

# Prince William County Public Schools

## Old Bridge Elementary

### 2025-2026 25-26 CIP Summary



**Validation of Continuous Improvement Plan Date:** August 8, 2025  
**Executive Cabinet Member:** Kimberly Werle  
**Principal/Director:** Alyssa Francisco

# 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)
teach students to decode words, analyze word parts, and write and recognize words and routinely use a set of comprehension building practices to help students make sense of the text	teachers will provide opportunities for students to blend letter sounds and sound-spelling patterns and students will show growth on their weekly encoding progress by monitoring quick checks; teachers will consistently apply engagement strategies that foster all students' ownership of the text and students will use details from the text to demonstrate understanding and/or support their ideas about the text	64% of students with disabilities and 67% or EL students passing the reading SOL; 64% of students with disabilities and 67% of EL students on/above level on the HMH growth measure; 30% or less of EL students and 47% or less of students with disabilities in the high-risk band of VALLSS and 58% or more of our EL students meeting the English language proficiency growth target as measured by the WIDA ACCESS.

#### Impact/Implementation Goal 1 Details

##### Impact/Implementation Goal 1

**Impact Goal:** 64% or more of students with disabilities and 67% or more of EL students will pass the reading SOL

**Implementation Goal Review:** Do we need to change the encoding language since we have discontinued the encoding weekly assessments in 4-5?

#### Impact/Implementation Goal 2 Details

##### Impact/Implementation Goal 2

**Impact Goal:** 58% or more of our EL students meeting the English language proficiency growth target as measured by the WIDA ACCESS.

#### Impact/Implementation Goal 3 Details

##### Impact/Implementation Goal 3

**Impact Goal:** 64% or more of students with disabilities will be on/above level on the HMH growth measure

**Impact/Implementation Goal 4 Details**

**Impact/Implementation Goal 4**

**Impact Goal:** 67% or more of EL students will be on/above level on the HMH growth measure

**Impact/Implementation Goal 5 Details**

**Impact/Implementation Goal 5**

**Impact Goal:** 30% or less of EL students will be in the high-risk band of VALLSS K-3

**Impact/Implementation Goal 6 Details**

**Impact/Implementation Goal 6**

**Impact Goal:** 47% or less of students with disabilities will be in the high-risk band of VALLSS K-3

**Impact/Implementation Goal 7 Details**

**Impact/Implementation Goal 7**

**Implementation Goal:** 100% of K-5 teachers will provide opportunities for students to blend letter sounds and sound-spelling patterns

**Impact/Implementation Goal 8 Details**

**Impact/Implementation Goal 8**

**Implementation Goal:** 100% of K-5 teachers will consistently apply engagement strategies that foster all students' ownership of the text.

**Impact/Implementation Goal 9 Details**

**Impact/Implementation Goal 9**

**Implementation Goal Review:** 9/26 - Adjusted goal from 100% of students with disabilities will show growth....

**Implementation Goal:** Students with disabilities in grades K-3 will score 70% or higher on their weekly encoding progress by monitoring quick checks.

**Impact/Implementation Goal 10 Details**

**Impact/Implementation Goal 10**

**Implementation Goal Review:** 9/26 - Adjusted goal from 100% of EL students will show growth....

**Implementation Goal:** EL students in grades K-3 will score 70% or higher on their weekly encoding progress by monitoring quick checks.

**Impact/Implementation Goal 11 Details**

**Impact/Implementation Goal 11**

**Implementation Goal Review:** 9/26 - adjusted from K-5 to 3-5

**Implementation Goal:** 100% of students with disabilities in grades 3-5 will use details from the text to demonstrate understanding and/or support their ideas about the text, per story (weekly)

**Impact/Implementation Goal 12 Details**

**Impact/Implementation Goal 12**

**Implementation Goal Review:** 9/26 - adjusted from K-5 to 3-5

**Implementation Goal:** 100% of EL students in grades 3-5 will use details from the text to demonstrate understanding and/or support their ideas about the text, per story (weekly)

**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)
provide deliberate instruction on word problems to deepen students' mathematical understanding and support their capacity to apply mathematical ideas	teachers in K-5 will use HQIM to provide opportunities for students to apply reasoning and use discourse to justify their thinking when solving varying levels of words problems and students in K-5 will apply their math content knowledge and reasoning to solve word problems	61% of students with disabilities and 64% of EL students will pass the math SOL; 61% of students with disabilities and 64% of EL students will score 70% (mastery or proficient) on the unit assessments.

Impact/Implementation Goal 1 Details
<p><b>Impact/Implementation Goal 1</b></p> <p><b>Impact Goal:</b> 61% or more of students with disabilities and 64% or more of EL students will pass the math SOL</p>

Impact/Implementation Goal 2 Details
<p><b>Impact/Implementation Goal 2</b></p> <p><b>Impact Goal:</b> 61% or more of students with disabilities will score 70% (mastery &amp; proficient) on the unit assessments.</p>

Impact/Implementation Goal 3 Details
<p><b>Impact/Implementation Goal 3</b></p> <p><b>Impact Goal:</b> 64% or more of EL students will score 70% (mastery &amp; proficient) on the unit assessments.</p>

Impact/Implementation Goal 4 Details
<p><b>Impact/Implementation Goal 4</b></p> <p><b>Implementation Goal:</b> 100% of teachers in K-5 will use HQIM to provide opportunities for students to apply reasoning and use discourse to justify their thinking when solving varying levels of words problems</p>

**Impact/Implementation Goal 5 Details**

**Impact/Implementation Goal 5**

**Implementation Goal:** 100% of EL students in K-5 will apply their math content knowledge and reasoning to solve word problems ('Word Problem Friday', 2x per month)

**Impact/Implementation Goal 6 Details**

**Impact/Implementation Goal 6**

**Implementation Goal:** 100% of students with disabilities in K-5 will apply their math content knowledge and reasoning to solve word problems ('Word Problem Friday', 2x per month)

**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)
Provide staff with targeted training on how to effectively facilitate social emotional learning conversations.	teachers will implement bi-weekly class meetings focused on SEL topics and students will engage in conversations to use the learned skills to describe their emotions/feelings	a score of 4.2 on the Gallup survey in the area of Social & Emotional learning and and 80% or higher positive response on the school survey.

Impact/Implementation Goal 1 Details
<p><b>Impact/Implementation Goal 1</b></p> <p><b>Impact Goal:</b> 4.2 or higher overall mean for social and emotional learning on the Gallup survey</p>

Impact/Implementation Goal 2 Details
<p><b>Impact/Implementation Goal 2</b></p> <p><b>Impact Goal:</b> 80% or higher positive response by 3rd-5th grade students on the school survey</p>

Impact/Implementation Goal 3 Details
<p><b>Impact/Implementation Goal 3</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Implementation Goal:</b> 100% of 3-5 teachers will hold bi-weekly class meetings that will facilitate a conversation around social emotional skills.</p>

Impact/Implementation Goal 4 Details
<p><b>Impact/Implementation Goal 4</b></p> <p><b>Goal Type:</b> Implementation Goal</p> <p><b>Implementation Goal:</b> 100% of 3-5 students will practice using learned skills during the class meetings to share thinking for the class response</p>

**Commitment 3: Family and Community Engagement**

**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>
enhance our communication about Old Bridge's academic opportunities	then families will have more information on academic practices and availability of student choice	which will lead to 50% or more of families being engaged with our school on the Gallup survey; 85% or more positive response by families on the school survey.

<b>Impact/Implementation Goal 1 Details</b>
<p><b>Impact/Implementation Goal 1</b></p> <p><b>Impact Goal:</b> 50% or more of families being engaged with our school on the Gallup survey</p>

<b>Impact/Implementation Goal 2 Details</b>
<p><b>Impact/Implementation Goal 2</b></p> <p><b>Impact Goal:</b> 85% or more positive response by families on the school survey</p>

<b>Impact/Implementation Goal 3 Details</b>
<p><b>Impact/Implementation Goal 3</b></p> <p><b>Implementation Goal:</b> Old Bridge will provide families with monthly highlights on academic opportunities, spotlighting grade level highlights with student choice</p>

**Commitment 4: Organizational Coherence**