

Prince William County Public Schools

Leesylvania Elementary

2025-2026



Prince William County Public Schools

LEESYLVANIA ELEMENTARY SCHOOL

Growing Determined Scholars

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

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 - Routinely use a set of comprehension building practices to help students make sense of the text</p>	<p>-K-5 teachers will use HQIM to provide opportunities for students to practice decoding in text with a variety of texts and K-5 students will correctly use the spelling feature taught -K-5 teachers will use HQIM to explicitly teach students how to find and justify answers to different types of questions and 2-5 students will use comprehension strategies to respond to text in writing</p>	<p>72% or more of SWD students and 74% of EL students in grades 3 -5 will pass the reading SOL, as measured by 72% or more of SWD students and 74% of EL students in grade 2-5 will be reading on grade level measured by HMH growth measure and 40% or less of SWD and EL students in grades K-3 will be in the high risk band of VALLS.</p>

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 72% or more of students with disabilities and 74% or more of EL students in grades 3 -5 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: 72% or more of students with disabilities in grades 2-5 will be reading on or above grade level as measured by HMH Growth Measure. BOY: 59%; MOY: 66%</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Impact Goal: 74% or more of EL students in grades 2-5 will be reading on or above grade level as measured by HMH Growth Measure.</p>

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Impact Goal

Impact Goal: 40% or less of students with disabilities in grades K-2 will be in the High Risk band of VALLSS at the end of the year.

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Impact Goal: 40% or less of EL students in grades K-2 will be in the High Risk band of VALLSS at the end of the year.

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Goal Type: Implementation Goal

Implementation Goal: 100% of teachers will use PWCS HQIM to provide opportunities for students to practice encoding and decoding in a variety of texts.

Impact/Implementation Goal 7 Details

Impact/Implementation Goal 7

Goal Type: Implementation Goal

Implementation Goal: 100% of K-5 teachers will use PWCS HQIM to explicitly teach students how to find and justify answers to different types of questions.

Impact/Implementation Goal 8 Details

Impact/Implementation Goal 8

Implementation Goal: 100% of K-2 students with disabilities will correctly use the spelling feature taught on the weekly progress monitoring.

Impact/Implementation Goal 9 Details

Impact/Implementation Goal 9

Implementation Goal: 100% of K-2 EL students will correctly use the spelling feature taught on the weekly progress monitoring.

Impact/Implementation Goal 10 Details

Impact/Implementation Goal 10

Implementation Goal: 72% or more of 3-5 students with disabilities will score 77% or higher on the ELA module assessment

Impact/Implementation Goal 11 Details

Impact/Implementation Goal 11

Implementation Goal Review: 10/1/2025 - 100% of 2-5 EL students will respond to text in writing by answering the essential question at the end of every module. The ELA department decided not to use the short answer response for the end of module assessments.

Implementation Goal: 74% or more of 3-5 EL students will score 77% or higher on the ELA module assessment

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)
Use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures	teachers will use HQIM to plan and deliver instruction using multiple representations and strategies to increase understanding as students solve problems and K-5 students will demonstrate learning using concrete or semi-concrete representations.	71% or more of EL students in grades 3 -5 will pass the math SOL, as measured by unit assessments.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 71% or more of EL students in grades 3-5 will pass the Math SOL.</p> <p>Implementation Goal: None</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 71% or more of EL students in grades 3-5 will score mastery/proficient on unit assessments</p> <p>Implementation Goal: None</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 use PWCS HQIM to plan and deliver instruction using multiple representations and strategies to increase understanding as students solve problems.</p>

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Implementation Goal

Implementation Goal: 100% of K-5 EL students will demonstrate learning using concrete or semi-concrete representations on agreed upon exit ticket 2x's per month. (EB)

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)
explicitly teach and model the use of the 5E model to support student engagement and discourse	K-5 teachers will use 'teacher and student talk moves' in all science lessons (within any phase of the 5E design) and K-5 students will engage in collaborative discussion and demonstrate understanding of science concepts on the "Question of the Day"	70% or more of students in grade 5 will pass the science SOL, as measured by 70% or more of 5th grade students will score mastery/proficient on science unit assessments and 70% or more of 4th grade students will score mastery/proficient on science unit assessments

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 70% or more of 5th grade 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: 70% or more of 5th and 4th grade students will score mastery/proficient on science unit assessments.</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 'teacher and student talk moves' in all science lessons (within any phase of the 5E design)</p>

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Implementation Goal

Implementation Goal: 100% of K-5 students will demonstrate understanding of science concepts on the "Question of the Day" (daily response to check concept understanding w/ 1x p/w exit ticket to examine quality of justification)

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)
implement a structured peer to peer check in attendance program	students will develop a strong sense of community, belonging, and accountability through the connection made with their peer attendance model	chronic absenteeism rate of 10% or less.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: Reduce chronic absenteeism to 10% or less. BOY: 14%, MOY: 12%.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Implementation Goal: The attendance team will intentionally plan quarterly activities to support increased attendance</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 multiple ways for parents to volunteer within the building	we will build a culture that encourages families to become involved by playing an active role in their child's education	an increase in communication and involvement between parents and teachers as measured by a mean score of 4.5 or higher on the Gallup survey, as measured by 80% or higher positive results on mid-year family survey.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: Leesylvania will increase their score in the area of Communication and Involvement to 4.5, as measured by the Gallup Parent Survey.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: Leesylvania will increase their parent volunteer involvement to 30% or more. BOY: 10% MOY: 20%</p>

Commitment 4: Organizational Coherence