

Prince William County Public Schools

Rosa Parks Elementary

2025-2026 2025-26 CIP Summary

Validation of Continuous Improvement Plan Date: August 11, 2025

Executive Cabinet Member: Dr. Maggie De La Rosa

Principal/Director: Kathryn Ngo

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.

Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
If we teach students to decode words, analyze word parts, and read and write multisyllabic words... If we routinely use a set of comprehension building practices to help students make sense of the texts	Then teachers will provide daily instruction in foundational skills with appropriate scaffolds and explicitly model and teach comprehension strategies and how to respond to text which will allow students to engage in daily writing and reading tasks and demonstrate their understanding of grade level texts by using metacognitive strategies and respond to text in writing.	Which will lead to 80% pass rate on SOL , with a pass rate of 45% for ELLs and 43% or better for SWD. 90% of students in K-2 will be low risk band for Spring VALLSS assessment.

Impact/Implementation Goal 1 Details

Impact/Implementation Goal 1

Goal Type: Impact Goal

Impact Goal: By June 2026, there will be a pass rate of 80% of better on the Reading SOL.

Summative Evaluation: Significant progress made toward meeting Goal

Next Year's Recommendation: Continue goal as did not make 80%

Impact/Implementation Goal 2 Details

Impact/Implementation Goal 2

Goal Type: Impact Goal

Impact Goal: On the Reading SOL, there with a pass rate of 45% for ELLs and 43% or better for SWD.

Summative Evaluation: Met Goal

Next Year's Recommendation: while on track with goal, continue as eoY assessment show gap with subgroups

Impact/Implementation Goal 3 Details

Impact/Implementation Goal 3

Goal Type: Impact Goal

Impact Goal: 90% of students in Grades K-2 will be in the low band area in the Spring VALLSS assessment. (BOY: 80%, MOY 85%, EOY: 90%)

Summative Evaluation: Some progress made toward meeting Goal

Next Year's Recommendation: continue goal as didn't meet

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Impact Goal

Impact Goal: 80% of students in grades 2-5 will be reading On/Above Grade Level as measured by the EOY HMH Growth Measure Assessment.

Summative Evaluation: No progress made toward meeting Goal

Next Year's Recommendation: continue impact goal but shift to STAR Reading (HMH stopping), w/ focus on subgroups.

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Implementation Goal

Implementation Goal: 100% of ELA observations will have teachers modeling and requiring students to use details from the text to demonstrate understanding and/or support their ideas about the text as measured by PWCS Reading Comprehension walkthrough tool.

BOY: 80%

MOY: 90%

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Goal Type: Implementation Goal

Implementation Goal:

100% of ELA observations will have students talking and asking questions about what they read and use text evidence to support their oral/written responses using text specific language as measured by PWCS Reading Comprehension walkthrough tool.

Next Year's Recommendation: school wide focus on structured discourse, continue goal

Impact/Implementation Goal 7 Details

Impact/Implementation Goal 7

Goal Type: Implementation Goal

Implementation Goal: 100% of teachers observations will include explicit foundational skills instructional and allow time/opportunities for students to practice learning skills. (BOY 80%, MOY 90%) as measured by PWCS Foundational Skills walkthrough tool.

Next Year's Recommendation: continue foundational skills goal for all grades, focusing on K-2 based on VALLSS data

Impact/Implementation Goal 8 Details

Impact/Implementation Goal 8

Goal Type: Implementation Goal

Implementation Goal: 100% of ELA observations will have students practicing foundational skills with reading, speaking, listening and writing tasks that are aligned to targeted content and skills.

Next Year's Recommendation: change goal to focus K-2 on foundational skills, focus goal on students in comprehension in G3-5

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)
If we teach clear and concise language and support students' use of the language to communicate their understanding,	Then teachers will plan and implement tasks that make students' current understanding visible which will allow students to explain and justify their thinking	Which will lead to 75% pass or pass advance on the Math SOL, with ELLs having a pass rate of 46% and SWD having a pass rate of 35% or better on the Math SOL and for math unit assessments in Grades 3-5 will be 77% or better.

Impact/Implementation Goal 1 Details

Impact/Implementation Goal 1

Goal Type: Impact Goal

Impact Goal: 75% pass or pass advance on the Math SOL by June 2026.

Summative Evaluation: Met Goal

Next Year's Recommendation: Continue math goal as end of unit assessments indicate disparity, w/ focus on subgroups of SWD/ELL

Impact/Implementation Goal 2 Details

Impact/Implementation Goal 2

Goal Type: Impact Goal

Impact Goal: By June 2026 on the Math SOLs, students in the ELL subgroup will a 46% pass rate and students in the SWD subgroup will have a 35% or better on the Math SOL

Next Year's Recommendation: Continue math goal, focusing on tier 1 instruction/coteaching for SWD/ELL

Impact/Implementation Goal 3 Details

Impact/Implementation Goal 3

Goal Type: Impact Goal

Impact Goal: By June 2026, the pass rate for end of unit assessments in Grades 3-5 will be 77% or better.

Summative Evaluation: No progress made toward meeting Goal

Next Year's Recommendation: Develop pre-test assessments to better track growth in addition to achievement. Create assessments with more questions.

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Implementation Goal

Implementation Goal: 100% of Math observations will have teachers implementing tasks that make students' learning visible and pose questions that will require students to justify and explain their thinking as measured by as measured by PWCS Math walkthrough tool.
(BOY: 80%, MOY 90%, EOY 100%)

Next Year's Recommendation: Continue math observation goal, focusing on student discourse/showing thinking.

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Implementation Goal

Implementation Goal: 100% of Math observations will have students explaining and justifying their thinking using mathematical language in oral and/or written tasks aligned to the content/rigor of the standard as measured by PWCS Math walkthrough tool.

Next Year's Recommendation: continue goal, provide pd/support on engaging all students/accountability structures to show thinking.

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 we plan and deliver instruction in the 5E model to support experiential, inquiry-based student learning.	Then teachers will provide opportunities and support students to make sense of disciplinary core idea(s) through relevant phenomena, explanations, representations, tasks, examples and/or models and deliberately checking for understanding throughout the lesson and adapt the lesson according to student understanding while using scientific language. Which will lead to students express, clarify, justify, interpret, explain, and represent their ideas	75% of better on the Science SOL, with SWD having a pass rate of 25% or better. 77% or better on end of unit assessment in Grade 4 or 5th.

Impact/Implementation Goal 1 Details

Impact/Implementation Goal 1

Goal Type: Impact Goal

Impact Goal: 75% or better on the Science SOL by June 2026.

Next Year's Recommendation: continue science goal

Impact/Implementation Goal 2 Details

Impact/Implementation Goal 2

Goal Type: Impact Goal

Impact Goal: By June 2026, students who are in the SWD subgroup will have a pass rate of 25% or better on the Science SOL.

Summative Evaluation: Met Goal

Next Year's Recommendation: To continue progress toward meeting the SWD Science SOL goal, it is recommended to strengthen and refine co-teaching practices among the general education, ESOL, and special education teachers. While co-teaching has positively impacted student outcomes, increasing the intentionality of planning and delivery will further support achievement. Specifically, teams should: Engage in consistent, collaborative planning to align instruction, accommodations, and targeted interventions for SWD students. Use frequent progress monitoring and data analysis to identify skill gaps and adjust instruction in real time. Implement structured co-teaching models (e.g., station teaching, parallel teaching) to maximize small-group, differentiated instruction. Increase opportunities for hands-on, scaffolded science instruction to build content understanding and SOL readiness.

Impact/Implementation Goal 3 Details

Impact/Implementation Goal 3

Goal Type: Impact Goal

Impact Goal: Average end of unit assessment scores of 77% or better for Grade 4 and 5.

Summative Evaluation: Some progress made toward meeting Goal

Next Year's Recommendation: To improve science instruction and student outcomes, the focus will be on building teacher capacity in the full implementation of the 5E instructional model, particularly strengthening the Explain and Elaborate phases to deepen students' conceptual understanding. Instructional planning will shift from activity-based approaches to standards-aligned, purpose-driven design that clearly connects learning intentions, student tasks, and expected outcomes. Ongoing, data-driven CLTs will support the analysis of unit and subgroup performance (ELL and SWD) to inform differentiated instruction. Additionally, co-teaching practices will be strengthened through intentional collaboration among general education, ESOL, and special education teachers to provide targeted supports. Teachers will incorporate frequent formative assessments and progress monitoring to adjust instruction in real time. Finally, consistent modeling, feedback, and instructional walkthroughs, aligned to a clear look-for tool, will ensure fidelity and consistency of implementation across classrooms.

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Implementation Goal

Implementation Goal: 100% of science observations will have teachers supporting students to make sense of disciplinary core idea(s) through relevant questions, phenomena, explanations, representations, tasks, examples and/or models as measured by the PWCS Science walkthrough tool.

Next Year's Recommendation: continue walkthrough goal, focusing on 5e, student discourse.

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Implementation Goal

Implementation Goal: 100% of science observations will have students expressing, clarifying, justifying, interpreting, explaining, and representing their ideas using scientific language as measured by the PWCS Science walkthrough tool.

Next Year's Recommendation: continue goal, focusing on student observables

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.

Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
If we implement, communicate, and incentivize the PWCS attendance process for families and students,	Then teachers/staff will monitor attendance data and practices to include consistent communication to families of students who are absent. Which will help students internalize the value of showing up and staying engaged in their learning, creating a culture where students understand their presence matters and is noticed.	Which will lead to 8% chronic absenteeism rate for all students, and a subgroup rate of 17% SWD and 13% for ELLs.

Impact/Implementation Goal 1 Details

Impact/Implementation Goal 1

Goal Type: Impact Goal

Impact Goal: By June 2026, RPES will decrease the chronic absenteeism rate to 8% for all students.

Next Year's Recommendation: stop chronic absent goal, continue to monitor/attendance initiatives.

Impact/Implementation Goal 2 Details

Impact/Implementation Goal 2

Goal Type: Impact Goal

Impact Goal: By June of 2026, the chronic absenteeism rate for ELLs will be 17% or lower and the rate for SWD will be 17% or lower.

Next Year's Recommendation: continue attendance processes, stop goal.

Impact/Implementation Goal 3 Details

Impact/Implementation Goal 3

Goal Type: Implementation Goal

Implementation Goal: By the end of 2025-2026, 100% of chronically absent students will have an attendance plan that is monitored monthly with the goal of increasing each students attendance.

Commitment 3: Family and Community Engagement

Division Objective:

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 we foster positive relationships within our community and establish a school-wide system for two-way communication to include expectations and accountability for staff,	Then teachers will follow consistent structures and communication methods aligned to parents needs Which will allow parents to better support and engage in school wide decision-making and have increased engagement	A gran mean of 4.0 in the area of Communication and Involvement on the Family and Community Engagement Gallup Survey

Impact/Implementation Goal 1 Details

Impact/Implementation Goal 1

Goal Type: Impact Goal

Impact Goal: By June 2026, RPES will increase the gran mean rate from 3.89 to 4.0 in the area of Community and Involvement as measured by the Division-wide Family & Community Engagement Gallup Survey

Summative Evaluation: Met Goal

Next Year's Recommendation: Stop communication goal, continue processes. Start academic standards/homework goal.

Impact/Implementation Goal 2 Details

Impact/Implementation Goal 2

Goal Type: Impact Goal

Impact Goal: 80% of families surveyed will indicate that communication is meeting their needs on quarterly RPES surveys.

Summative Evaluation: Exceeded Goal

Next Year's Recommendation: Continue surveying families for feedback, stop goal around communication.

Impact/Implementation Goal 3 Details

Impact/Implementation Goal 3

Goal Type: Implementation Goal

Implementation Goal: 100% of communication logs between teachers and parents, will meet the school expectations (frequency, type, and evidence of two-way interaction).

BOY mini-target: 70% a

MOY mini-target: 85%

Commitment 4: Organizational Coherence