

# Prince William County Public Schools

## Gainesville High School

### 2025-2026 25-26 CIP Summary

**Validation of Continuous Improvement Plan Date:** August 14, 2025

**Executive Cabinet Member:** Gregory Hood

**Principal/Director:** Neil Beech

# 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)
If we implement targeted reading support for identified EL and SWD, including READ 180 in a Reading Support and Development class, and push-in reading support in the general education setting,	then identified EL and SWD students will receive additional evidence-based reading instruction and practice to accelerate students' reading comprehension and improve academic performance in Biology and Language Arts,	which will lead to improved SOL scores for SWD and EL students in Biology, and Reading: In Biology I from 78% to 83% for EL students in co-taught setting. in Biology I from 72 % to 77% for SWD in co-taught setting. In Reading from 31.3% to 50% for EL In Reading from 70.9% to 76% for SWD

Impact/Implementation Goal 1 Details
<p><b>Impact/Implementation Goal 1</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> Increase Biology I SOL scores from 78% to 83% for EL students in co-taught setting. Increase Biology I SOL scores from 72 % to 77% for SWD in co-taught setting.</p>

Impact/Implementation Goal 2 Details
<p><b>Impact/Implementation Goal 2</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> Increase Reading SOL scores from 31.3% to 50% for EL students in co-taught courses. Increase Reading SOL scores from 70.9% to 76% for SWD in co-taught courses.</p>

### Impact/Implementation Goal 3 Details

#### Impact/Implementation Goal 3

**Goal Type:** Impact Goal

**Impact Goal:** By the end of each quarter, 85% of EL and SWD biology students in co-taught and sheltered classes will score a 70% or higher on Biology VDOE Standards assessed in the gradebook.

### Impact/Implementation Goal 4 Details

#### Impact/Implementation Goal 4

**Goal Type:** Impact Goal

**Impact Goal:** At each STAR test administration (fall, winter, spring), 85% of EL students and SWD in co-taught and sheltered English 10 and 11 classes will achieve a Student Growth Percentile (SGP) of 60.

### Impact/Implementation Goal 5 Details

#### Impact/Implementation Goal 5

**Goal Type:** Implementation Goal

**Implementation Goal:** Weekly observations will occur in at least one of the identified classes. 80% of observations of targeted team taught and sheltered biology, WHI, and USVA history classes will show evidence of planned literacy/reading instruction and will be identified through the four-square reflection protocol in post-observation conferences. (observations by BOY 70% , observations by MOY 75%)

### Impact/Implementation Goal 6 Details

#### Impact/Implementation Goal 6

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% classroom observations of targeted students in the Reading Support and Development Class and Reading Strategies classes, students will demonstrate an average of 30 minutes per class engaged in online independent practice in READ 180.

**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)
If we utilize the student support team process to identify students who would benefit from systemized teacher mentorship, then	we will foster stronger student engagement and sense of belonging which will lead to	a reduction in chronic absenteeism and improved academic performance among this targeted group of students leading to a reduction in chronic absenteeism by 1.5 %, from 16.2% to 14.7%.

Impact/Implementation Goal 1 Details
<p><b>Impact/Implementation Goal 1</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> Reduce chronic absenteeism by 1.5 %, from 16.2% to 14.7%.</p>

Impact/Implementation Goal 2 Details
<p><b>Impact/Implementation Goal 2</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> By the end of each quarter, 35 out of 40 students who are identified for support through the SST will not be chronically absent.</p>

Impact/Implementation Goal 3 Details
<p><b>Impact/Implementation Goal 3</b></p> <p><b>Goal Type:</b> Implementation Goal</p> <p><b>Impact Goal:</b> 100% of identified students will receive weekly mentorship support from a trusted adult in the building, starting after the first interim period. This will include a grade and attendance check, student check in, and parent contact with feedback.</p>

### Commitment 3: Family and Community Engagement

#### Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
If teachers use School Status to routinely communicate with parents about individual student academic and behavioral progress	then, teachers and families will engage in more frequent communication	that will lead to improved parent satisfaction in the communication category on the Divisionwide survey from an average of 3.69 on a 5 point scale to 3.79.

Impact/Implementation Goal 1 Details
<p><b>Impact/Implementation Goal 1</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> By the end of year Divisionwide Survey, parent and student satisfaction ratings for communication will improve from 3.69 to 3.79 on a 5 point scale.</p>

Impact/Implementation Goal 2 Details
<p><b>Impact/Implementation Goal 2</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> Parent satisfaction ratings on twice a year pulse survey, using questions from the Gallup survey, related to communication, will yield an average score of 3.79 or above on a 5-point scale.</p>

Impact/Implementation Goal 3 Details
<p><b>Impact/Implementation Goal 3</b></p> <p><b>Goal Type:</b> Implementation Goal</p> <p><b>Implementation Goal:</b> 100% of student discipline and failing grade audits each quarter will show parent outreach via SchoolStatus prior to administration intervention.</p>

**Commitment 4: Organizational Coherence**