

Prince William County Public Schools

Vaughan Elementary

2025-2026 25-26 CIP Summary



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

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 explicitly teach foundational skills (UFLI) and students will show growth on their weekly UFLI quick checks in grades K-2; and K-5 teachers will provide questioning and discussion opportunities for students to speak and respond, daily, for 'Step 3: engage & respond' to build comprehension strategies of text and students in grades 2-5 will respond correctly to 2 out of 3 collaborative discussion 'respond to the text' prompts on a biweekly basis in the HMH MyBook</p>	<p>65% of 3rd-5th grade students passing the SOL; 64% or more of students with disabilities and 67% or more of EL students will pass the SOL; 65% of students in grades 2-5 reading on or above on the HMH Growth Measure; and 35% or less K-3 students scoring in the high-risk band on the VALLSS assessment.</p>

Impact/Implementation Goal 1 Details

Impact/Implementation Goal 1

Goal Type: Impact Goal

Impact Goal: 65% of 3rd-5th grade students will pass the Reading SOL.

Impact/Implementation Goal 2 Details

Impact/Implementation Goal 2

Goal Type: Impact Goal

Impact Goal: 64% or more students with disabilities and 67% or more of EL students will pass the Reading SOL.

Impact/Implementation Goal 3 Details

Impact/Implementation Goal 3

Goal Type: Impact Goal

Impact Goal: 65% or more of 2nd-5th grade students will be reading on/above according to the HMH Growth Measure

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Impact Goal

Impact Goal: 35% or less of K-5 students scoring in the high-risk band of VALLSS by June 2026.

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Implementation Goal

Implementation Goal: 100% of K-2 teachers will explicitly teach foundational skills (UFLI)

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Goal Type: Implementation Goal

Implementation Goal: 100% of K-5 teachers will provide questioning and discussion opportunities for students to speak and respond, daily, for 'Step 3: engage & respond' to build comprehension strategies of text

Impact/Implementation Goal 7 Details

Impact/Implementation Goal 7

Goal Type: Implementation Goal

Implementation Goal: 100% of EL teachers and classroom teachers will discuss trends and patterns of EL students using their weekly UFLI quick checks in grades K-2.

Impact/Implementation Goal 8 Details

Impact/Implementation Goal 8

Goal Type: Implementation Goal

Implementation Goal: 100% of SPED teachers and classroom teachers will discuss trends and patterns of students with disabilities using their weekly UFLI quick checks in grades K-2.

Impact/Implementation Goal 9 Details

Impact/Implementation Goal 9

Implementation Goal: 65% or more of students with disabilities in grades 2-5 will respond correctly to 2 out 3 collaborative discussion 'respond to the text' prompts on a weekly basis in the HMH MyBook

Impact/Implementation Goal 10 Details

Impact/Implementation Goal 10

Implementation Goal: 65% or more of EL students in grades 2-5 will respond correctly to 2 out 3 collaborative discussion 'respond to the text' prompts on a weekly basis in the HMH MyBook

Impact/Implementation Goal 11 Details

Impact/Implementation Goal 11

Goal Type: Implementation Goal

Implementation Goal: Students who are eligible for All in Tutoring based on academic or attendance needs will be monitored and progress monitored to show growth, with a focus on English Learners and students with disabilities.

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 them effectively communicate their understanding of mathematical concepts	teachers will use HQIM to provide students with the opportunity to justify their answers orally or in writing and students will use academic vocabulary in a verbal or written justification	65% of students in grades 3-5 passing the Math SOL; a pass rate of 61% for SWD and 64% for EL students on the Math SOL in grades 3-5; and 65% of students scoring approaching, proficient and mastery on end of unit math assessments in grades 2-5.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 65% of 3rd-5th grade students 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: 61% or more students with disabilities and 64% or more of EL students will pass the Math SOL.</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 our students scoring approaching, proficient and mastery on end of unit math assessments in grades 2-5.</p>

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Implementation Goal

Implementation Goal: 100% of K-5 teachers will use HQIM (enVision) to provide students with the opportunity to justify their answers orally or in writing.

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Implementation Goal

Implementation Goal: 100% of K-5 students will complete a daily math task to include justifying their answers using academic vocabulary in a verbal or written justification.

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)
utilize the 5E learning model for science instruction and hands on learning opportunities	teachers will deliver clear and engaging content lessons at an application level and students will respond to the question of the day	60% of students scoring mastery and proficient on science unit assessments in grades 4 and 5, and 60% of students passing the 5th grade science SOL.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 60% of 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: 60% of students will score mastery and proficient on end of unit science assessments in grades 4 and 5.</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 use the 5E model to provide students with the opportunity to construct their own understanding of science concepts.</p>

Impact/Implementation Goal 4 Details
<p>Impact/Implementation Goal 4</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: 100% of K-5 students will respond to the question of the day listed in unit guides</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)
utilize evidence-based strategies to teach students self-regulation skills to support behavior as well as increased efforts to build positive community and engagement to improve attendance	parents and students develop a stronger sense of community and will understand the effects of absenteeism on student academic performance and student social and emotional development	students having a sense of belonging and engagement , a chronic absenteeism rate below 10% and a grand mean score on the Gallup survey of at least 4.25.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: Based on our data in the construct of HOPE on the Gallup survey, by June 2026, we will increase the Grand Mean to 4.25.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: Decrease chronic absenteeism to 10% or less by the end of the 2025-26 school year. BOY: baseline percentage; MOY: 10%, EOY 10% or less</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: Increase average daily attendance to 95% by utilizing a variety of evidence-based programs and strategies.</p>

Impact/Implementation Goal 4 Details
<p>Impact/Implementation Goal 4</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: Decrease amount of observations and incident referrals by utilizing evidence-based programs and strategies.</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)
seek authentic ways and occasions to engage our families in their child's educational experience by using evidence-based strategies and programs	we will see an increase in parent support and student daily attendance and a genuine sense of belonging	a Grand Mean of 4.25 on the Gallup survey in the area of Academic Standards

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, we will be at a Grand Mean of 4.25 on the Gallup survey in the area of Academic Standards</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: We will create authentic ways for families to engage in students' educational experience surrounding daily and key events; ___ opportunities per quarter</p>

Commitment 4: Organizational Coherence