning advisory committee with parents attending and collaborating in our advisory committee discussions and an increase in parent engagement with the school.

Impact/Implementation Goal 1 Details
<p><b>Impact/Implementation Goal 1</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> By June 2026, Triangle Elementary will have a high functioning advisory committee by scoring 16 or more points (out of 20) on the high functioning advisory council rubric measured at BOY, MOY and EOY.</p>

Impact/Implementation Goal 2 Details
<p><b>Impact/Implementation Goal 2</b></p> <p><b>Goal Type:</b> Implementation Goal</p> <p><b>Implementation Goal:</b> Triangle Elementary School will use the High Functioning Advisory Council rubric to identify areas of growth and determine actionable next steps.</p>

**Commitment 4:** Organizational Coherence