

# Prince William County Public Schools

## Fitzgerald 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:** George Wright

# Commitments

## Commitment 1: Learning and Achievement for All

### Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
If we provide clear and concise mathematical language while supporting students in using that language to articulate their understanding	then teachers will engage in conferences to have all students, including SPED and multilingual learners, use precise math language in explanations and discussions to develop stronger communication skills in math	which will lead to 80% of students to include multilingual learners (65%) and students with disabilities (50%) passing for math as measured by SOL, VKRP, AMC, and end of unit assessments.

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> 80% or more of 3-5 grade students, to include multilingual learners (65%) and students with disabilities (50%), will pass the math SOL.</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> 80% or more of K-2 grade students, to include multilingual learners (65%) and students with disabilities (50%), will pass the VKRP or AMC.</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> 80% or more of K-5 students, to include multilingual learners (65%) and students with disabilities (50%), will pass will score mastery and proficient on the unit assessment.</p>

**Impact/Implementation Goal 4 Details**

**Impact/Implementation Goal 4**

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of K-5 teachers will use HQIM to teach clear and concise mathematical language (EB) as measured by feedback surveys, weekly checklist and walkthrough tool.

**Impact/Implementation Goal 5 Details**

**Impact/Implementation Goal 5**

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of K-5 multilingual learners will use precise mathematical language in their explanation or discussion (EB) as measured by checklist, walkthrough tool and quarterly all-in tutoring spreadsheet.

**Impact/Implementation Goal 6 Details**

**Impact/Implementation Goal 6**

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of K-5 students with disabilities will use precise mathematical language in their explanation or discussion (EB) as measured by checklist, weekly report and quarterly all-in tutoring spreadsheet.

**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 routinely use a set of comprehension-building practices to help students make sense of the text	then all students, including SPED and multilingual learners, will will routinely apply comprehension-building strategies	which will lead to 80% of students to include multilingual learners (65%) and students with disabilities (50%) meeting or exceeding reading assessments as measured by SOLs, VALLSS, and HMH Growth Measure.

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> 80% or more of 3-5 grade students, to include multilingual learners and students with disabilities, will pass the reading SOL.</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> 20% or less of K-3 grade students, to include multilingual learners and students with disabilities, will be in the high-risk band risk of VALLSS</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% or more of 2-5 grade students, to include multilingual learners and students with disabilities, will score on or above grade level in HMH .</p>

#### Impact/Implementation Goal 4 Details

##### Impact/Implementation Goal 4

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of K-5 teachers will routinely use a set of comprehension building practices that require students to use details from the text to demonstrate understanding and/or support their ideas about the text as measured by the PWCS walkthrough tool, weekly checklist, and professional development feedback survey.

#### Impact/Implementation Goal 5 Details

##### Impact/Implementation Goal 5

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of K-5 multilingual learners will routinely apply comprehension-building strategies, such as using text-specific language, citing evidence, and engaging in verbal and written tasks as measured by the PWCS walkthrough tool, weekly checklist, and a weekly report from grade level written response rubrics.

#### Impact/Implementation Goal 6 Details

##### Impact/Implementation Goal 6

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of K-5 students with disabilities will routinely apply comprehension-building strategies, such as using text-specific language, citing evidence, and engaging in verbal and written tasks as measured by the PWCS walkthrough tool, weekly checklist, and a weekly report from grade level written response rubrics.

**Commitment 2: Positive Climate and Culture**

**Theory of Action 1**

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
If we implement self-monitoring tools to foster student accountability and engagement	then teachers will implement structured class meetings allowing students to take ownership of their progress	leading to chronic absenteeism falling below 15% and a grand mean of 4.0 or higher in the belonging and social emotional section(s) of the Gallup survey increased positive student feedback of 80% or higher on surveys regarding their sense of belonging and classroom experience.

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> A grand mean of 4.0 or higher in the belonging and social emotional section(s) of the Gallup survey.</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> 80% or more of students will respond positively to the student survey on belonging and social emotional.</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> 14% or less of students will be identified as chronically absent.</p>

**Impact/Implementation Goal 4 Details**

**Impact/Implementation Goal 4**

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of K-5 teachers will hold structured class meeting routines with fidelity at least 1 x per to goal set and develop social-emotional skills.

**Impact/Implementation Goal 5 Details**

**Impact/Implementation Goal 5**

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of K-5 students will use self-monitoring tools to improve accountability and overall success as measured by checklists, walkthrough tools, checklist report.

### Commitment 3: Family and Community Engagement

#### Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
If we host workshops, curriculum nights, and interactive learning sessions to engage families	then families will be able to learn more about school programs, academics with the opportunity to ask questions to increase their understanding and trust for our school	which will lead to an overall grand mean score of 4 or higher for family engagement on the Gallup Survey as measured by 75% or more of families reporting positively on a school survey.

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 family engagement overall mean score to 4 or higher on the Gallup Survey.</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> 75% or more of families will report a positive response for family engagement.</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> Host at least 3 workshops, learning sessions, or curriculum nights to enhance families' understanding and involvement of their child's learning</p>

**Commitment 4:** Organizational Coherence