

Prince William County Public Schools

Rockledge Elementary

2025-2026 2025-26 CIP Summary

Validation of Continuous Improvement Plan Date: August 8, 2025

Executive Cabinet Member: Kimberly Werle

Principal/Director: Catherine Dennis

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)
If we routinely use a set of comprehension building practices	then teachers will explicitly teach students how to find and justify answers to different types of questions using details and evidence from text which will allow students to justify their oral or written responses to high level questions using evidence from the text.	which will lead to an increase in overall reading SOL pass rates to 78%. (60% for ELLs and 50% for SWD), 50% of identified gifted students will score in the pass advance range, as well as 78% reading on/above grade level on HMH Growth Assessment and 75% of students in the low risk band in VALLSS.

Impact/Implementation Goal 1 Details

Impact/Implementation Goal 1

Goal Type: Impact Goal

Impact Goal: By June 2026, 78% of students in grades 3-5 will pass the Reading SOL.

Summative Evaluation: Some progress made toward meeting Goal

Next Year's Recommendation: Continue goal

Impact/Implementation Goal 2 Details

Impact/Implementation Goal 2

Goal Type: Impact Goal

Impact Goal: By June 2026, 50% of identified gifted students in grades 3-5 will achieve a pass advance score on the Reading SOL.

Summative Evaluation: Some progress made toward meeting Goal

Next Year's Recommendation: Continue with goal

Impact/Implementation Goal 3 Details

Impact/Implementation Goal 3

Goal Type: Impact Goal

Impact Goal: By June 2026, 60% of EL students in grades 3-5 will pass the Reading SOL.

Summative Evaluation: Some progress made toward meeting Goal

Next Year's Recommendation: Continue with goal

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Impact Goal

Impact Goal: By June 2026, 50% of SWD students in grades 3-5 will pass the Reading SOL.

Summative Evaluation: Some progress made toward meeting Goal

Next Year's Recommendation: Continue with goal

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Impact Goal

Impact Goal: By June 2026, 75% of students in K-5 will score in the low-risk band as measured by VALLSS.

The following mini targets will help us reach our goal:

BOY: 71%

MOY: 73%

Summative Evaluation: Some progress made toward meeting Goal

Next Year's Recommendation: Continue

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Goal Type: Impact Goal

Impact Goal: By June 2026, 78% of students in 2-5 grades will score on or above grade level as measured by the HMH growth measure.

BOY: 70%

MOY: 75%

Summative Evaluation: Some progress made toward meeting Goal

Next Year's Recommendation: Change goal to reflect STAR Reading Assessment next year

Impact/Implementation Goal 7 Details

Impact/Implementation Goal 7

Goal Type: Implementation Goal

Implementation Goal: 100% of teachers will provide opportunities for students to make meaning of texts and justify their ideas on oral and/or written tasks using DOK level 3 and 4 questions.

Summative Evaluation: Significant progress made toward meeting Goal

Next Year's Recommendation: Continue with...Teachers identify DOK questions and expected responses during CLTs each week. Teachers teach the lesson, use the agreed upon formative assessment questions, and bring student samples and results to the following CLT meeting to analyze the data and plan for how to respond to the results. Instructional strategies are also shared during the CLT meetings.

Impact/Implementation Goal 8 Details

Impact/Implementation Goal 8

Goal Type: Implementation Goal

Implementation Goal: 100% of students will justify their oral and/or written response to DOK level 3 and 4 questions using details and evidence from texts.

Summative Evaluation: Significant progress made toward meeting Goal

Next Year's Recommendation: Continue with goal

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 implement evidence-based strategies such as the CRA (Concrete-Representational-Abstract) model, structured math discourse routines, and data-driven small group instruction within Math lessons, while providing professional development and collaborative planning time for teachers to differentiate instruction for SWD and ELL students,	Then teachers will consistently deliver rigorous, conceptually grounded Tier 1 instruction that includes opportunities for students to use manipulatives, engage in small group and independent tasks, and explain their thinking through structured discourse and reflection, Which will allow students to build deeper conceptual understanding, apply multiple strategies to solve problems, and justify their reasoning using academic language and mathematical models in both collaborative and independent settings,	Which will lead to increased math achievement for all students, with measurable gains in SOL pass rates (76% all, 58% EL, 45% SWD), pass advanced rates (18% all),and Mastery of Unit Assessments (50% all, 40% EL, 40% SWD).

Impact/Implementation Goal 1 Details

Impact/Implementation Goal 1

Goal Type: Impact Goal

Impact Goal: By June 2026, 76% students in 3-5 overall will pass the Math SOL.

Summative Evaluation: Some progress made toward meeting Goal

Next Year's Recommendation: Continue

Impact/Implementation Goal 2 Details

Impact/Implementation Goal 2

Goal Type: Impact Goal

Impact Goal: By June 2026, 58% of EL students in 3-5 overall will pass the Math SOL.

Summative Evaluation: Exceeded Goal

Next Year's Recommendation: Continue

Impact/Implementation Goal 3 Details

Impact/Implementation Goal 3

Goal Type: Impact Goal

Impact Goal: By June 2026, 45% of SWD students in 3-5 overall will pass the Math SOL.

Summative Evaluation: Some progress made toward meeting Goal

Next Year's Recommendation: Continue

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Impact Goal

Impact Goal: By June 2026, 18% of students in 3-5 will achieve Pass Advance on the Math SOL

Summative Evaluation: Some progress made toward meeting Goal

Next Year's Recommendation: Continue

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Impact Goal

Impact Goal: By June 2026, 70% of students in grades 1-5 will score Meets or Exceeds on the Momentum Math assessment.

BOY: 25%

MOY: 50%

Summative Evaluation: Significant progress made toward meeting Goal

Next Year's Recommendation: Next year, the team will focus on strengthening the consistent implementation of Math Workshop structures across classrooms, with an increased emphasis on student discourse and the use of the CRA model to support conceptual understanding. There will be a greater focus on the intentional use of flexible grouping and targeted intervention based on ongoing formative assessment data to better meet the needs of diverse learners. Additionally, the team will prioritize aligning assessment practices to Virginia Standards of Learning, with an emphasis on developing high-quality formative assessments and progress monitoring tools to more accurately track student mastery of standards. The team will reduce the over-reliance on whole-group instruction without differentiation and address inconsistent use of formative assessment data to adjust instruction. There will also be a shift away from relying heavily on unit assessments that are not fully aligned to Virginia standards due to Common Core alignment, and from pacing that prioritizes coverage over mastery, particularly when foundational skill gaps are present. The team will continue the use of coaching cycles and professional development during CLTs to build teacher capacity. There will remain a strong focus on developing number sense and foundational skills, as well as ongoing collaboration to analyze data, monitor student progress by standard, and plan for targeted remediation and enrichment to support all learners

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Goal Type: Impact Goal

Impact Goal: 50% of students in grades 3-5 will demonstrate mastery on the end of unit math assessments.

The following mini targets will help us reach our goal:

BOY: 40%

MOY: 45%

Summative Evaluation: Significant progress made toward meeting Goal

Next Year's Recommendation: Start: Develop and implement standards-aligned formative assessments and progress monitoring tools; track student mastery by specific VA SOLs and use data to drive flexible grouping and targeted support. Stop: Reliance on unit assessments that are not aligned to Virginia standards and overuse of summative data without clear connection to specific standards. Continue: Use of CLTs and coaching to build assessment capacity, ongoing data analysis to inform instruction, and focus on addressing gaps in number sense and foundational skills.

Impact/Implementation Goal 7 Details

Impact/Implementation Goal 7

Goal Type: Impact Goal

Impact Goal: 40% of Students with Disabilities in grades 3-5 will demonstrate mastery on the end of unit math assessments.

The following mini targets will help us reach our goal:

BOY: 30%

MOY: 35

Summative Evaluation: Some progress made toward meeting Goal

Next Year's Recommendation: Next year, the team will start earlier implementation of intervention and enrichment using BOY data, with increased focus on embedding accommodations and targeted supports for students with disabilities within Tier 1 instruction. The team will stop inconsistent pacing and variability in implementation across classrooms, as well as overreliance on whole-group instruction without differentiation. The team will continue coaching cycles and CLTs focused on strengthening Tier 1 instruction through the CRA model, structured discourse, and the use of formative assessment to guide small-group instruction, intervention, and ongoing support for students with disabilities.

Impact/Implementation Goal 8 Details

Impact/Implementation Goal 8

Goal Type: Impact Goal

Impact Goal: 40% of EL students in grades 3-5 will demonstrate mastery on the end of unit math assessments.

The following mini targets will help us reach our goal:

BOY: 30%

MOY: 45%

Summative Evaluation: Significant progress made toward meeting Goal

Next Year's Recommendation: Continue

Impact/Implementation Goal 9 Details

Impact/Implementation Goal 9

Goal Type: Implementation Goal

Implementation Goal Review: At the end of the year, 100% of math teachers implemented enVision Math with fidelity, including consistent use of the CRA model, structured math discourse with justification, and data-driven small group instruction. Walkthrough data reflected strong alignment to curriculum and pacing, as well as frequent use of mathematical practices and academic vocabulary across classrooms. Teachers increasingly used formative assessment to guide differentiation, including targeted supports for students with disabilities and English learners. Overall, the goal was met, with implementation practices becoming more consistent and embedded across all grade levels.

Implementation Goal: 100% of math teachers will implement enVision Math with fidelity, including the use of the CRA (Concrete-Representational-Abstract) model, structured math discourse with justification, and data-driven small group instruction to differentiate for all learners, especially SWD and ELL students.

Summative Evaluation: Met Goal

Next Year's Recommendation: Next year, the team will start earlier and more intentional use of BOY data to plan small-group instruction and interventions, with a continued emphasis on embedding accommodations and targeted supports for students with disabilities and English learners within core instruction. The team will stop inconsistent implementation of differentiation practices and reduce overreliance on whole-group instruction that does not fully address diverse learner needs. The team will continue implementing enVision Math with fidelity, including consistent use of the CRA model, structured math discourse with justification, and data-driven instructional practices, while strengthening the use of formative assessment to guide small-group instruction and intervention.

Impact/Implementation Goal 10 Details

Impact/Implementation Goal 10

Goal Type: Implementation Goal

Implementation Goal Review: At the end of the year, the goal was met as students consistently engaged in math tasks requiring the use of manipulatives, explanation of thinking, and justification of answers using mathematical models and vocabulary. Walkthrough data and student work samples reflected significant growth in students' ability to articulate reasoning and apply mathematical language during instruction. Across grade levels, teachers implemented tasks that supported conceptual understanding and discourse, resulting in increased student participation and engagement. Overall, the instructional focus on hands-on learning, structured discourse, and academic vocabulary became an embedded practice in math instruction.

Implementation Goal: 100% of students will engage in math tasks that require them to use manipulatives, explain their thinking, and justify their answers using mathematical models and vocabulary during Math.

Summative Evaluation: Met Goal

Next Year's Recommendation: Next year, the team will start more intentional planning of math tasks that promote student justification and use of precise mathematical vocabulary across all grade levels. The team will stop inconsistent expectations for student discourse and reduce tasks that limit opportunities for students to explain their thinking. The team will continue implementing hands-on, cognitively demanding tasks that require the use of manipulatives, models, and structured discourse, while strengthening the use of formative assessment to ensure all students can consistently articulate their reasoning.

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 we plan and deliver rigorous and relevant science content,	then teachers will utilize the 5E model to support experiential, inquiry-based student learning, Which will allow students to construct their own understanding of science concepts and be able to justify their thinking/ responses	Which will lead to 78% students overall, 50% of EL, and 55% SWD to pass the Science SOL; 15% of students overall to achieve pass advance on the Science SOL; 50% of students overall in 4th-5th grades, 40% of EL and 40% SWD students to achieve mastery of end of unit Science assessments.

Impact/Implementation Goal 1 Details

Impact/Implementation Goal 1

Goal Type: Impact Goal

Impact Goal: By June 2026, 78% of students in grade 5 will pass the Science SOL.

Summative Evaluation: No progress made toward meeting Goal

Next Year's Recommendation: Continue

Impact/Implementation Goal 2 Details

Impact/Implementation Goal 2

Goal Type: Impact Goal

Impact Goal: By June 2026, 15% of students in grade 5 will achieve pass advance on the Science SOL.

Summative Evaluation: Some progress made toward meeting Goal

Next Year's Recommendation: Continue

Impact/Implementation Goal 3 Details

Impact/Implementation Goal 3

Goal Type: Impact Goal

Impact Goal: By June 2026, 55% of students with disabilities in grade 5 will pass the science SOL.

Summative Evaluation: No progress made toward meeting Goal

Next Year's Recommendation: Continue

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Impact Goal

Impact Goal: By June 2026, 50% of EL students in grade 5 will pass the science SOL.

Summative Evaluation: Exceeded Goal

Next Year's Recommendation: Continue

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Impact Goal

Impact Goal: 50% of students in grades 4-5 will demonstrate proficiency or mastery on end of unit science assessments.

The following mini targets will help us reach our goal:

BOY: 40%

MOY:45%

Summative Evaluation: Met Goal

Next Year's Recommendation: Keep goal and raise percentage; stronger focus on SWD

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Goal Type: Impact Goal

Impact Goal: 40% of students with disabilities in grades 4-5 will proficiency or mastery on end of unit science assessments.

The following mini targets will help us reach our goal:

BOY: 30%

MOY:35%

Summative Evaluation: Some progress made toward meeting Goal

Next Year's Recommendation: Next year, the team will start more explicit and consistent instruction of academic vocabulary and the language of science assessments, with targeted supports for students with disabilities. The team will stop inconsistent implementation of vocabulary and test-taking strategies across classrooms. The team will continue collaborative planning in CLTs to analyze student data, refine instructional practices, and strengthen alignment between instruction and assessments to improve proficiency outcomes for students with disabilities.

Impact/Implementation Goal 7 Details

Impact/Implementation Goal 7

Goal Type: Impact Goal

Impact Goal: 40% of EL students in grades 4-5 will demonstrate proficiency or mastery on end of unit science assessments.

The following mini targets will help us reach our goal:

BOY: 30%

MOY:35%

Summative Evaluation: Met Goal

Next Year's Recommendation: Next year, the team will start more explicit and consistent instruction of academic vocabulary and the language of science assessments, with targeted supports for English Learners. The team will stop inconsistent use of language supports and reduce reliance on implicit exposure to academic vocabulary during instruction. The team will continue collaborative planning in CLTs to analyze data, refine instructional strategies, and strengthen alignment between instruction and assessments to improve proficiency outcomes for English Learners.

Impact/Implementation Goal 8 Details

Impact/Implementation Goal 8

Goal Type: Implementation Goal

Implementation Goal Review: Throughout the year, CLT data indicated that teachers consistently planned and delivered science instruction using the inquiry-based (5E) model, with an emphasis on structured discourse and justification of student thinking. While competing priorities were noted at the beginning of the year, implementation strengthened over time, with all teachers demonstrating alignment to the inquiry-based model and embedding opportunities for students to explain and justify their responses. By the end of the year, this practice was consistently observed across classrooms, indicating that the goal was met.

Implementation Goal: 100% of teachers will plan and deliver instruction using an inquiry-based model (EB) including the use of structured science discourse with justification of thinking/responses.

Next Year's Recommendation: Next year, the team will start deepening the rigor of inquiry-based lessons by increasing opportunities for extended student discourse and higher-level questioning. The team will stop inconsistent depth of student reasoning during discussions and reduce reliance on surface-level questioning. The team will continue using the 5E model and structured discourse as core instructional practices, while strengthening the use of questioning and formative assessment to ensure all students can consistently justify their thinking.

Impact/Implementation Goal 9 Details

Impact/Implementation Goal 9

Goal Type: Implementation Goal

Implementation Goal Review: Throughout the year, teams developed and implemented common science tasks that required students to share and justify their thinking through multiple modalities. Progress from Q1 to EOY showed increased consistency in both task design and student engagement, with most grade levels demonstrating strong performance. While many students were able to explain their thinking, variability remained in the depth and precision of responses. Overall, the goal was largely met, with structured opportunities for justification becoming an increasingly embedded practice across classrooms.

Implementation Goal: 100% of students will share and justify active processing of their learning (verbally, in writing, and/or through demonstration) on agreed upon grade level authentic science tasks (EB).

Summative Evaluation: Significant progress made toward meeting Goal

Next Year's Recommendation: Next year, the team will start refining common tasks to increase the depth of student reasoning and clarity of expectations for justification. The team will stop tasks that are too broad or include multiple objectives, limiting students' ability to fully demonstrate understanding. The team will continue using common tasks, rubrics, and CLT data analysis to support consistent expectations, while strengthening opportunities for students to explain their thinking through writing, discussion, and demonstration.

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

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
If we implement a system to monitor, communicate, and celebrate student attendance and support students who are at risk of being chronically absent,	then school staff will monitor, communicate, celebrate, and design interventions to address the needs of students who are showing patterns of absenteeism and students will have improved attendance	which will lead to 10% or less of students identified as chronically absent.

Impact/Implementation Goal 1 Details

Impact/Implementation Goal 1

Goal Type: Impact Goal

Impact Goal: By June 2026, students identified as chronically absent will be 10% or lower.

Summative Evaluation: Met Goal

Next Year's Recommendation: Stop goal and focus on an identified area based on survey results.

Impact/Implementation Goal 2 Details

Impact/Implementation Goal 2

Goal Type: Implementation Goal

Implementation Goal: 100% of students who are chronically absent will show improved attendance by following his/her attendance interventions

Summative Evaluation: Some progress made toward meeting Goal

Next Year's Recommendation: Stop goal and focus on an identified area based on survey results.

Impact/Implementation Goal 3 Details
Impact/Implementation Goal 3 Goal Type: Implementation Goal Implementation Goal: 100% of classes will recognize/celebrate students with 90% or higher attendance rate per quarter. Summative Evaluation: Met Goal Next Year's Recommendation: Stop goal and focus on an identified area based on survey results.

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

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
If we establish a clear process for communicating schoolwide events and the availability of interpreters,	then families will have a shared understanding of events and ways to become involved in the school community,	which will lead to a overall grand mean of 4.0 or higher in the area of communication and involvement on the Family and Community Satisfaction Survey.

Impact/Implementation Goal 1 Details

Impact/Implementation Goal 1

Goal Type: Impact Goal

Impact Goal: By June 2026 Rockledge ES will achieve an overall grand mean of 4.0 or higher in the area of communication and involvement on the Family and Community Satisfaction Survey

Summative Evaluation: Met Goal

Next Year's Recommendation: Change to reflect this year's survey results

Impact/Implementation Goal 2 Details

Impact/Implementation Goal 2

Goal Type: Implementation Goal

Implementation Goal: 100% of Rockledge families will be notified of opportunities for involvement at Rockledge Elementary.

Summative Evaluation: Met Goal

Next Year's Recommendation: Change to reflect this year's survey results

Commitment 4: Organizational Coherence