

Prince William County Public Schools

Independence Nontraditional School

2025-2026 25-26 CIP Summary

Validation of Continuous Improvement Plan Date: August 14, 2025

Executive Cabinet Member: Gregory Hood

Principal/Director: Dr. Stephanie Bretzke

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., 1.2 PWCS will prepare all students for post-secondary education and the workforce.,
- 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)
If we provide INS instructional staff with professional development on high quality tier one instruction with a focus on the instructional core and increasing academic discourse (EB),	then teachers will provide students with high quality instruction that meets the needs of the students, which will increase the students mastery of the course standards by as measured performance on summative assessments,	which will lead to an increase in student academic achievement on the EOC Biology SOL (SY 25: 58%; SY 26: 65%), EOC US/VA History SOL (SY 25: 60%; SY 26: 65%), and World History I (SY 25: 49%; SY 26: 60%).

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: Students enrolled in high school Biology will increase their level of proficiency of the course standards as demonstrated by performance on summative assessments and by an 12% increase from the baseline established during SY 25 (SY 25: 58%; SY 26: 65%) on the Biology SOL.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: Students enrolled in high school World History I will increase their level of proficiency of the course standards as demonstrated by their performance on summative assessments as well as an 22% increase in the number of students who earned a World History I verified credit from the baseline established during SY 25 (SY 25: 49%; SY 26: 60%).</p>

Impact/Implementation Goal 3 Details

Impact/Implementation Goal 3

Goal Type: Impact Goal

Impact Goal: Students enrolled in US/VA History will increase their level of proficiency of the course standards as demonstrated by student performance on summative assessments and through an 8% increase in the percent of students earning a verified credit in US/VA History from the baseline established during SY 25 (SY 25: 60%; SY 26: 65%).

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Implementation Goal

Implementation Goal: By June 2026, during 70% of instructional walkthroughs, there will be evidence that students in the nontraditional high school program will complete an exit ticket that reflects on the understanding of the day's lesson. At the beginning of the next class, select students will share their response during the warm-up activity to reinforce prior learning, engage in academic discourse, and support peer learning.

BOY: By November 2025, at least 50% of students will submit an exit ticket at the end of each class that demonstrates their understanding of the previously taught material by including at least one key concept or question in their exit ticket response.

MOY: By March 2026, evidence that each class will select students at random to share their response to the exit ticket during the warm up and students will begin referencing peer responses during warm up discussions to build on ideas and deepen academic discourse will be evident in 60% of instructional walkthroughs.

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Implementation Goal

Implementation Goal: By June 2026, 95% of teachers in the nontraditional high school program will use the PGP process to document the use and implementation of an a common instructional strategy discussed during CLT meetings to increase academic discourse.

BOY: By November 2025, 100% nontraditional high school teachers will norm what they consider mastery of the content standards.

MOY: By February 2026, CLT's will meet weekly to evaluate assessment data to notice trends, identify root cause, and adapt instruction to meet the needs of the individual students.

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)
If we implement a tiered behavioral support leveling program in the nontraditional and public seperate middle school programs (RB),	then negative student behaviors will not interfere with their academic success and teachers will be able to provide students with high quality tier one instruction,	which will lead to 85% of students demonstrating mastery of the course standards as evidenced by their performance on the PWCS Math assessments.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 85% of students enrolled in Grade 6 Math demonstrate mastery of the course material as measured by their performance on the Momentum Math 6 assessments.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, 85% of students enrolled in Grade 7 Mathematics will demonstrate mastery of the standards as measured by their performance on the PWCS Grade 7 Mathematics quarterly 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 enrolled in Grade 8 Math will demonstrate mastery of the course standards as evidenced by their performance on the PWCS Pre-Algebra common quarterly assessments.</p>

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Implementation Goal

Implementation Goal: By June 2026, through the implementation of a tiered behavioral support of teachers in the nontraditional and Center middle school programs the number of Code of Behavior violations will decrease by 20% from the baseline established during SY 25 (n = 167 during SY 25 to n = 134 for SY 26).

BOY: By November 2025, 100% of middle school teachers will receive professional development on the tiered behavioral support program and establish and post clear behavioral expectations aligned with the tiered system.

MOY: By March 2026, the number of Code of Behavior violations documented will decrease by 20% from the baseline established during SY 25 (n = 111 for SY 25 n = 89 for SY 26).

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Implementation Goal

Implementation Goal: By June 2026, 100% of students in the nontraditional middle school program will increase their level and receive support from the middle school support team on replacement behaviors as outlined on their behavior contract.

BOY: By November 2025, 90% of students in the nontraditional middle school program will participate in goal setting activities related to behavior and academic performance.

MOY: By March 2026, 80% of middle school students will be able to articulate how their behavior impacts their learning and the classroom environment.

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., 2.3 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)
If we effectively implement a year long Positive Behavioral Intervention and Support Program (PBIS) in the nontraditional high school program (EB),	staff will have increased opportunities for meaning teacher-student interactions and students will have an increased sense of feeling accepted and included as part of the school,	which will lead to a 10% increase (SY 25 = 3.22; SY 26 = 3.55) on the Belonging Index on the for Students PWCS Divisionwide Survey and a 5.3% increase on the Teamwork index on the PWCS Divisionwide Survey for staff.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: The percent of students will report a positive response on the Belonging index on the PWCS Divisionwide Survey will increase by 10% from SY 25 (SY 25 = 3.22; SY 26 = 3.55%).</p> <p>BOY: By November 2025, 100% of students in the nontraditional high school program will be assigned to a PBIS team.</p> <p>MOY: By March 2025, there will be a 16% increase (SY 25 = 58%; SY 26 = 68%) in the percentage of students who report that they have classmates that care about them on a school-based mid-year survey.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: The percent of staff that report positive engagement on the PWCS Divisionwide survey will increase by 5.3% in the Teamwork Index.</p> <p>BOY: By November 2025, 90% of the nontraditional high school staff members will be assigned to one of the four PBIS teams and be assigned specific students as their teammates.</p> <p>MOY: By March 2025, 85% of staff will report that they feel connected to the mission at INS.</p>

Impact/Implementation Goal 3 Details

Impact/Implementation Goal 3

Goal Type: Implementation Goal

Implementation Goal: 88.8% of students will report positive responses on the Belonging domain of the PWCS divisionwide survey.

BOY: Within the first week a student enrolls at INS, 100% of students in the nontraditional high school will be placed on one of the four teams as part of the high school PBIS program.

MOY: 80% of students will report that they feel that they have the support they need at INS to be successful as evidenced by their responses on the mid-year student survey.

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.

Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
If we establish formal partnerships throughout PWCS and throughout the community that aligns with strategic goals,	then staff will have a better understanding of the skills and experiences necessary for students, which will assist them during the planning on HQWBL opportunities and we will expand the types work-based learning experiences for students,	which will lead to a 33% increase in partnerships (SY 22 - 0; SY 23 - 2; SY 24 - 4 ; SY 25 - 6; SY 26 - 8) that supports students post-secondary endeavors.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, there will be a 27.3% (SY 22 : n = 0; SY 23: n = 13; SY 24: n = 20; SY 25: n = 55; SY 26 -70) increase in the number of students that will complete a HQWBL experience.</p> <p>BOY: By November 2025, 45 students will be enrolled in a course that has a HQWBL experience and pass an associated credential assessment (i.e. ServSafe, OSHA 10), if applicable.</p> <p>MOY: By March 2026, 75 students will have completed or be enrolled in a course that has a HQWBL experience and pass the associated credential assessment, if applicable.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, there will be a 33.3% increase (SY 22 - 0; SY 23 - 2; SY 24 - 4; SY 25 - 6; SY 26 - 8) in the number of partnerships both throughout the community and within PWCS.</p> <p>BOY: By November 2025, INS staff will verify the six existing partnerships that were established in SY 25.</p> <p>MOY: By March 2026, INS will have eight business partnerships both within the community and throughout PWCS.</p>

Impact/Implementation Goal 3 Details

Impact/Implementation Goal 3

Goal Type: Implementation Goal

Implementation Goal: Through HQWBL opportunities offered in the Culinary Arts, Building Trades, and/or Employ program, at least one additional formal community partnership will be formed as a pathway for post secondary employment for INS students.

Commitment 4: Organizational Coherence

Division Objective:

4.2 PWCS will remove barriers to communication to facilitate collaboration across offices, schools, and families in the spirit of customer service.