

Prince William County Public Schools

The Nokesville School

2026-2027 Theory of Action



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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)
ELA teachers engage in collaborative planning through the CLT framework, specifically "Design the Learning" and "Analyze Data and Respond" to design rigorous standards-aligned tasks	teachers will implement the planned grade-level instruction that meets the needs of the diverse learners in their classrooms, and adjust tier 1 instruction for improved student outcomes and students will engage in rigorous standards-aligned tasks	Reading SOL scores increase in Middle Level from 80% to 85% and Elementary Level from 74% to 81%.

Strategic Priorities: Learning and Achievement for All 1

Theory of Action 2

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
Math teachers engage in collaborative planning through the CLT framework, specifically "Design the Learning" and "Analyze Data and Respond" to design rigorous standards-aligned tasks	teachers will implement the planned grade-level instruction that meets the needs of the diverse learners in their classrooms, and adjust tier 1 instruction for improved student outcomes and students will engage in rigorous standards-aligned tasks	Math SOL scores increase in Middle Level from 70% to 80% and Elementary Level from 80% to 86%

Strategic Priorities: Learning and Achievement for All 2

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)
structure our weekly class meetings to include opportunities for students to voice their thoughts, opinions, and concerns about barriers to academic success	teachers will create and implement proactive circles that provide structured opportunities to practice developmentally-appropriate communication and students will practice expressing their thoughts in an developmentally-appropriate manner	a decline of 25% of the number of NHIs earned by our EL and SWD populations

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)
establish a consistent, proactive system for partnering with families of EL and SWD students with significant NHIs that equips content teachers, case managers, counselors, and the family liaison to engage families in meaningful two-way communication and establish partnerships	staff will consistently share students' academic and behavioral progress; elicit and document families' perspectives about student strengths, needs, and barriers to academic success; collaboratively identify appropriate supports and next steps; follow through on agreed-upon actions; and close the communication loop with families,	families experiencing stronger partnership, voice, and connection with the school; earlier identification and response to barriers affecting student success; improved student engagement and work completion; and ultimately a 25% decline in NHIs while contributing to improved academic achievement and SOL scores by 10%.

Commitment 4: Organizational Coherence