

Prince William County Public Schools

Ellis Elementary

2025-2026 25-26 CIP Summary

Accountability Rating: Accredited

Performance of Student Groups
Level One

Principal/Director: Andy Jacks

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) |
|--|--|---|
| If we utilize high-quality instructional materials (HQIM) to teach decoding and incorporate student ownership comprehension activities (comprehension building practices: annotating text, collaborative conversations) (EB) | teachers will teach phonics and comprehension building practices skills with fidelity and monitor comprehension activities, and students will apply their knowledge of comprehension building practices and phonics for decoding | 70% of all students, English Learners, and Students with Disabilities reading on or above grade level and 70% of all students, English Learners, and Students with Disabilities passing the Reading SOL Test. |

| Impact/Implementation Goal 1 Details |
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| <p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 70% all students, English Learners, and Students with Disabilities will pass the Reading SOL test.</p> |

| Impact/Implementation Goal 2 Details |
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| <p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 70% of students in grades 2-5 will be On/Above Grade Level as measured by HMH Growth Measure (to include Overall, ELL & SWD). BOY Target: 50% MOY Target: 60%.</p> |

| Impact/Implementation Goal 3 Details |
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| <p>Impact/Implementation Goal 3</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 70% of all students, English Learners, and Students with Disabilities in grades 3-5 will demonstrate mastery and/or proficiency on reading unit tests.</p> |

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Impact Goal

Impact Goal: 70% of students in grades K-3 will be identified as low-risk on VALLSS.

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Implementation Goal

Implementation Goal: 100% of K-5 teachers will teach foundational and comprehension building skills using HQIM and facilitate reading, writing, and/or speaking tasks aligned to the rigor of the standards as monitored through observations/walkthroughs.

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Goal Type: Implementation Goal

Implementation Goal: K-2, Teachers will monitor student phonics through the UFlI weekly assessments and use data to plan instruction using the TNTP walkthrough form.

Impact/Implementation Goal 7 Details

Impact/Implementation Goal 7

Goal Type: Implementation Goal

Implementation Goal: 100% of foundational skills and reading comprehension observations will have students appropriately applying learned skills through reading, writing and/or speaking tasks aligned to the rigor of the standards.

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) |
|--|---|--|
| teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts (EB) | teachers will through implement lessons with intentional discourse that is aligned to HQIM, standard, and task, and students will be engaged in collaborative learning through intentional and structured reading, writing, speaking, and listening opportunities | 70% of all students, English Learners, and Students with Disabilities passing the Math SOL Test. |

| Impact/Implementation Goal 1 Details |
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| <p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 70% of all students, English Learners, and Students with Disabilities will pass the Math SOL Test.</p> |

| Impact/Implementation Goal 2 Details |
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| <p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 70% of all students, English Learners, and Students with Disabilities in grades 3-5 will demonstrate mastery and/or proficiency on math unit tests.</p> |

| Impact/Implementation Goal 3 Details |
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| <p>Impact/Implementation Goal 3</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: 100% of K-5 teachers will implement lessons with intentional discourse that is aligned to HQIM, standard, and task, and students will be engaged in collaborative learning through intentional and structured reading, writing, speaking, and listening opportunities as monitored through observations/walkthroughs.</p> |

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Implementation Goal

Implementation Goal: 100% of K-5 math lessons will include students using mathematical vocabulary, to include verbal and written explanations of their problem solving, which will be monitored through observations/walkthroughs using the TNTP Walk-Through form.

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) |
|---|---|---|
| utilize the 5E (Engage, Explore, Explain, Elaborate, Evaluate) model to support experiential, inquiry-based student learning (EB) | students will actively participate in experiential learning, helping to construct their understanding of the concepts and skills through verbal and written tasks | 70% of all students, English Learners, and Students with Disabilities passing the Science SOL Test. |

| Impact/Implementation Goal 1 Details |
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| <p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 70% of all 5th-grade students, English Learners, and Students with Disabilities will pass the Science SOL test.</p> |

| Impact/Implementation Goal 2 Details |
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| <p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 70% of 4th and 5th grade students, to include English Learners and Students with Disabilities, will pass with at least a 70% score on science unit assessments.</p> |

| Impact/Implementation Goal 3 Details |
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| <p>Impact/Implementation Goal 3</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: 100% of science lessons will include the implementation of one aspect of the 5E model as monitored through observations/walkthroughs using the TNTP Walk-Through form.</p> |

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Implementation Goal

Implementation Goal: 100% of 4th and 5th grade students will correctly respond (verbal or written) to the Question of the Day.

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., 2.2 PWCS staff will be empowered, supported, and engaged with a strong sense of belonging., 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) |
|---|---|---|
| are clear on the systems used for monitoring and addressing chronic absenteeism | staff will be more accountable and consistent in connecting with families through effective methods so parents understand the importance of positive attendance | a decrease in chronic absenteeism to below 15% and a decrease from 13.8% to below 10% |

| Impact/Implementation Goal 1 Details |
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| <p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By the end of SY 2025-26, we will reduce the chronic absenteeism rate to below 15% and a 5% reduction from 13.8% to below 10%</p> |

| Impact/Implementation Goal 2 Details |
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| <p>Impact/Implementation Goal 2</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: 100% of students identified as at-risk for attendance and receiving tiered attendance interventions will meet attendance goals monthly as measured by individualized attendance intervention plans.</p> |

Commitment 3: Family and Community Engagement

Division Objective:

3.1 PWCS will engage families as authentic partners in education to support academic progress., 3.3 PWCS will ensure honest, transparent, and two-way communication with families, schools, and the community to foster trusting relationships.

Theory of Action 1

| If we ... (strategy(ies)) | then ... (expected behavioral changes) | which will lead to ... (expected impact outcome) |
|---|--|---|
| <p>establish a Family and Community Engagement Committee focused on increasing opportunities for family and community involvement</p> | <p>we will coordinate inclusive and meaningful events that increase family participation and involvement in school-related events, and parents will be better communicated with and connected to the importance of the events and activities, so they will attend more and be more meaningfully involved</p> | <p>parents reporting 90% positive responses on the end of year Gallup parent survey that they have opportunities to engage with their child's school and in learning experiences.</p> |

| Impact/Implementation Goal 1 Details |
|---|
| <p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 75% or higher of our families will report being fully engaged positive responses on the end-of-year Gallup parent survey that they have opportunities to engage with their child's school and in learning experiences.</p> |

| Impact/Implementation Goal 2 Details |
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| <p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 90% positive responses on parents stating they have participated in school events or activities as determined through quarterly school-created survey (1st quarter: 50%; 2nd quarter 75%, 3rd quarter 90%).</p> |

| Impact/Implementation Goal 3 Details |
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| <p>Impact/Implementation Goal 3</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: The Family & Community Engagement Committee will develop and hold a minimum of six family engagement events each quarter that include an academic focus, provide resources, and educate families on how to support learning at home.</p> |

Commitment 4: Organizational Coherence