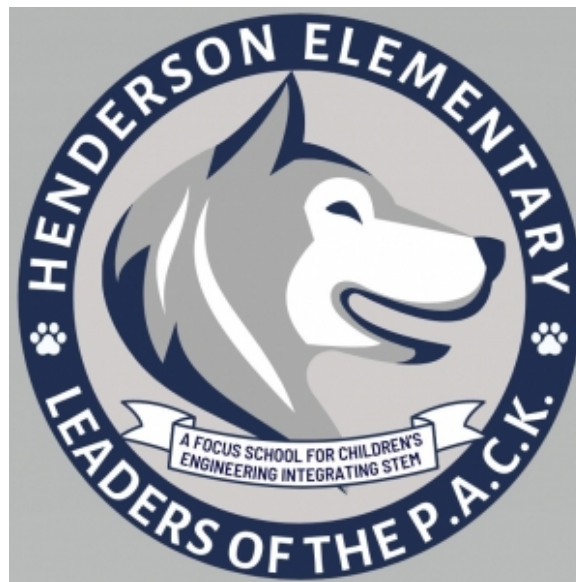


# Prince William County Public Schools

## Henderson Elementary

### 2025-2026 25-26 CIP Summary



**Validation of Continuous Improvement Plan Date:** August 11, 2025

**Executive Cabinet Member:** Dr. Maggie De La Rosa

**Principal/Director:** Amy Schott

# 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 implement evidence-based decoding strategies and routinely use comprehension building practices,	teachers will plan and deliver independent reading and writing standards-based tasks which will allow students to demonstrate learning independently through oral and written responses on-grade level tasks.	an overall pass rate of 85%, 50% for EL, 55% for SWD on the Reading SOL.

Impact/Implementation Goal 1 Details
<p><b>Impact/Implementation Goal 1</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> By June 2026, our Reading SOL pass rates will be a minimum of: 85% Overall; 50% for EL; and 55% for SWD.</p>

Impact/Implementation Goal 2 Details
<p><b>Impact/Implementation Goal 2</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> By June 2026, 85% of our students will be in the low risk band for VALLS.</p>

Impact/Implementation Goal 3 Details
<p><b>Impact/Implementation Goal 3</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> 70% of students in grades 2-5 will be On/Above Grade Level using HMH Growth Measure. BOY: 60%; MOY: 65%; EOY: 70%</p>

#### Impact/Implementation Goal 4 Details

##### Impact/Implementation Goal 4

**Goal Type:** Impact Goal

**Impact Goal:** By June 2026, 80% of students in grades 3-5 will demonstrate mastery or proficiency on HMH Module assessments; with ELLs at 56% and SWD at 66%.

The following mini targets will help us reach our goal:

BOY: Overall: 65.3%, EL 50.6%, SWD 60.6%

MOY: Overall 67.8%, EL 53.1%, SWD 63.6%

#### Impact/Implementation Goal 5 Details

##### Impact/Implementation Goal 5

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of General Ed., SWD and EL teachers will provide opportunities for standards-based on-grade level independent decoding/comprehension tasks as measured through monthly observations/walkthroughs using the walkthrough tool. (?#22 and 29) \*decoding k - 2 UFLI tasks,

decoding 3 - 5 fluency passages (buddy and indep. following choral), connected text dur. foundational skills workshop on days 1 & 2, breaking words and practicing, isolated and then applying to indep. texts

#### Impact/Implementation Goal 6 Details

##### Impact/Implementation Goal 6

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of students will demonstrate their decoding and comprehension skills through progress monitoring quick checks for phonics and the engage & response comprehension prompts.

**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 rigorous instructional tasks that supports the implementation of QSSSA (for both speaking and writing) and the CRA instructional approach,	teachers (to include EL and SWD teachers) will facilitate learning experiences that provide opportunities for students to create and connect multiple representations (EB), which will allow students to demonstrate and justify their learning through writing/drawing, modeling, and/or speaking	an overall math SOL pass rate of 87% and and in crease in EL performance to 54% (minimum) and SWD performance to 51% (minimum).

Impact/Implementation Goal 1 Details
<p><b>Impact/Implementation Goal 1</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> By June 2026, HNES will have an overall math pass rate of 87% with an ELL pass rate of 54% and SWD performance of 51%.</p>

Impact/Implementation Goal 2 Details
<p><b>Impact/Implementation Goal 2</b></p> <p><b>Goal Type:</b> Implementation Goal</p> <p><b>Implementation Goal:</b> 100% of General Ed., SWD, and EL teachers will facilitate learning experiences for students to create and connect multiple representations on grade level aligned math tasks as measured by the TNTP walkthrough tool. ?#7 bullet 1, red &amp; #8/bullet 3, red)</p>

Impact/Implementation Goal 3 Details
<p><b>Impact/Implementation Goal 3</b></p> <p><b>Goal Type:</b> Implementation Goal</p> <p><b>Implementation Goal:</b> 100% of students will demonstrate and justify their learning through writing/drawing, modeling, and/or speaking tasks as measured by the walkthrough tool. (#9 bullet 1/red &amp; bullet 4)</p>

**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)
<p>teachers use the Caring School Community curriculum resources specific to areas of need identified through our new Gallup Survey data (EB)</p>	<p>teachers will provide direct instruction on areas related to Social and Emotional Learning strategies which will allow students to practice through role play, conversation, and application to real-life conflict examples during class circles</p>	<p>students gaining skills in areas of need and an increase of the Gallup Survey responses targeted questions, with a desired increase of 3.8 or higher on the first two SEL Questions: 1. When I am angry or upset, I am very good at explaining what is bothering me to other people. 2. When I disagree with other people, I am very good at finding a solution to our problem.</p>

Impact/Implementation Goal 1 Details
<p><b>Impact/Implementation Goal 1</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> HNES will increase students' satisfaction to a minimum of 3.8 on the following Gallup questions:</p> <ol style="list-style-type: none"> <li>1. When I am angry or upset, I am very good at explaining what is bothering me to other people.</li> <li>2. When I disagree with other people, I am very good at finding a solution to our problem.</li> </ol>

Impact/Implementation Goal 2 Details
<p><b>Impact/Implementation Goal 2</b></p> <p><b>Goal Type:</b> Implementation Goal</p> <p><b>Implementation Goal:</b> 100% of KG - 5th grade teachers will use the Caring School Community lessons at least two times per month as evidenced by the teachers' lesson plans and dipstick survey results.</p>

**Impact/Implementation Goal 3 Details**

**Impact/Implementation Goal 3**

**Goal Type:** Impact Goal

**Impact Goal:** 100% of students will rate themselves as agree or strongly agree on the two questions related to SEL on bimonthly dipstick surveys in grades 3 - 5:

1. When I am angry or upset, I am very good at explaining what is bothering me to other people.
2. When I disagree with other people, I am very good at finding a solution to our problem.

**Commitment 2: Positive Climate and Culture**

**Theory of Action 2**

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
If we develop and implement a systematic attendance plan that focuses on communicating and building positive relationships with students and families, incentivizing positive attendance, and providing interventions for those at-risk of chronic absenteeism,	then we will consistently communicate attendance expectations, identify at risk students, and put interventions and incentives in place,	students' overall chronic absenteeism rate improving to not exceed 7.3% this school year.

<b>Impact/Implementation Goal 1 Details</b>
<p><b>Impact/Implementation Goal 1</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> By June 2026, we will decrease our chronic absenteeism rate to 7.3% or less.</p>

<b>Impact/Implementation Goal 2 Details</b>
<p><b>Impact/Implementation Goal 2</b></p> <p><b>Goal Type:</b> Implementation Goal</p> <p><b>Implementation Goal:</b> 100% of students identified as at-risk for attendance and receiving tiered attendance interventions will meet their attendance goals.</p>

### Commitment 3: Family and Community Engagement

#### Division Objective:

3.1 PWCS will engage families as authentic partners in education to support academic progress., 3.2 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)
engage families as authentic partners in education to support academic progress (EB)	teachers will communicate students' academic goals and progress, provide resources and supports for home (homework) which will allow teachers to help parents will develop a greater understanding for our school's academic standards and students' needs	an increase to a minimum of 4.0 on the Gallup survey in the area of Academic Standards.

Impact/Implementation Goal 1 Details
<p><b>Impact/Implementation Goal 1</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> By June 2026, we will achieve a minimum of 4.0 in the area of Academic Standards on the Gallup survey.</p>

Impact/Implementation Goal 2 Details
<p><b>Impact/Implementation Goal 2</b></p> <p><b>Goal Type:</b> Implementation Goal</p> <p><b>Implementation Goal:</b> 100% of teachers will communicate with their families monthly through the newsletters or a conference on topics of homework, opportunities to choose how they learn and challenges provided in the classrooms.</p>

Impact/Implementation Goal 3 Details
<p><b>Impact/Implementation Goal 3</b></p> <p><b>Goal Type:</b> Implementation Goal</p>

**Commitment 4:** Organizational Coherence