

Prince William County Public Schools

Lake Ridge 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: Abigail Martinez

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)
<p>If we implement decoding strategies (decode, encode, analyze word parts) and comprehension building practices (Evidenced based strategy)</p>	<p>then teachers will explicitly teach foundational skills and create opportunities for students to practice skills as well as how to use details from the text to demonstrate understanding and/or support ideas about the text which will allow students to practice decoding skills on reading and writing tasks justify their oral and/or written responses to high level questions using details/evidence from text</p>	<p>80% of K-2 students will score in the low-risk band on VALLSS; 80% of students in grades 2-5 will read on or above grade level on HMH Growth Assessments; 80% of students in grades 3-5 will demonstrate mastery/proficiency on end of module assessments; and 80% pass rate on Reading SOLs (ELLs 60%, SWD 50%).</p>

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 80% of all students in grades 3-5 will pass the Reading SOL (ELLs 60%, SWD 50%).</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 80% of students in grades K-2 will score within the low-risk band on VALLSS. Mini-targets: BOY: 60%; MOY: 70%</p>

Impact/Implementation Goal 3 Details

Impact/Implementation Goal 3

Goal Type: Impact Goal

Impact Goal: 80% of students in grades 2-5 will read on or above grade level as measured by the HMH growth assessment.
Mini-targets: BOY: 70%; MOY: 75%

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Impact Goal

Impact Goal: 80% of students in grades 3-5 will demonstrate mastery/proficiency on end of module HMH Assessments.
Mini-targets: BOY: 70%; MOY: 75%

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Implementation Goal

Implementation Goal: 100% of teachers will explicitly teach foundational skills (decoding words, analyzing word parts, writing and recognizing words that build decoding skills) and create opportunities for students to practice skills.

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Goal Type: Implementation Goal

Implementation Goal: 90% of students will score an 80%/S or higher on the weekly UFLI/HMH Phonic progress monitoring quick checks.

Impact/Implementation Goal 7 Details

Impact/Implementation Goal 7

Goal Type: Implementation Goal

Implementation Goal: 100% of teachers will provide opportunities for students to use details from texts to demonstrate their understanding and/or support their ideas to make meaning of what they read on oral and/or written tasks monitored monthly using the TNTP walkthrough tool.

Impact/Implementation Goal 8 Details

Impact/Implementation Goal 8

Goal Type: Implementation Goal

Implementation Goal: 100% of students justify and use text evidence/details to support their ideas and answer questions in their oral and/or written responses to the Engage and Response 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)
If we teach students how to use visual representations and use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures	teachers will plan and deliver standards-based hands on learning tasks that probe student thinking and require justification using the C-R-A approach which will allow students to explain their problem solving skills on independent verbal and written tasks.	which will lead to 80% of students passing the Math SOL (60% ELLs and 50% SWD); and 80% of students in grades 3-5 demonstrating mastery/proficiency on the end of unit Math assessments.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 80% of students in grades 3-5 will pass the Math SOL (60% ELLs and 50% SWD)</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 80% of students in grades 3-5 will demonstrate mastery/proficiency on the end of unit math assessments. Mini-Targets: BOY: 70%; MOY: 75%</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: 100% of math observations will have teachers in grades 3-5 provide hands-on tasks to create/connect multiple representations and ideas to probe thinking by asking higher level questions as evidenced by the PWCS math walkthrough tool.</p>

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Implementation Goal

Implementation Goal: 100% of math observations will have students demonstrating/justifying their learning through verbal or written tasks as evidenced by the PWCS math walkthrough tool.

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 teach students emotional regulation and conflict resolution strategies	then all staff will direct students to use strategies throughout all areas of the building to regulate their emotions and resolve conflict which will allow students to building caring relationships with all stakeholders	which will lead to a 4.0 grand mean score on the Student Social and Emotional Learning on the Gallup survey.

Impact/Implementation Goal 1 Details

Impact/Implementation Goal 1

Goal Type: Impact Goal

Impact Goal: By June 2026, we will have a 4.0 grand mean score in the are of Student Social and Emotional Learning on the Gallup Survey.

Impact/Implementation Goal 2 Details

Impact/Implementation Goal 2

Goal Type: Impact Goal

Impact Goal: 80% of 5th grade students will report satisfaction on a quarterly Student SEL school based survey that includes the following questions:

- *When I am angry or upset, I am very good at explaining what is bothering me to other people.
- *When I disagree with other people, I am very good at finding a solution to our problem.
- *I am very good at listening to my friends when they are angry or upset about something.

Impact/Implementation Goal 3 Details

Impact/Implementation Goal 3

Goal Type: Implementation Goal

Implementation Goal: 100% of classroom teachers will meet with their students weekly to discuss SEL topics, behavior expectations, emotional regulation, and conflict resolution strategies in all academic settings as measured by class meeting chart/observations.

Commitment 3: Family and Community Engagement

Division Objective:

3.1 PWCS will engage families as authentic partners in education to support academic progress., 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)
Establish a clear process to support a high functioning advisory council that includes communicating frequently and effectively, having a clear and aligned purpose and clearly defined roles, responsibilities and procedures	parents and staff will have a shared understanding of how they can collaboratively influence decisions at the school	the sustainment of a high functioning advisory council for SY26 and beyond, as indicated by a score of 20 out of 20 on the high functioning advisory council implementation rubric.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, LRES will have a high functioning advisory council, as indicated by a score of at least 20 out of 20 on the high functioning advisory council implementation rubric.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: Administrators and parent liaison will administer the high functioning advisory council indicator at BOY, MOY, and EOY, and will use the data to identify and address areas of need.</p>

Commitment 4: Organizational Coherence