

# Prince William County Public Schools

## Osbourn Park High School

### 2025-2026 25-26 CIP Summary



**Validation of Continuous Improvement Plan Date:** August 14, 2025  
**Executive Cabinet Member:** Gregory Hood  
**Principal/Director:** Lisamarie Kane

# 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)
implement intentional, scaffolded instruction aligned with WIDA standards, explicit academic vocabulary instruction, and frequent opportunities for structured academic discourse in reading and writing (RB),	teachers will tailor lessons based on English proficiency using tiered assignments and WIDA rubrics, which will allow students to be engaged in lessons at the appropriate level of rigor, aligning with the standards	11th-grade English Learners demonstrating measurable 7% increase in SOL writing assessment from 13% to 20%, and a 5% increase in SOL reading from 34% to 39% by the end of 25-26 school year.

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> 11th-grade English Learners demonstrating measurable 7% increase in SOL writing assessment from 13% to 20%, and a 5% increase in SOL reading from 34% to 39% by the end of 25-26 school year.</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> 11th-grade English Learners demonstrating a year or more of growth in Star Reading percentage (from 12.1% to 13.1%).</p>

**Impact/Implementation Goal 3 Details**

**Impact/Implementation Goal 3**

**Goal Type:** Implementation Goal

**Implementation Goal:** Teacher

90% of EL and Language Arts teachers will incorporate a structured reading, writing, or speaking (QSSSA or other) activity, and tailor lessons based on English proficiency using tiered assignments and WIDA rubrics  
(BOY- 50%, MOY- 75%, EOY- 90%)

**Impact/Implementation Goal 4 Details**

**Impact/Implementation Goal 4**

**Goal Type:** Implementation Goal

**Implementation Goal:** Student

90% of students will be engaged at the appropriate level of rigor, aligning with the standards using the EL Look-for form.  
(BOY- 60%, MOY- 75%, EOY- 90%)

**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)
establish a 9th grade success team with cross-disciplinary membership that includes an Administrator, teacher lead, and data champion and each member has clearly defined roles	teachers will establish data-driven Tier 1, 2, and 3 interventions in their routines, instruction, assessment, and feedback and students will participate in the interventions	90% of the identified underperforming 9th graders being on track by obtaining at least 5 of 7 credits by June 2026.

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> 90% of the identified underperforming 9th graders being on track by obtaining at least 5 of 7 credits 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> Teacher</p> <p>90% of the 9th grade success team members will implement and monitor data-driven Tier 1, 2, and 3 interventions in their routines, instruction, assessment, and feedback. (BOY- 70%, MOY- 85%, EOY- 90%)</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> Student</p> <p>90% of identified underperforming students will participate in targeted interventions. (BOY- 70%, MOY- 85%, EOY- 90%)</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)
increase outreach efforts, promote inclusive and culturally responsive engagement opportunities, and create a visible and consistent PTISO involvement in school life	more families, students, and staff will participate in the PTISO leading to stronger school-home partnerships, improved school climate, and greater community support for student success	an increased participation in the PTISO by 10% (50 to 55 members)

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> Increased participation in the PTISO by 10% (50 to 55 members)</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> OPHS will create a new structure, clear roles, and monthly outreach and presence at school events for PTISO to meet implementation based on a rubric meeting 7/8 indicators (87%) (BOY- 5/8 (62%), MOY- 6/8 (75%), EOY 7/8 (87%))</p>

**Commitment 4: Organizational Coherence**