

Prince William County Public Schools

Loch Lomond Elementary

2025-2026 25-26 CIP Summary



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 we systematically teach reading and writing skills by providing explicit instruction in decoding and comprehension	then teachers will consistently plan rigorous learning experiences in CLTS that include differentiation for all learners (EL, SWD, Gifted) that engage students in activities that will increase reading words accurately and build students' word and world knowledge (EB 1, 3A)	which will lead to 75% of students in grades 2-5 achieving On/Above Grade Level using HMH Growth Measure; 85% of students in K-2 will be in the low risk band on VALLSS; and 70% of students will demonstrate proficiency on the Reading SOL (with ELLs at 48% and SWD at 40%).

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, 70% of students in grades 3-5 will demonstrate proficiency on the Reading SOL; with ELLs at 48% and SWD at 40%.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, 75% of all students in grades 2-5 will be reading On/Above Grade Level using HMH Growth Measure. (BOY: 65%; EOY: 70%)</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, 85% of K-2 students will fall into the "low-risk" band as measured by VALLS. (BOY: 75%; MOY: 80%)</p>

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Implementation Goal

Implementation Goal: 100% of K-5 teachers will include HQIM and foundational and comprehension skills and tasks into their lessons, aligned to the rigor of the standards, which will be monitored through observations/walkthroughs.

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Implementation Goal

Implementation Goal: 100% of foundational skills and reading comprehension observations will have students applying decoding and/or comprehension skills on reading, writing and speaking tasks.

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Goal Type: Implementation Goal

Implementation Goal: 100% of students in K-5 will engage in differentiated instruction to learn and practice decoding and comprehension skills and be placed in flexible groups during Core Extension daily.

Impact/Implementation Goal 7 Details

Impact/Implementation Goal 7

Goal Type: Implementation Goal

Implementation Goal: 100% of teachers will utilize CLT framework to document student look fors, rigor of expectations for all learners including EL and SWD, extension for learners, and staff understanding through resources and modeling in CLTs.

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 all teachers use the CRA approach and rich tasks to teach mathematical concepts and procedures	then teachers will provide opportunities for students to use the CRA approach as thinking tools to solve math problems, which will allow students to demonstrate their understanding orally or in writing on grade level performance tasks	which will lead to each student improving in mathematics as evidenced by a 75% or higher pass rate on the PWCS End of the Unit Math Assessments and a 75% or above on Math SOLs.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2025, 75% of students in grades 3-5 will demonstrate proficiency on the Math SOL.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 75% of students in grades 3-5 will achieve a score of mastery or proficient on the PWCS End of Unit Math Assessments. (BOY: 65%; MOY: 70%)</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: 100% of math teachers will include oral and/or written grade level math tasks (aligned to the standards) in their lessons that require the use of the CRA approach to solve math problems.</p>

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Implementation Goal

Implementation Goal: 100% of students will utilize the CRA approach to demonstrate their learning through verbal or written student-centered tasks that are aligned to the rigor of the standards as measured by monthly CLT check-ins of student work (Part A, assessment number sense routine, or multi-step problem solving task) using a rubric.

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 teachers (K-5) utilize the 5E model to plan instruction aligned to the rigor of the standard	then teachers will consistently and intentionally deliver learning experiences using the 5E Instructional Model which will allow students to demonstrate their learning through reading, writing, speaking and student-centered learning experiences	which will lead to 70% of students demonstrating mastery/proficiency on End of Unit Science Assessments or formative assessment probes and 70% proficiency on the Science SOLs.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, 70% of students in Grade 5 will demonstrate proficiency on the Science SOL.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 70% of K -5th grade students will show mastery/proficiency on End of Unit Science Assessments or formative assessment probes. (BOY: 60%; MOY: 65%)</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: 100% of science observations will include high quality instructional practices along with high level questioning to support students learning and applying scientific concepts.</p>

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Implementation Goal

Implementation Goal: 100% of students will apply and justify their learning using scientific language on the Question of the Day responses.

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.

Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
If we provide information to parents about the relationship between academic achievement and attendance (specifically with parents of students who are chronically absent) and provide incentives to motivate student attendance,	then staff will hold attendance meetings with parents/guardians of all students who have 10 or more absences and provide students who have 3 or fewer absences with an incentive each quarter	which will decrease the percentage of chronically absent students to 10% or lower.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, we will decrease our chronic absenteeism rate to 10% or lower.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: Attendance team will meet with 100% parents/guardians of students who have 10 or more absences and document conferences (in-person or phone) in the HUB monthly.</p>

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)
If we develop and implement an Instructional Family Engagement Framework that focuses on building positive connections between school and home learning,	then school staff will provide multiple opportunities to educate families about instructional Reading and Math strategies and provide resources/materials to extent learning at home	which will lead to a grand mean score of 4.7 in the area of Academic Standard on the Family and Community Engagement Gallup Survey.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, we will have a 4.7 grand mean score in the area of Academic Standard on the Family and Community Engagement Gallup Survey.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: 100% of our Instructional Family Engagement events will include instructional strategies that support Reading and Math literacy and include resources/materials to support and extend learning at home.</p>

Commitment 4: Organizational Coherence