

Prince William County Public Schools

Victory Elementary

2025-2026 25-26 CIP Summary



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)
consistently teach students decoding skills for fluent reading of words with growing complexity (EB1 & 2) and provide purposeful fluency building activities to help students read effortlessly	K-5 teachers will understand and explicitly implement the 'teacher notes' for the phonics lessons and plan repeated reading experiences for students using connected text to support use of the UFLI/HMH decoding feature	70% of SWD and 70% of EL students will pass their Reading SOL test and 70% or more of EL students and 60% or more of students with disabilities will read on or above level as measured by the HMH Growth Assessment. 25% or less of K-5 EL students, and 35% or less SWD will be in the high risk band for VALLSS.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 70% or more of the 3rd - 5th grade EL 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: 70% or more of EL students will read on or above level as measured by the HMH Growth Assessment.</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 60% or more of students with disabilities will read on or above level as measured by the HMH Growth Assessment.</p>

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Impact Goal

Impact Goal: 35% or less of K-5 students with disabilities will be in the high risk band of VALLS

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Impact Goal

Impact Goal: 25% or less of K-3 EL students will be in the high risk band of VALLSS BOY: 35%, MOY 30%, EOY 25%

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Goal Type: Implementation Goal

Implementation Goal: K-5 teachers will use high level questioning to support student conversation (discourse) and understanding of the text (engage and respond).

Impact/Implementation Goal 7 Details

Impact/Implementation Goal 7

Implementation Goal: 100% of K-5 students with disabilities will verbally engage in conversation to demonstrate comprehension of the text and 3-5 students will respond in writing

Impact/Implementation Goal 8 Details

Impact/Implementation Goal 8

Implementation Goal: 100% of K-5 EL students will verbally engage in conversation to demonstrate comprehension of the text and 3-5 students will respond in writing

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	teachers will model and provide students opportunities to use mathematical language in structured conversations and students will participate in structured conversations demonstrating their understanding of mathematical concepts, by using concise mathematical language; written/oral response weekly.	pass rates of 70% or higher for SWD, and 75% or higher for ELL students on the Math SOL tests and 70% of grades 3-5 students with disabilities and 75% or more of 305 ELL students will score mastery & proficient on the math unit assessments

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 75% or more of ELL students and 70% or more of 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: 75% of grades 3-5 ELL students will score mastery & proficient on the math unit assessment</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 70% of grades 3-5 students with disabilities will score mastery & proficient on the math unit assessment</p>

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Implementation Goal

Implementation Goal: K-5 teachers will model and provide students opportunities to use mathematical language in structured conversations.

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Implementation Goal

Implementation Goal: K-5 students will participate in structured conversations demonstrating their understanding of mathematical concepts, by using concise mathematical language; written/oral response weekly.

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)
Provide clarity, direct instruction and tools for students to express their social/emotional needs effectively	3rd-5th instructional staff and school counselors will hold House Meetings at least 2x per quarter to deliver lessons on SEL areas of focus so students will become more proficient in communicating and resolving problems	an increased grand mean of 4 or higher as measured by the Student Gallup Poll data for Social Emotional Learning, as measured by 85% or higher of 3rd-5th grade students responding positively on the school survey.

Impact/Implementation Goal 1 Details

Impact/Implementation Goal 1

Goal Type: Impact Goal

Impact Goal: Student Gallup Poll data for Social Emotional Learning will score a grand mean of 4 or higher.

Impact/Implementation Goal 2 Details

Impact/Implementation Goal 2

Goal Type: Implementation Goal

Implementation Goal: 85% or higher positive response rates of 3rd-5th graders on the school survey.

Impact/Implementation Goal 3 Details

Impact/Implementation Goal 3

Implementation Goal: 100% of 3rd-5th instructional staff and school counselors will hold House Meetings at least 2x per quarter to deliver lessons on SEL areas of focus

Commitment 3: Family and Community Engagement

Division Objective:

3.1 PWCS will engage families as authentic partners in education to support academic progress., 3.2 PWCS will work collaboratively with community agencies and business partners to support strategic initiatives., 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)
Increase and enhance school communication and opportunities for families to be involved	more families will be consistently informed, engaged and active in meaningful ways through 'Westie Updates'	an increase in families fully engaged to 70% on Gallup Poll, as measured by 80% or more positive responses from families on school survey.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 70% or more of VES families reporting Fully Engaged on the Gallup survey</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 80% or more positive response by families on the school survey</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Implementation Goal: Post 'Westie Updates' at least 2x per month to engage families in VES happenings</p>

Commitment 4: Organizational Coherence