

Prince William County Public Schools

Beville Middle

2025-2026 25-26 CIP Summary



Validation of Continuous Improvement Plan Date: August 11, 2025
Executive Cabinet Member: Corey Harris
Principal/Director: Chevese Thomas

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 use evidence-based resources (reading comprehension strategy of "explicitly teaching students how to find and justify answers to different types of questions) and high-quality PWCS/VDOE instructional materials and documents with greater fidelity	Then instructional staff will design and implement daily lessons that use the strategies and align with both the content and cognitive rigor of academic standards, enabling students to engage meaningfully with more challenging and enriching material.	Which will lead to 1. 75% pass rate on the reading SOL. 2. SWDs pass rate of 50% 3. ELs pass rate of 40%

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: Overall SOL pass rate of 75%</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: SWD SOL pass rate of 50%</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: EL SOL pass rate of 40%</p>

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Impact Goal

Impact Goal: Overall HMH on or above will be
BOY: 5% more than EOY in SY24-25
MOY: 10% more than BOY in SY24-25
EOY: 15% more than BOY in SY24-25

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Impact Goal

Impact Goal: SWDs HMH on or above will be
BOY: 5% more than EOY in SY24-25
MOY: 10% more than BOY in SY24-25
EOY: 15% more than BOY in SY24-25

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Goal Type: Impact Goal

Impact Goal: ELs HMH on or above will be
BOY: 5% more than EOY in SY24-25
MOY: 10% more than BOY in SY24-25
EOY: 15% more than BOY in SY24-25

Impact/Implementation Goal 7 Details

Impact/Implementation Goal 7

Goal Type: Impact Goal

Impact Goal: The high risk category for VALLSS will decrease by 10% from BOY to EOY (this was added because of the VALLSS)

Impact/Implementation Goal 8 Details

Impact/Implementation Goal 8

Goal Type: Implementation Goal

Implementation Goal: 100% of ELA teachers will implement PWCS/VDOE high quality materials and the reading comprehension strategy.

Impact/Implementation Goal 9 Details

Impact/Implementation Goal 9

Goal Type: Implementation Goal

Implementation Goal: 75% of students will demonstrate mastery on unit performance assessments (PWCS assessments) (using Articles from Newsela)

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 we use the 5E framework (Engage, Explore, Explain, Elaborate, Evaluate) and high-quality PWCS/VDOE instructional materials and documents with greater fidelity	Then teachers will intentionally plan in CLTs using the 5E framework and HQIM to implement strategies which will allow students to question, engage in discourse, and access rigorous standards-aligned tasks for each phase of 5E	Which will lead to 1. an overall SOL pass rate of 70% 2. SWD pass rate of 35% 3. EL pass rate of 45%

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 70% of students will pass the science SOL.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Impact Goal: 35% or more of SWD will pass the SOL.</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Impact Goal: 45% or more of EL will pass the SOL</p>

Impact/Implementation Goal 4 Details
<p>Impact/Implementation Goal 4</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: Overall pass rates will be 60% or higher on each PWCS Unit Assessment (CUA).</p>

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Impact Goal

Impact Goal: SWD pass rates will be 50% or higher on each PWCS Unit Assessment (CUA).

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Goal Type: Impact Goal

Implementation Goal: EL pass rates will be 60% or higher on each PWCS Unit Assessment (CUA).

Impact/Implementation Goal 7 Details

Impact/Implementation Goal 7

Goal Type: Implementation Goal

Implementation Goal: 100% of teachers will use the 5E Model of Instruction and IB assessments to design instructional sequences that develop students' conceptual understanding and science process skills.

Impact/Implementation Goal 8 Details

Impact/Implementation Goal 8

Goal Type: Implementation Goal

Implementation Goal: 80% of students will demonstrate mastery through exit tickets and/or authentic assessments aligned with the standards

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 we use the evidence-based strategy (help students recognize and articulate mathematical concepts and notation) along with high-quality PWCS/VDOE instructional materials and documents with greater fidelity	Then math instructional staff will (intentionally plan these during CLTs) and implement PWCS/VDOE HQIM with the evidenced-based strategy in (classes on a daily basis) which will enable students to engage meaningfully with more challenging and enriching math concepts.	Which will lead to a 1. 70% pass rate on math SOL overall. 2. SWD pass rate 30% 3. EL pass rate 40%

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 70% or more of students will show proficiency on the math SOL</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: SWD pass rate 30%</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: EL pass rate 40%</p>

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Impact Goal

Impact Goal: Overall, PWCS math common unit assessment scores will be within 5% of Potomac Shores and Lake Ridge, and comparable to Parkside.

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Impact Goal

Impact Goal: For SWDs, PWCS unit assessment scores will be within 5% of Potomac Shores and Lake Ridge, and comparable to Parkside.

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Goal Type: Impact Goal

Impact Goal: For ELs, PWCS unit assessment scores will be within 5% of Potomac Shores and Lake Ridge, and comparable to Parkside.

Impact/Implementation Goal 7 Details

Impact/Implementation Goal 7

Goal Type: Implementation Goal

Implementation Goal: 100% of math teachers will implement the mathematical concepts and notation strategy with HQIM for math

Impact/Implementation Goal 8 Details

Impact/Implementation Goal 8

Goal Type: Implementation Goal

Impact Goal: 75% of students will show proficiency on assessments (will leverage the formative assessments in the PWCS curriculum resources) given by CLTs

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., 2.2 PWCS staff will be empowered, supported, and engaged with a strong sense of belonging., 2.3 PWCS facilities will be welcoming, safe, and sustainable.

Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
If our attendance team implements a multi-tiered attendance strategy that begins with prevention and early intervention	then the team will examine attendance and absenteeism data weekly to address barriers and inequities as well as mobilize relevant stakeholders to problem-solve	Which will lead to a reduction in chronic absenteeism to below 14%

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: (EOY) By June 2026 Chronic Absenteeism will reduce to below 14%</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: The monthly chronic absenteeism will be 3% lower at the same time than the previous year</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Implementation Goal</p> <p>Impact Goal: 100% of students who missed more than 10% of SY24-25 will have an attendance plan developed</p>

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Impact Goal

Impact Goal: 100% of the tier 2 (who missed 10% to 19% of school) and tier 3 (20% or more) students will be monitored and given an intervention

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Implementation Goal

Implementation Goal: 100% of attendance team meetings will address chronic absenteeism root causes (especially and gaps with groups) and develop next steps for the school

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Goal Type: Implementation Goal

Implementation Goal: Attendance celebrations and/or events will occur every month

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 personally invite parents using culturally responsive communication, highlight the impact of the advisory council on student success, and follow up with non-attending parents to understand their needs and concerns	then staff will conduct School Advisory Council meetings at different times which will allow parents to feel more respected, informed and empowered	Which will lead to increased attendance, more consistent participation, a stronger sense of ownership in school decision making. Ultimately resulting in a high-functioning school advisory council, as measured by the PWCS HFAC Monitoring Indicators.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: Ensure that 100% of advisory council communications are using the PWCS Canvas resources and available in multiple languages to accommodate our families.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: Conduct monthly School Advisory Council meetings at various times, including evenings and mornings, to accommodate parents' diverse schedules.</p>

Commitment 4: Organizational Coherence