

Prince William County Public Schools

Freedom High School

2025-2026 25-26 CIP Summary

Validation of Continuous Improvement Plan Date: August 14, 2025

Executive Cabinet Member: Gregory Hood

Principal/Director: Chevelli Smith

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 teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts (EB)	then teachers will incorporate time in their lessons for students to deepen their understanding of content and problem solving strategies,	which will lead to a 4% increase pass rate for all students on the Algebra I SOL from 63.3% to 67.3%, from 50% to 54% for SWD, and from 59.6% to 63.6% for ELL for the 25-26 SY.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 67.3% of all students will pass the Algebra I SOL exam, to include 54% of students with disabilities and 63.6% of ELL for the 25-26SY.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 66.67% of all Algebra I students, to include 55% of Algebra I students with disabilities and 63.6% of Algebra I English Language Learners, will achieve a passing score on Mastery Connect assessments.</p>

Impact/Implementation Goal 3 Details

Impact/Implementation Goal 3

Goal Type: Implementation Goal

Implementation Goal: Students:

100% of students enrolled in Algebra I will be engaged in structured student conversations during 70% of observations (% of students engaged in structured conversations: BOY - 30%, MOY - 60%).

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Theory of Action 2

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
If we incorporate evidence based tasks that are aligned to the content and the cognitive level/rigor of the standard or competency. (EB)	then teachers would monitor growth in reading and writing skills using the STAR, daybook writing, Lexia, and/or Aimsweb as weekly instructional tools so that students will improve upon their reading and writing fluency and comprehension,	which will lead to a 5% increase in the overall Reading SOL pass rate from 76.77% to 81.77%, and from 38.89% to 43.89% for SWD. An increase of 7% in the overall Writing SOL pass rate from 62.92% to 69.92%, and from 18.99% to 25.99% for SWD.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, Freedom HS will increase the overall pass rate for the reading SOL by 5% from 76.77% to 81.77% and an increase among SWD subgroup from 38.89%to 43.89%.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, Freedom HS will increase the overall school pass rate in writing SOL by 7% from 62.92% to 69.92% and the SWD pass rate from 18.99% to 25.99%.</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, Freedom HS will increase English quarterly CFA pass rate to 85%.</p>

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Implementation Goal

Implementation Goal: 100% of English 11 students will score 80% or higher on their quarterly writing prompts. (BOY 40%, MOY 60%).

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Implementation Goal

Implementation Goal: 100% of teachers would monitor growth in reading and writing skills using the STAR, daybook writing, Lexia, and/or Aimsweb as weekly instructional tools. (BOY 60%, MOY 80%)

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Theory of Action 3

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
If we incorporate differentiation to meet individual student needs through purposeful independent readings, systematically build vocabulary and word knowledge, and teach language usage and mechanics including grammar	then teachers will plan and deliver learning experiences that are aligned to the rigor of the standards which will allow students to demonstrate their learning through verbal/written tasks	which will lead to 75% of EL students' achieving adequate progress on the WIDA Access assessment.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 75% of EL students will achieve adequate progress on WIDA Access by June 2026.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 95% of students will participate in WIDA Access and SOL testing by June 2026.</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: 100% of teachers observed will provide students with opportunities to engage in academic dialog, differentiation, and scaffolding opportunities daily. (BOY 70%, MOY 80%)</p>

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Implementation Goal

Implementation Goal: 75% of students will demonstrate proficiency in each content standard/skill using verbal/written tasks weekly.

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Theory of Action 4

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
If we provide students with opportunities to gain meaning of Tier 3 vocabulary in context and provide opportunities for students to engage and explore through the use of 5E model (EB)	then teachers will implement lessons that enhance student outcomes by promoting active, experiential learning where students construct their own understanding	which will lead to a 5% increase in the overall Biology SOL pass rate from 60.6% to 65.6%, the ELL from 56.8% to 61.8% and the SWD from 38.2% to 43.2% by the end of the 25-26 SY.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 65.6% of students will pass the Biology SOL by the end of the 25-26 school year. 61.8% of EL students will pass the Biology SOL by the end of the 25-26 school year. 43.2% of students with disabilities will pass the Biology SOL by the end of the 25-26 school year.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 70% of Biology students will score a 67% or higher on division-wide unit assessments. (BOY - 30%, MOY - 50%)</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: 100% of biology teachers will utilize structured conversations during 70% of observations. (BOY- 40%, MOY- 55%)</p>

Commitment 1: Learning and Achievement for All

Theory of Action 5

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
If we implement targeted support systems for Cohort 26 students at risk of not graduating on time such as Credit Recovery, Tiered Graduation Support, and Flexible Scheduling for Non-Traditional Students including ELL and SWD,	then students will earn required course credits, recover previously failed credits, and stay on track for graduation	which will lead to an overall on-time graduation rate of from 88.2 % to 95% for the 2025-2026 school year and will decrease the drop-out rate under 5%.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Impact Goal: FDHS will increase it's overall on-time graduation rate from 88.2% to 95% for the 2025-2026 school year and will decrease the drop-out rate under 5%.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: Goal: Offer multiple modalities (e.g., online courses, after-school sessions, summer school) for students to recover credits.</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Implementation Goal: Staff:</p> <p>100% Counseling team, Graduation coach, and Director of Counseling will collaborate/meet weekly to review the status of retained students in Cohort 26 to track interventions provided to students.</p>

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Implementation Goal: Staff:

FDHS administration, counselors, and graduation coach will monitor all retained 9th graders, and implement prevention of retention strategies in collaboration with the graduation team quarterly.

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Implementation Goal Review: There is 100% in reaching out to families and connecting with the students. There is a struggle with students to proactively engage in the requests made to graduate on time or re-enroll into school.

Implementation Goal: Provide communication with targeted families on the graduation plan and goals.

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)
<p>If we develop and implement a tiered attendance intervention plan targeting all ninth and tenth grade students identified as Tier 2 and Tier 3 based on the previous school year's attendance data, and we consistently monitor attendance trends while conducting regular individual student meetings to review progress and adjust supports</p>	<p>then students will demonstrate improved attendance, and staff will enhance the accuracy and consistency of attendance reporting,</p>	<p>which will lead to a reduction in the percentage of chronically absent students from 38% to 28%.</p>

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By the end of the 25-26 SY, the student population's chronic absenteeism will be reduced to 28%.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: Staff:</p> <p>The Attendance Team will track and monitor 100% of the student's daily attendance weekly and monthly to determine the levels of support needed for each student.</p> <p>BOY: Daily attendance tracked weekly and monthly (80%) MOY: Daily attendance tracked weekly and monthly (90%)</p>

Impact/Implementation Goal 3 Details

Impact/Implementation Goal 3

Goal Type: Implementation Goal

Implementation Goal: Students:

100% of 10th grade students who have at least 3 or more absences will be notified and offered afterschool remediation or Saturday School support to make up instructional loss time.

BOY: 70%

MOY: 90%

Summative Evaluation: Met Goal

Commitment 3: Family and Community Engagement

Division Objective:

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 host grade-level information sessions throughout the school year for both parents and students to highlight our specialty programs, on time graduation information, college visits, and other resources	then families will stay connected to the school community	which will lead to increased pride in Freedom and a measurable improvement in the Family Engagement score on the Gallup Poll from 3.50 to 3.70 by the end of the school year.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Implementation Goal</p> <p>Impact Goal: Freedom High School will survey families after each event with a rubric (1 through 5) in order to gauge family satisfaction with each event and make changes based on the data for future planning so relationships can strengthen between school and community.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Implementation Goal Review: Helping students and families understand the importance and relevance of the meetings and identify the purpose.</p> <p>Implementation Goal: Family:</p> <p>Engage and participate alongside families in the development of the school's Title I Parent and Family Engagement Policy, and coordinate events to support student achievement goals on the school's Continuous Improvement/Title I Schoolwide Plan.</p>

Commitment 4: Organizational Coherence

Division Objective:

4.2 PWCS will remove barriers to communication to facilitate collaboration across offices, schools, and families in the spirit of customer service.