

# Prince William County Public Schools

## C.D. Hylton High School

### 2025-2026 25-26 CIP Summary



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

# 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 Algebra I teachers implement Building Thinking Classrooms (RB) practices (Collaborative grouping, keep thinking questions, consolidation of the lesson)	then teachers will be facilitating collaboration as students actively work in groups to solve math problems	which will lead to an overall improvement in Algebra I SOL pass rates from 78% to 82% (all students), 75% to 79% SPED, and 74% to 78% for EL.

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> Algebra I SOL pass rate from 78% to 82%, 75% to 79% for SPED students, and 74% to 78% for EL students.</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> Algebra I course overall pass rate of 70% or more, 60% or more for SPED/EL students.            (BOY 50% of students will pass with a score of 70% or more; 40% for SPED/EL students will pass with a score of 60% or more).            (MOY 70% of students will pass with a score of 70% or more; 60% for SPED/EL students will pass with a score of 60% or more).</p>

### Impact/Implementation Goal 3 Details

#### Impact/Implementation Goal 3

**Goal Type:** Impact Goal

**Impact Goal:** 55% of all students will achieve 70% or higher on division-wide unit assessments; 45% of SPED/EL students will achieve 70% or higher. (BOY: 40% of students will achieve 70% or higher, 30% of SPED/EL students will achieve 70% or higher). (MOY: 48% of students will achieve 70% or higher on division-wide unit assessments; 38% of SPED/EL students will achieve 70% or higher).

\*This goal is based on performance data from the 2024-2025 MOY and EOY assessments.

### Impact/Implementation Goal 4 Details

#### Impact/Implementation Goal 4

**Goal Type:** Implementation Goal

**Implementation Goal:** 90% or more of Algebra 1 classroom visits by the EOY will show students engaged in one or more of the following Building Thinking Classrooms (BTC) practices including collaborative grouping, keep thinking questions, and/or consolidation of the lesson.

(BOY 60% of classrooms will show students engaged in BTC strategies).  
(MOY 80% of classrooms will show students engaged in BTC strategies).

### Impact/Implementation Goal 5 Details

#### Impact/Implementation Goal 5

**Goal Type:** Impact Goal

**Impact Goal:** 75% or more of ELL students participating in the Algebra Readiness Initiative (ARI) students will pass the Algebra I SOL.

### Impact/Implementation Goal 6 Details

#### Impact/Implementation Goal 6

**Goal Type:** Implementation Goal

**Implementation Goal:** By the end of the 2025-2026 school year, 80% of Algebra I students will score a Level 3 or higher on a 4-point common rubric measuring mathematical reasoning and problem solving on a BTC-aligned formative assessments. These assessments will incorporate BTC practices, including Keep Thinking questions, consolidation of learning, and collaborative group work structures.

BOY: 40% of students will score Level 3 or higher.  
MOY: 60% of students will score Level 3 or higher.

**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 teachers utilize the 5Es Instructional Model in all Biology classes	Then our teachers will be providing students with opportunities to engaged in the content, explore scientific concepts, explain scientific concepts, elaborate upon key concepts, and evaluate through reflection on scientific concepts and determination on the level of learning and understanding which has taken place	Which will lead to an increase in Biology pass rates from 74% to 76.6% overall and 44% to 50% for SPED students and from 51% to 55.9% for EL students.

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> Biology SOL pass rates will increase from 74% to 76.6% overall, from 44% to 50% for SPED students, and from 51% to 55.9% for EL students.</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> By the end of the year, classroom visits will show 80% of teachers consistently utilizing 5E Instructional Strategies (40% by BOY and 60% by MOY).</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> By the end of the year, 100% of Biology teachers who teach EL students will provide those students with daily differentiation and scaffolding opportunities (60% by BOY and 80% by MOY).</p>

**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 English and ELD teachers consistently incorporate explicit language instruction and engage students daily in all four language domains (listening, speaking, reading, and writing) using evidence-based strategies,	then teachers will plan and deliver differentiated and scaffolded instruction that supports academic language development,	which will result in EL students participating in structured language tasks that lead to 75% of EL students achieving adequate 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> 75% of EL students will achieve adequate progress on the WIDA Access by June 2026.</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> By the end of the 2025-2026 school year, 80% or more of classroom visits will show teachers incorporating explicit language instruction using evidence-based strategies.</p>

**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 administrators and counselors collaborate to identify students at-risk of chronic absenteeism of 18 or more absences and implement a tiered attendance support system (EB)	then students will demonstrate improved attendance by regularly attending school, as staff actively analyze attendance trends, monitor student attendance, and provide timely follow-up.	which will lead to a decrease in the chronic absenteeism rate from 20.69% to 16.69% or less in all grade levels.

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 chronic attendance rate will decrease from 20.69% to 16.69% for students in all grade levels.</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> The school's leadership team (the Principal, Assistant Principals, AI, and Counseling Director) will identify students who have missed 18 or more absences and analyze attendance trends and patterns. Identify and monitor students in the grade book. Collaborate with families to determine the reasons behind excessive absences.</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> Students who have missed more than 10 absences of school during the 2024-2025 school year will be contacted during the summer and meet with their AP or school counselor to develop an individual success plan with targeted attendance interventions and ongoing support throughout the year.</p>

**Impact/Implementation Goal 4 Details**

**Impact/Implementation Goal 4**

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of students identified with 18 or more absences during SY 25 will actively engage in Tiered Systems of Support.

### 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 Hylton's administrative team intentionally targets improving student and staff belonging and wellness	then students and staff absences will decrease and engagement increase	which will lead to increased Principal/Teacher Trust from 68% to 75% and improvement in Upbeat Survey (Q10) from 65% to 73% by June 2026.

Impact/Implementation Goal 1 Details
<p><b>Impact/Implementation Goal 1</b></p> <p><b>Goal Type:</b> Implementation Goal</p> <p><b>Implementation Goal:</b> Throughout the 2025-2026 school year, staff feedback will be utilized to gauge wellness and belonging levels in the building.</p>

**Commitment 4: Organizational Coherence**