

Prince William County Public Schools

Marumscos Hills Elementary

2025-2026 25-26 CIP Summary

Accountability Rating: Accredited With Conditions



Validation of Continuous Improvement Plan Date: August 8, 2025

Executive Cabinet Member: Kim Werle

Principal/Director: Julie Cuocci

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>If we teach students to decode and encode words, analyze word parts, and recognize and write complex words based on grade-level standard expectations and routinely use a set of comprehension building practices to help students make sense of the text,</p>	<p>then teachers will monitor students' application of the new weekly concept and successfully use the new foundational concept on the weekly HMH/UFLI Progress Monitoring Quick Check and teachers will monitor students' comprehension and students will successfully respond orally or in writing to collaborative discussion 'engage & respond' and in writing 'respond to the text',</p>	<p>which will lead to 60% or more of students with disabilities and 70% of students who are English language learners passing the reading SOL; and 60% or more of students with disabilities and 70% or more of English language learners will score on & above on the HMH growth measure; 58% or more of EL students will show growth and make progress on WIDA Access; and 35% or less of K-3 students with disabilities and 20% or less of English language learners will be in the high-risk band of VALLSS</p>

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 60% or more of 3-5 students with disabilities and 70% or more of EL students 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: 58% or more of EL students will show growth and make progress on WIDA Access</p>

Impact/Implementation Goal 3 Details

Impact/Implementation Goal 3

Goal Type: Impact Goal

Impact Goal: 60% or more of students with disabilities will be on/above level on the HMH growth measure (BOY: 40%, MOY: 50%)

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Impact Goal

Impact Goal: 70% or more of EL students will be on/above level on the HMH growth measure (BOY: 50%, MOY: 60%)

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Impact Goal

Impact Goal: 35% or less of K-3 students with disabilities will be in the high-risk band of VALLSS; BOY: 50%, MOY 40%

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Goal Type: Impact Goal

Impact Goal: 20% or less of K-3 English language learners will be in the high-risk band of VALLSS; BOY 30%, MOY 25%

Impact/Implementation Goal 7 Details

Impact/Implementation Goal 7

Implementation Goal: 85% of K-5 teacher walk-through data for foundational skills will show evidence of aligned content, teacher directed instruction, and student practice (response yes) with 0% of walk-through data answered not yet

Impact/Implementation Goal 8 Details

Impact/Implementation Goal 8

Implementation Goal: 100% of K-5 teachers will provide opportunities for students to speak and respond, daily, for 'engage & respond' and weekly in writing

Impact/Implementation Goal 9 Details

Impact/Implementation Goal 9

Goal Type: Implementation Goal

Implementation Goal: 70% of Students with disabilities will successfully use the new foundational concept on the weekly HMH/UFLI Progress Monitoring Quick Check.

Impact/Implementation Goal 10 Details

Impact/Implementation Goal 10

Goal Type: Implementation Goal

Implementation Goal: 70% of English learners will successfully use the new foundational concept on the weekly HMH/UFLI Progress Monitoring Quick Check.

Impact/Implementation Goal 11 Details

Impact/Implementation Goal 11

Implementation Goal: Students with disabilities 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 12 Details

Impact/Implementation Goal 12

Implementation Goal: English Language Learners will respond correctly to 2 out 3 collaborative discussion 'respond to the text' prompts on a weekly basis in the HMH MyBook

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)
<p>If we effectively use the CRA (Concrete, Representational, Abstract) process to support students' learning of mathematical concepts and procedures,</p>	<p>Then teachers will intentionally choose manipulatives that effectively represent math concepts and procedures, connect semi-concrete representations to each other, and routinely ask students to connect their concrete and semi-concrete representations to their abstract mathematical concepts in order to justify and explain their solutions,</p>	<p>which will lead to 60% or more of students with disabilities and 70% or more English language learners and students in the black student group passing the math SOL, and 60% or more of students with disabilities and 65% or more English language learners and students in the black student group will score mastery and proficient on the math unit assessments.</p>

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 60% or more of students with disabilities and 70% or more of EL students and students in the Black student group will pass the math SOL.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Impact Goal: 60% or more of students with disabilities will score mastery & proficient on the math unit assessments</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Impact Goal: 70% or more English language learners will score mastery & proficient on the math unit assessments</p>

Impact/Implementation Goal 4 Details
<p>Impact/Implementation Goal 4</p> <p>Impact Goal: 70% or more of students in the Black student group will score mastery & proficient on the math unit assessments</p>

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Implementation Goal

Implementation Goal: 100% of K-5 teachers will provide opportunities for students to work with representations, and routinely ask students to use representations to explain their solution approach

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Goal Type: Implementation Goal

Implementation Goal: 70% or more of K-5 students with disabilities will accurately use concrete and semi-concrete representations to justify and explain their solution approach in math at least weekly

Impact/Implementation Goal 7 Details

Impact/Implementation Goal 7

Implementation Goal: 70% or more of K-5 students in the Black student group will accurately use concrete and semi-concrete representations to justify and explain their solution approach in at least weekly

Impact/Implementation Goal 8 Details

Impact/Implementation Goal 8

Goal Type: Implementation Goal

Implementation Goal: 70% or more of K-5 English learner students will use accurately concrete and semi-concrete representations to justify and explain their solution approach in math at least weekly

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)
If teachers plan and deliver instruction in the 5E model to support experiential, inquiry-based student learning,	teachers will use high-quality instructional practices focused on higher-order questioning to support students' learning and applying scientific concepts through discourse (oral and/or written),	60% or more of students in grade 5 passing the science SOL, and overall unit assessment pass rate of 65% in 5th grade and 60% in 4th grade

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 60% or more of students in grade 5 will pass the science SOL</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Impact Goal: Overall unit assessment pass rate of 65% in 5th grade</p> <p>Mini Targets:</p> <p>BOY - Grade 5: Achieve a 55% pass rate on G5U2 and 65% pass rate on G5U4;</p> <p>MOY - Grade 5: Achieve a 55% pass rate on G5U6 and 65% pass rate on G5U7.</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: Overall unit assessment pass rate of 60% in 4th grade</p> <p>Mini Targets:</p> <p>BOY - Grade 4: Achieve a 45% pass rate on G4U1 and 55% pass rate on G4U2;</p> <p>MOY - Grade 4: Achieve a 65% pass rate on G4U4 and G4U5;</p>

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Implementation Goal

Implementation Goal: 100% of K-5 teachers will use high-quality instructional practices, focused on higher-order questioning to support students' learning and applying scientific concepts through discourse (oral and/or written).

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Implementation Goal

Implementation Goal: 100% of K-5 students will apply and justify their learning using scientific language in formative assessment opportunities (e.g., structured discourse, QOTD, formative assessment probes).

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)
intentionally select a strategy to match each student and/or families needs to support with attendance	then families and students will be aware of the attendance expectations and students and families needing additional support will be provided targeted resources	which will lead to a decrease in a chronic absenteeism of less than 10% for SY26.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: Less than 10% of Marumsco Hills Elementary students will be considered chronically absent (BOY 15%; MOY 12%)</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 chronically absent will be identified for preventive measures and incentive initiatives to encourage attendance throughout the year</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)
If we communicate relevant information such as how to read and interpret student data points focused on the impact of the child's education,	then we will engage families in meaningful discussions that will support parents knowledge of how to support their child's academic success,	80% or more of families reporting full engagement on the Gallup survey as measured by 80% or more of families reporting positively on a midpoint survey.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 80% or more of families will report full engagement on the Gallup survey</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Implementation Goal</p> <p>Impact Goal: 80% or more of families will report positively on the midpoint school survey</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Implementation Goal: Marumscos Hills will provide a minimum of 8 "Academic Spotlight" opportunities on various topics</p>

Commitment 4: Organizational Coherence