

# Prince William County Public Schools

## Gar-Field High School

### 2025-2026 25-26 CIP Summary



**Validation of Continuous Improvement Plan Date:** August 22, 2025  
**Executive Cabinet Member:** Keith Wolfe  
**Principal/Director:** Mathew Mathison

# 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., 1.2 PWCS will prepare all students for post-secondary education and the workforce., 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 math teachers consistently engage students in tasks that are aligned to the content and cognitive level/rigor of the standard and Plan for and ask questions that probe student thinking and require explanation and justification (EB) using collaborative "Building Thinking Classrooms" strategies,	teachers will plan and implement class structures with rich-thinking tasks aligned to the content and rigor of the standards which will allow students to engage in structured critical thinking and problem solving conversations with peers which require explanation and justification	an increase in unadjusted student passing rates on SOL exams in Algebra I from 72% to 76% for all students, 64% to 68% for ELLs and 73% to 77% for SWDs.

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> The unadjusted rate of students receiving passing scores on SOL exams in Algebra I will increase from 72% to 76% for all students, 64% to 68% for ELLs and 73% to 77% for SWDs.</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> At least 70% of all students, SWDs, and ELLs will earn a 70% (C) or better on Division-wide unit assessments in Algebra 1 classes.</p>

### Impact/Implementation Goal 3 Details

#### Impact/Implementation Goal 3

**Goal Type:** Implementation Goal

**Implementation Goal:** Teacher

At least 80% of classroom observations (walkthrough, informal, formal) in Algebra I classes will indicate evidence of planning and implementation of questions that probe student thinking and require explanation and justification through rich-thinking tasks and "Building Thinking" strategies as measured by a classroom observation data trend tracker.

BOY: 50%

MOY: 65%

### Impact/Implementation Goal 4 Details

#### Impact/Implementation Goal 4

**Goal Type:** Implementation Goal

**Implementation Goal:** Student

100% of classroom observations (walkthrough, informal, formal) in Algebra I classes will indicate evidence of active student engagement in aligned rich-thinking tasks which require explanation and justification at the appropriate level of rigor as measured by a classroom observation data trend tracker.

BOY: 50%

MOY: 75%

**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 English and ELD teachers consistently incorporate explicit language instruction (EB) and engage students in daily opportunities to practice in all four language domains using evidence-based strategies	then teachers will plan and deliver differentiated and scaffolded explicit language instruction which will allow students to engage in daily structured speaking, reading, writing, and listening tasks using targeted academic language	an increase in unadjusted SOL pass rates on EOC Reading in English 11 from 81% to 86% for all students, 47% to 52% for ELLs and 45% to 50% for SWDs and at least 56% of EL students demonstrating "English learner Progress" on the WIDA Access assessment.

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> The unadjusted rate of students receiving passing scores on SOL EOC Reading in English 11 from 81% to 86% for all students, 47% to 52% for ELLs and 45% to 50% for SWDs.</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> at least 56% of EL students demonstrating "English Learner Progress" on the WIDA Access assessment.</p>

Impact/Implementation Goal 3 Details
<p><b>Impact/Implementation Goal 3</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> At least 70% of all students, SWDs, and ELLs will earn a 70% (C) or better on CLT Common Assessments in English 11 classes.</p>

#### Impact/Implementation Goal 4 Details

##### Impact/Implementation Goal 4

**Goal Type:** Implementation Goal

**Implementation Goal:** Teacher

At least 75% of classroom observations (walkthrough, informal, formal) in English and ELD classes will indicate evidence of planning for differentiated and scaffolded explicit language instruction involving structured speaking, reading, writing, and listening tasks using targeted academic language as measured by a classroom observation data trend tracker.

BOY: 25%

MOY: 50%

#### Impact/Implementation Goal 5 Details

##### Impact/Implementation Goal 5

**Goal Type:** Implementation Goal

**Implementation Goal:** Student

At least 75% of classroom observations (walkthrough, informal, formal) in English and ELD classes will indicate active student engagement in structured speaking, reading, writing, or listening tasks using targeted academic language aligned to the standards as measured by a classroom observation data trend tracker.

BOY: 25%

MOY: 50%

**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)
<p>If science teachers consistently incorporate explicit language instruction to build Vocabulary in Context (RB) and engage students in daily opportunities to practice with Tier 3 vocabulary in all four language domains using evidence-based strategies,</p>	<p>then teachers will plan and deliver differentiated and scaffolded explicit language instruction that emphasizes using academic vocabulary in context which will allow students to engage in daily structured speaking, reading, writing, and listening tasks using targeted academic vocabulary to support comprehension</p>	<p>an increase in unadjusted student passing rates on SOL exams in Biology from 71% to 76% for all students, 48% to 53% for ELLs and 65% to 70% for SWDs</p>

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> The unadjusted rate of students receiving passing scores on SOL exams in Biology from 71% to 76% for all students, 48% to 53% for ELLs and 65% to 70% for SWDs.</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> At least 70% of all students will earn a 70% (C) or better on division-wide unit assessments in Biology classes.</p>

### Impact/Implementation Goal 3 Details

#### Impact/Implementation Goal 3

**Goal Type:** Implementation Goal

**Implementation Goal:** Teacher

At least 80% of classroom observations (walkthrough, informal, formal) in Biology classes will indicate evidence of planning for differentiated and scaffolded explicit language instruction of tier 3 vocabulary in context involving structured speaking, reading, writing, and listening tasks using targeted academic vocabulary as measured by a classroom observation data trend tracker.

BOY: 50%

MOY: 65%

### Impact/Implementation Goal 4 Details

#### Impact/Implementation Goal 4

**Goal Type:** Implementation Goal

**Implementation Goal:** Student

80% of classroom observations (walkthrough, informal, formal) in Biology classes will indicate active student engagement in structured speaking, reading, writing, or listening tasks using targeted academic vocabulary in context aligned to the standards as measured by a classroom observation data trend tracker.

BOY: 50%

MOY: 65%

**Commitment 1:** Learning and Achievement for All

**Theory of Action 4**

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
establish a 9th grade Success team with cross-disciplinary membership that includes an Administrator, counselor, teacher lead, and graduation coach to monitor and track 9th grade student course passing rates	Staff will use data to identify 9th grade students in need of support and develop individualized plans for student interventions and students will participate in the interventions to improve course passing rates.	at least 95% of all 9th grade students earning sufficient credits for successful promotion to 10th grade (passing at least 5 of 7 classes including English 9).

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> 95% of 9th grade students passing at least 5 of 7 classes (including English 9).</p>

Impact/Implementation Goal 2 Details
<p><b>Impact/Implementation Goal 2</b></p> <p><b>Goal Type:</b> Implementation Goal</p> <p><b>Implementation Goal:</b> Staff</p> <p>Staff will use course passing data to identify 9th grade students in need of support and develop individualized plans for student interventions for 100% of 9th grade students not passing at least 5 classes on a quarterly basis.</p>

**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**

<b>If we ... (strategy(ies))</b>	<b>then ... (expected behavioral changes)</b>	<b>which will lead to ... (expected impact outcome)</b>
provide mentoring and support for academic success (RB) to a targeted group of chronically absent students	staff will monitor mentoring interactions involving the targeted students and targeted students will increase daily attendance rates	a decrease in the chronic absenteeism rate from 28.19 % to less than 22% for the 25-26 school year.

<b>Impact/Implementation Goal 1 Details</b>
<p><b>Impact/Implementation Goal 1</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> Chronic Absenteeism rate will decrease from 28.19% to less than 22% for the 25-26 school year.</p>

<b>Impact/Implementation Goal 2 Details</b>
<p><b>Impact/Implementation Goal 2</b></p> <p><b>Goal Type:</b> Implementation Goal</p> <p><b>Implementation Goal:</b> Student</p> <p>100% of chronic absenteeism targeted group of students receive consistent mentoring interactions from staff/administration to increase average daily attendance rate</p> <p>BOY 70%</p> <p>MOY 85%</p>

**Impact/Implementation Goal 3 Details**

**Impact/Implementation Goal 3**

**Goal Type:** Implementation Goal

**Implementation Goal:** Staff

100% of staff/administrators will log mentoring interactions for a targeted group of chronically absent students through interagency meeting entries, advisory sessions or during Student Support Team meetings

BOY 70%

MOY 85%

**Commitment 2: Positive Climate and Culture**

**Theory of Action 2**

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
provide personalized student success plans, to include flexible course completion pathways--both traditional and non-traditional (EB), tailored to the unique needs of students who are at risk of dropping out or who have already disengaged,	staff will develop student support teams (SST), that will consistently monitor individualized student success plans, which will allow students to increase attendance, course completion rates, and re-engagement retention;	a reduction in the dropout rate to 6% or less for all students, and 15% or less for ELLs and SWDs and an increase in on-time graduation.

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> Reduction in the dropout rate for 2026 cohort to 6% or less for all students, and 15% or less for ELLs and SWDs.</p>

Impact/Implementation Goal 2 Details
<p><b>Impact/Implementation Goal 2</b></p> <p><b>Goal Type:</b> Implementation Goal</p> <p><b>Implementation Goal:</b> Staff will develop and monitor personalized student success plans to address specific student needs for 100% of Cohort 2026 students identified as "a drop out".</p> <p>BOY: 50%</p> <p>MOY: 75%</p>

**Impact/Implementation Goal 3 Details**

**Impact/Implementation Goal 3**

**Goal Type:** Implementation Goal

**Implementation Goal:** Student

100% of Cohort 2026 students identified as a "drop put" will accrue sufficient credits to increase on-track status.

BOY: 50%

MOY: 75%

### 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 enhance two-way communication by establishing regular and consistent feedback loops with families, and improve personalized communication between families and teachers through tailored messaging and proactive outreach,	then staff will more consistently engage families in meaningful dialogue regarding individual student needs, and families will increase feedback provided to staff regarding programs, policies, and student needs.	which will lead to an increase in the Gallup Family Engagement Survey domain score for "Communication and Involvement" from 3.68 to at least 3.90.

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 June 2025, Gar-Field High School will have an increase in the Gallup Family Engagement Survey domain score for "Communication and Involvement" from 3.68 to at least 3.90.</p>

Impact/Implementation Goal 2 Details
<p><b>Impact/Implementation Goal 2</b></p> <p><b>Goal Type:</b> Implementation Goal</p> <p><b>Implementation Goal:</b> Gar-Field High School will increase 2-way family engagements each quarter as monitored through SchoolStatus.</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.