

# Prince William County Public Schools

## Penn 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:** Elliott Boles

# 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 K-5 teachers provide deliberate instruction on word problems to deepen students' mathematical understanding and support their capacity to apply mathematical ideas	teachers will plan and deliver learning experiences aligned to the standards, analyze data to identify students for remediation, while students demonstrate their learning through verbal/written tasks	73% of ELL students achieving proficiency on the SY 26 SOL test.

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, 73% of ELL students will demonstrate proficiency on the math SOL test with the following mini-targets: BOY: 55% MOY: 65%</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, 75% of ELL students will score an 80% on the Math unit assessments with the following mini-targets: BOY-55%, MOY-65%.</p>

**Impact/Implementation Goal 3 Details**

**Impact/Implementation Goal 3**

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of math teachers will deliver high quality instruction that is aligned to the standards and includes higher level questioning to deepen understanding of mathematical word problems as measured by the TNTP Math Observation Protocol (Walkthrough Tool)-High Quality Instructional Practices.

**Impact/Implementation Goal 4 Details**

**Impact/Implementation Goal 4**

**Goal Type:** Implementation Goal

**Implementation Goal:** 80% of students will exhibit key mathematical practices while engaging with the content of the lesson as measured by the TNTP Math Observation Protocol-Student Ownership.

**Impact/Implementation Goal 5 Details**

**Impact/Implementation Goal 5**

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of teachers will utilize small groups, Core Extension, and All In Tutoring to remediate skills of targeted at-risk students as measured by student data from Mastery Connect Tests and formative assessments.

**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)
implement and routinely use evidenced-based comprehension building practices	teachers will explicitly 1. teach students how to find and justify their answers to different types of reading-response questions 2. teach students who to ask questions about the text while reading which will result in ELL students being able to ask and answer questions about the text to respond to high level questions	a 59% pass rate for ELL students on the reading SOL test and 65% of ELL students passing the HMH growth assessment.

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, 59% of ELL students will demonstrate proficiency in reading as measured by the reading SOL. (11% growth from 2024-2025)</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, 65% of ELL students will be reading on or above grade level as measured by the HMH growth assessment with the following mini-targets: BOY-35%, MOY-45%</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% K-5 teachers will incorporate higher-order thinking questions focused on analysis, synthesis, and evaluation as outlined in the Depth of Knowledge framework, into their Tier 1 ELA instruction to foster critical thinking and encourage students to articulate and justify their thinking through academic discourse.</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)
If we continue to utilize Penn's systematic, yearlong attendance plan that focuses on incentivizing positive attendance, while communicating and building positive relationships with students and families, and providing interventions for kindergarten and ELL families	Then we will consistently communicate attendance expectations, identify at risk students, and put interventions and incentives in place	Which will lead to a reduction in kindergarten and ELL chronic absenteeism to less than 10%.

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, Penn will decrease chronic kindergarten absences as measured by PWCS attendance data to less than 10% as measured by DART and School Status. BOY: 14% MOY: 12%</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, Penn will decrease chronic ELL absences as measured by PWCS attendance data to less than 10% as measured by DART and School Status. BOY: 14% MOY: 12%</p>

**Impact/Implementation Goal 3 Details**

**Impact/Implementation Goal 3**

**Goal Type:** Implementation Goal

**Implementation Goal:** Increase engagement opportunities with ALL families through monthly gatherings and informational events with a focus on consistent attendance as measured by the yearly calendar and attendance documentation.

**Impact/Implementation Goal 4 Details**

**Impact/Implementation Goal 4**

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of Kindergarten and ELL students identified as at-risk for attendance and receiving attendance interventions will meet their monthly attendance goals.

**Commitment 2: Positive Climate and Culture**

**Theory of Action 2**

<b>If we ... (strategy(ies))</b>	<b>then ... (expected behavioral changes)</b>	<b>which will lead to ... (expected impact outcome)</b>
If teachers and staff incorporate discussions during morning meetings that address social and emotional learning	teachers will be cognizant of students' social and emotional well-being and students will be able to communicate with peers and trusted adults	increase students' sense of belonging and engagement as measured by the Gallup Survey to 4:1.

**Impact/Implementation Goal 1 Details**

**Impact/Implementation Goal 1**

**Goal Type:** Impact Goal

**Impact Goal:** By June 2026, students will increase their social emotional learning, sense of belonging, and hope to 4.00 as measured by the Gallup Survey and internal quarterly surveys with the following mini targets:  
 BOY: 3.5%  
 MOY: 3.8%  
 EOY: 4.0%

**Impact/Implementation Goal 2 Details**

**Impact/Implementation Goal 2**

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% teachers will incorporate discussions about social and emotional learning, engagement, belonging, and hope during morning meetings.

**Impact/Implementation Goal 3 Details**

**Impact/Implementation Goal 3**

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of students will participate in morning meeting discussions and activities centered around social and emotional learning.

### 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)
If the advisory council designs and implements new school informational/engagement events at advisory council meetings	Then families will feel more connected to the school	Leading to increased attendance by 30% at Advisory Council meetings and an increase in Gallup Parent Survey results to a ratio greater than 4:1.

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, Penn will increase attendance at Advisory Council meetings by 30% from 2024-2025 school year with benchmarks as follows: BOY-10%, MOY, 20%.</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 advisory council meetings will have relevant informational sessions as shown by meeting agenda.</p>

**Commitment 4: Organizational Coherence**