

Prince William County Public Schools

Featherstone Elementary

2025-2026 25-26 CIP Summary



Validation of Continuous Improvement Plan Date: August 8, 2025
Executive Cabinet Member: Kimberly Werle
Principal/Director: Christina Treadwell

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)
implement and routinely use evidence-based comprehension building practices,	teachers will explicitly: *teach students how to find and justify answers to different types of questions *teach students how to ask questions about the text while reading which will lead to: *students with disabilities and ELL students being able to ask and answer questions about the text to respond to high level questions and better interpret its meaning.	a 65% pass rate for SWD and ELLs on the Reading SOL and a 65% pass rate for SWD and ELLs reading on or above grade level on HMH.

Impact/Implementation Goal 1 Details

Impact/Implementation Goal 1

Goal Type: Impact Goal

Impact Goal: By June 2026, 65% of SWD and ELLs will demonstrate proficiency in reading as measured by the Reading SOL (11.7% growth - SWD - from SY24-25 and 5.5% growth - ELL students - from SY24-25).

Impact/Implementation Goal 2 Details

Impact/Implementation Goal 2

Goal Type: Impact Goal

Impact Goal: By June 2026, 58% of ELL students will meet their expected WIDA Access growth.

Impact/Implementation Goal 3 Details

Impact/Implementation Goal 3

Goal Type: Impact Goal

Impact Goal: By June 2026, 65% of SWD and ELLs will be reading on or above grade level as measured by the HMH growth assessment. The following mini-targets will help us reach our goal:

BOY: 25%

MOY: 45%

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Implementation Goal

Implementation Goal: 100% K-5 teachers will incorporate higher-order thinking questions--focused on analysis, synthesis, and evaluation, as outlined in the Depth of Knowledge (DOK) framework--into their ELA instruction to foster critical thinking and encourage students to articulate and justify their reasoning through academic discourse.

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Implementation Goal

Implementation Goal: 100% general education and special education/ESOL co-teaching pairs will ensure differentiated Tier 1 instruction that meets the diverse academic needs of students with disabilities by actively engaging them in rigorous, standards-based tasks that include structured conversations and structured reading/writing tasks from the 7-step strategies and higher order thinking questions from the DOK Framework.

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Goal Type: Implementation Goal

Implementation Goal: 100% of ELA observations will demonstrate opportunities for students to justify and explain their oral or written response to high level questions using details and evidence from texts.

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>provide deliberate instruction on word problems to deepen students' mathematical understanding and support their capacity to apply mathematical ideas,</p>	<p>teachers will explicitly: *teach students to identify word problem types that include the same type of action or event *teach students a solution method for solving each problem type *expand students' ability to identify relevant information in word problems by presenting problem information using a variety of high level questions which will lead to: *students being able to apply word problem strategies on grade level tasks and justify their reasoning through academic discourse opportunities.</p>	<p>a 65% pass rate for students with disabilities on the Math SOL and a 65% pass rate for students with disabilities on end-of-unit math assessments.</p>

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, 65% of students with disabilities will demonstrate proficiency in math as measured by the SOL test (6.4% growth from previous year). The following mini-targets will help us reach our goal: BOY: 25% MOY: 50%</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, 65% of students with disabilities will pass the math unit assessments. The following mini targets will help us reach our goal: BOY: 25% MOY: 50%</p>

Impact/Implementation Goal 3 Details

Impact/Implementation Goal 3

Goal Type: Implementation Goal

Implementation Goal: 100% K-5 teachers will incorporate higher-order thinking questions--focused on analysis, synthesis, and evaluation, as outlined in the Depth of Knowledge (DOK) framework and teach word problem strategies--into their math instruction to foster critical thinking and encourage students to articulate and justify their reasoning through academic discourse.

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Implementation Goal

Implementation Goal: 100% general education and special education co-teaching pairs will ensure differentiated Tier 1 instruction that meets the diverse academic needs of students with disabilities by actively engaging them in rigorous, standards-based tasks that include structured conversations and structured reading/writing tasks from the 7-step strategies and higher order thinking questions from the DOK Framework.

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Implementation Goal

Implementation Goal: 100% of students with disabilities will apply word problem strategies on grade level tasks and justify their reasoning through academic discourse opportunities.

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)
plan and deliver instruction in the 5E model to support experiential, inquiry-based student learning,	teachers will explicitly: *use high-quality instructional practices and higher-order questioning to support students' learning of scientific concepts which will lead to: *students with disabilities being able to justify and explain their learning through discourse (oral and/or written) opportunities	a 65% pass rate for students with disabilities on the Science SOL and a 65% pass rate for students with disabilities on end-of-unit science assessments.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, 65% of students with disabilities will demonstrate proficiency in science as measured by the SOL test (33.3% was average for previous year). The following mini targets will help us reach our goal: BOY: 20% MOY: 45%</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, 65% of students with disabilities will pass the end-of-unit science assessments. The following min targets will help us reach our goal: BOY: 20% MOY: 45%</p>

Impact/Implementation Goal 3 Details

Impact/Implementation Goal 3

Goal Type: Implementation Goal

Implementation Goal: 100% K-5 teachers will incorporate higher-order thinking questions--focused on analysis, synthesis, and evaluation, as outlined in the Depth of Knowledge (DOK) framework inquiry-based practices--into their science instruction to foster critical thinking and encourage students to articulate and justify their reasoning through academic discourse.

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Implementation Goal

Implementation Goal: 100% general education and special education co-teaching pairs will ensure differentiated Tier 1 instruction that meets the diverse academic needs of students with disabilities by actively engaging them in rigorous, standards-based tasks that include structured conversations and structured reading/writing tasks from the 7-step strategies and higher order thinking questions from the DOK Framework.

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Implementation Goal

Implementation Goal: 100% of science observations will include students (specifically SWD) applying and justifying their responses using scientific language.

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)
provide staff with targeted training on how to effectively facilitate social emotional learning conversations,	teachers will: *implement bi-weekly class meetings focused on a sense of belonging which will lead to: *students feeling accepted and included as part of the school	a score of 4.0 on the division student Gallup survey.

Impact/Implementation Goal 1 Details

Impact/Implementation Goal 1

Goal Type: Impact Goal

Impact Goal: By June 2026, we will receive a 4.0 on the school survey for the question, "My classmates care about me."

Impact/Implementation Goal 2 Details

Impact/Implementation Goal 2

Goal Type: Implementation Goal

Implementation Goal: 100% of teachers in grades 3-5 will conduct bi-weekly class meetings designed to foster student conversations around key social-emotional learning (SEL) skills and promote a supportive classroom community.

Impact/Implementation Goal 3 Details

Impact/Implementation Goal 3

Goal Type: Implementation Goal

Implementation Goal: 100% of classrooms will have students actively engaged in listening, speaking and interacting with their peers and teachers during classroom meetings.

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., 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)
establish a clear process to support a high-functioning advisory committee that includes communicating frequently and effectively, having a clear and aligned purpose and clearly defined roles, responsibilities and procedures	parents and staff will have a shared understanding of how they can influence decisions at the school as collaborative partners	Featherstone ES having a high functioning advisory committee by the end of SY 25-26.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, Featherstone ES will have a high functioning advisory council by scoring at least 16 out of 20 (80%) on the advisory indicator rubric.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: Administration and Advisory Council will use the rubric data to provide advice and guidance toward next steps to the school principal on important decisions regarding the school's improvement plan, budget, curriculum, and overall operations.</p>

Commitment 4: Organizational Coherence