

Prince William County Public Schools

Covington Harper Elementary

2025-2026 25-26 CIP Summary



Validation of Continuous Improvement Plan Date: August 8, 2025
Executive Cabinet Member: Kimberly Werle

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., 1.3 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)
consistently teach students foundational skills and utilize evidence-based comprehension strategies	will provide opportunities for students to justify their thinking and explicitly teach foundational skills, which will allow students to use details from the text to demonstrate understanding and/or support their ideas from the text.	85% of students passing the Reading SOL and 52% for ELLs and SWD. 80% of students assessed will fall into the low-moderate risk band in VALLSS. 80% of students in grades 2-5 meeting or exceeding their expected Student Proficiency Indicator on the HMH Growth Assessment.

Impact/Implementation Goal 1 Details

Impact/Implementation Goal 1

Goal Type: Impact Goal

Impact Goal: By June 2026, 85% of students passing the Reading SOL

Impact/Implementation Goal 2 Details

Impact/Implementation Goal 2

Goal Type: Impact Goal

Impact Goal: By June 2026, 52% of EL students will pass the Reading SOL.

Impact/Implementation Goal 3 Details

Impact/Implementation Goal 3

Goal Type: Impact Goal

Impact Goal: By June 2026, 52% of SWD will pass the Reading SOL.

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Impact Goal

Impact Goal: By June 2026, 80% of students assessed will fall into the low-moderate risk band in VALLSS.

EL Low-Mod Risk Band: 65%
SWD Low-Mod Risk Band: 60%

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Impact Goal

Impact Goal: By June 2026, 80% of students in grades 2-5 meeting or exceeding their expected Student Proficiency Indicator on the HMH Growth Assessment, to include ELLs and SWD.

Implementation Goal Review: We'll modify this goal to focus on 80% of students On or Above grade level as measured by HMH.

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Goal Type: Implementation Goal

Implementation Goal: 100% of teachers will provide opportunities for students to justify their thinking using grade level texts and high-level questioning.

Impact/Implementation Goal 7 Details

Impact/Implementation Goal 7

Goal Type: Implementation Goal

Implementation Goal: 100% of K-5 students will respond (orally or in writing) to the HMH Engage and Response Prompt using details from the text.

Impact/Implementation Goal 8 Details

Impact/Implementation Goal 8

Goal Type: Implementation Goal

Implementation Goal: 100% of teachers will explicitly teach foundational skills and provide opportunities for students to practice learned skills.

Impact/Implementation Goal 9 Details

Impact/Implementation Goal 9

Goal Type: Implementation Goal

Implementation Goal: 100% of students will apply foundational skills in a variety of ways to support mastery on written and/or oral tasks.

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)
plan for and assist students in monitoring and reflecting on the problem-solving process,	teachers will provide opportunities for students to justify and explain their thinking using high level questioning on grade level tasks, which will allow students to use mathematical language and problem-solving strategies to justify and apply learning on grade level tasks	72% of students in grades 3-5 will demonstrate mastery/ proficiency the math end of unit assessments and 85% of students in grades 3-5 demonstrating proficiency on the math SOL with 55% for ELLs and 54% for SWD.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, 85% of students in grades 3-5 will demonstrate proficiency on the 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, 55% of EL students will demonstrate proficiency on the Math SOL</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, 54% of SWD students will demonstrate proficiency on the Math SOL</p>

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Impact Goal

Impact Goal: By June 2026, 72% of students in grades 3-5 will demonstrate mastery/proficiency math end of unit assessments

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Impact Goal

Impact Goal: By June 2026, 58% of students identified as SWD in grades 3-5 will demonstrate mastery/proficiency on end of unit assessments.

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Goal Type: Impact Goal

Impact Goal: By June 2026, 72% of students identified as ELL in grades 3-5 will demonstrate mastery/proficiency on end of unit assessments.

Impact/Implementation Goal 7 Details

Impact/Implementation Goal 7

Goal Type: Implementation Goal

Implementation Goal: 100% of teachers will provide opportunities for students to justify and explain their thinking using grade level material and high-level questioning.

Impact/Implementation Goal 8 Details

Impact/Implementation Goal 8

Goal Type: Implementation Goal

Implementation Goal: 100% of math observations will have students justifying their thinking and responses by modeling, representing or verbally explaining how they got their answer on a given mathematical problem

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 3-5 teachers use the 5E model to promote inquiry-based learning, and include steps 6 and 7 (structured reading and writing opportunities) of 7 steps to a language-rich classroom	then teachers will consistently and intentionally deliver learning experiences that include the use of HQIM, the 5E Instructional Model, and hands-on activities that are aligned to the rigor of the standards which will allow students to demonstrate their knowledge through structured reading, writing, and speaking tasks	which will lead to at least 85% of students demonstrating proficiency on Science SOL, EL pass rate of 63% and SWD pass rate of 63%, and 72% of students in grade 3-5 will demonstrate 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, 85% of students in 5th grade will demonstrate proficiency on 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, 63% of EL students will demonstrate proficiency on Science SOL</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, 63% of SWD will demonstrate proficiency on Science SOL.</p>

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Implementation Goal

Implementation Goal: 100% of science teachers will deliver learning experiences that include the use of HQIM, the 5E Instructional Model, and hands-on activities that are aligned to the rigor of the standards.

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Implementation Goal

Implementation Goal: 100% of science observations will include students applying and justifying their responses using scientific language on structured oral and written tasks.

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 mentorship program that pairs Tier 2 and Tier 3 students with trained Tier 1 student mentors,	students identified as Tier 2 and Tier 3 will develop social-emotional skills, academic confidence, and stronger peer relationships	a greater sense of belonging for students, which will increase our student survey in the area of sense of belonging to 4.0

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 an increase in our student survey in the area of sense of belonging to 4.0</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By May 2026, 85% of students in the program will respond that they agree or strongly agree to the overall survey developed which will measure their sense of belonging</p> <p>Implementation Goal Review: This goal will be modified. "85% of students will respond that they agree or strongly agree to a quarterly in-house survey focusing on sense of belonging".</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: CHES will design, launch, and monitor a structured peer mentorship program that pairs Tier 2 and Tier 3 students with trained Tier 1 student mentors.</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 include parent representatives and collaborate with staff to present relevant topics that support student academic progress during Advisory Council meetings,	more families will actively attend, contribute, and collaborate in meaningful discussions that support school improvement	increased family engagement, stronger student connections to school, and the development and sustainability of a high-functioning Advisory Council

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, CHES will achieve 18 out of 20 on the advisory council rubric.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Implementation Goal</p> <p>Impact Goal: Rubric data will be used to determine opportunities for advisory council growth.</p>

Commitment 4: Organizational Coherence