

# Prince William County Public Schools

## Charles J Colgan High School

### 2025-2026 25-26 CIP Summary



**Validation of Continuous Improvement Plan Date:** August 14, 2025  
**Executive Cabinet Member:** Gregory Hood  
**Principal/Director:** Dr. Timothy Healey

# 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)
provide explicit instruction and opportunities to apply reading strategies and make learning visible while reading grade level complex texts through modeling, annotations, and think aloud	staff will incorporate structured and targeted tiered interventions and support into the classroom to include annotation skills, use of graphic organizers, and structured conversations	an increase in the SOL Reading pass rate to 74% from 71% for students with disabilities enrolled in English 11 during the 25-26 school year.

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> Increase the SOL Reading pass rate to 74% from 71% for students with disabilities enrolled in English 11 during the 25-26 school year.</p> <p>BOY: 72%, MOY: 74% (using STAR assessment as predictor)</p> <p>Increase the SOL Reading pass rate to 50% from 38.9% for students with disabilities enrolled in English 11 special education setting during the 25-26 school year.</p> <p>BOY: 40%, MOY: 45% (using STAR assessment as predictor)</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 staff will incorporate structured and targeted tiered interventions and support into the classroom to include annotation skills, use of graphic organizers, and structured conversations in self-contained English 11 classrooms.</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.

**Theory of Action 1**

<b>If we ... (strategy(ies))</b>	<b>then ... (expected behavioral changes)</b>	<b>which will lead to ... (expected impact outcome)</b>
facilitate building meaningful academic and career plans as well as systemically provide credit/verified credit supports, remediation, and recovery	staff will collaborate to provide comprehensive supports toward on-time graduation, which will allow students to connect with trusted adult(s), identify meaningful postsecondary goals, and be on track for graduation requirements within four years,	increased graduation rate of EL students in the 2026 cohort from 87% to 92%, as measured by the FGI.

<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> For the cohort 2026, the FGI graduation rate for EL students will be at least 92% (52/56), which would be a 5% increase from 87% in 2025.</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> The number of EL students in cohort 2026 identified as needing on-time graduation tier 2 or 3 supports will decrease by 10% in June 2026 from those who were identified in August 2025. BOY: no reduction, MOY: decrease by 5%</p>

**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 staff implement meaningful conferences and SSP meetings to assist with interventions for attendance issues, mental health concerns, and credit supports	staff will be able to connect a student's ACP goals to necessary supports, which will allow 9th grade students to feel more belonging in school and more connected to their classes	at least 99% of 9th grade students who matriculate on time to 10th grade upon completion of the 2025-26 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> At the end of the 2025-26 school year, at least 99% of first year 9th graders will matriculate to 10th grade.</p>

**Commitment 3: Family and Community Engagement**

**Division Objective:**

3.1 PWCS will engage families as authentic partners in education to support academic progress.

**Theory of Action 1**

<b>If we ... (strategy(ies))</b>	<b>then ... (expected behavioral changes)</b>	<b>which will lead to ... (expected impact outcome)</b>
seek feedback from student representatives and provide structured opportunities for students and staff to discuss their ACP	staff will be able to connect a student's ACP goals to necessary supports, which will allow students to feel more belonging in school and have meaningful discussions with at least one trusted adult	increased student perception of "the adults at my school care about me" for 9th grade students to at least 3.75 (increase of .28)

<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> Increase the student perception of "the adults at my school care about me" for 9th grade students to at least 3.75 (increase of .28)</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> 75% of students who do not identify a trusted adult on the EOS fall survey will have at least two documented interactions with staff before the end of the school year.</p>

**Commitment 4:** Organizational Coherence