

Prince William County Public Schools

West Gate 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 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 (EB)</p>	<p>Teachers will maintain high expectations and collaboratively plan and deliver explicit, clear instruction with fidelity, incorporating targeted, student-led practice that includes purposeful questioning and opportunities for justification to deepen understanding and engagement, while students will explain and defend their reasoning using evidence, academic language, and content-specific vocabulary through verbal explanations, written responses, or visual representations such as models and diagrams</p>	<p>70% of students in grades 3-5 demonstrating proficiency on the reading SOL; 60% of students in 3-5 demonstrating mastery/proficiency on end of modules assessments; decreasing the number of students in the high-risk band by 10% for VALLSS in grades K -5; and 65% of students in grades 2-5 reading on/above grade level.</p>

Impact/Implementation Goal 1 Details

Impact/Implementation Goal 1

Goal Type: Impact Goal

Impact Goal: By June 2026, 70% or higher of students in grades 3-5 will demonstrate proficiency on the Reading SOL.

Impact/Implementation Goal 2 Details

Impact/Implementation Goal 2

Goal Type: Impact Goal

Impact Goal: By June of 2026, decreasing the number of students in the high-risk band by 10% for VALLSS in grades K - 5.

Impact/Implementation Goal 3 Details

Impact/Implementation Goal 3

Goal Type: Impact Goal

Impact Goal: By June of 2026, 65% of students in grades 2-5 will be reading on/above grade level as measured by the HMH Growth Measure Assessment.

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Impact Goal

Impact Goal: By June 2026, 60% of students in 3-5 demonstrating mastery/proficiency on end of modules assessments

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Implementation Goal

Implementation Goal: 100% of teachers will model and facilitate comprehension building practices that include purposeful questions and use of text details/evidence to make meaning of texts.

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Implementation Goal: 100% of K-5 students will accurately demonstrate the use of text evidence and topic/text-specific language to make meaning of texts by responding orally or in writing to Engage and Respond prompts.

Impact/Implementation Goal 7 Details

Impact/Implementation Goal 7

Goal Type: Implementation Goal

Implementation Goal: 100% of teachers will explicitly teach weekly foundational skills using decodable and dictated sentences.

Impact/Implementation Goal 8 Details

Impact/Implementation Goal 8

Goal Type: Implementation Goal

Impact Goal: 80% of K-5 students will demonstrate proficiency of weekly phonic features on the UFLI/HMH phonics progress monitoring quick checks.

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 deliberately pose questions that require students to justify and explain their thinking which allows students to use precise mathematical language in oral or written responses to explain and justify their thinking	75% of students passing the Math SOL; 75% or more of students in grades 3 through 5 will demonstrate mastery/proficient on End of unit math assessments; and 85% will demonstrate S/S+ on end of unit math assessments for Kindergarten - 2nd grade.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, 75% of students demonstrating proficiency on math SOL.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, 75% or more of students in grades 3 through 5 will demonstrate mastery/proficient on End of unit math assessments.</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, 85% of students will demonstrate an S/S+ on end of unit math assessments for Kindergarten - 2nd grade.</p>

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Implementation Goal

Implementation Goal: 100% of teachers will deliberately ask questions to provoke student mathematical thinking and the use of precise mathematical language in oral or written responses to explain and justify their thinking.

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Implementation Goal

Implementation Goal: 100% of students will justify and explain their thinking through oral or written weekly common task/ exit ticket aligned to the concept and skills taught that week.

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 Instructional Model to support experiential, inquiry-based student learning.	teachers will deliberately pose questions that require students to justify and explain their thinking through oral or written responses using scientific language	68% of students pass the science SOL and 72% students in 4th and 5th grades demonstrating mastery/proficiency on end of unit assessments.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026... 68% 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: By June 2026, 72% of 4th and 5th grade students will demonstrate mastery/proficiency on end of unit assessment.</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 deliberate ask questions to evoke students using precise scientific language in oral or written responses to explain and justify their thinking.</p>

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Implementation Goal

Implementation Goal: 100% of students will justify and explain their thinking through oral or written weekly common task/ exit ticket aligned to the concept and skills taught that week.

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)
Develop and implement a systematic yearlong attendance plan that focuses on communicating and building positive relationships with students and families, incentivizing positive attendance, and providing interventions for those at-risk of chronic absenteeism,	Consistently communicate attendance expectations, identify at risk students, and put interventions and incentives in place,	Which will lead to a decrease chronic absenteeism to 10% or lower

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, West Gate will decrease student chronic absenteeism rate to 10% or lower.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: 100% of students identified as at-risk for attendance and receiving tiered attendance interventions will meet their monthly attendance goals.</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)
educate teachers on the benefits of positive, specific feedback to parents/guardians about their child (Gallup EB),	teachers will provide personalized communications to every student's parent/guardian which will allow parents/guardians to actively engage in two-way communication	West Gate's overall Communication & Involvement on the Gallup parent survey will reflect at least a mean of 4.4 or higher.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: West Gate's overall Communication & Involvement on the Gallup parent survey will reflect at least a mean of 4.4 or higher.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, our SAC group will report a high level of satisfaction on quarterly Communication & Involvement family surveys.</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: 100% of classroom teachers will utilize school status to send and receive positive communications regarding student progress or growth at least twice per quarter.</p>

Commitment 4: Organizational Coherence