

# Prince William County Public Schools

## Bull Run Middle

### 2025-2026 25-26 CIP Summary



**Validation of Continuous Improvement Plan Date:** August 11, 2025  
**Executive Cabinet Member:** Corey Harris  
**Principal/Director:** Matthew Phythian

# 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 teach students how to ask and answer questions about the text while reading and annotating (routinely use a set of comprehension building practices to help students make sense of the text)...	Then teachers will explicitly teach students how to find and justify answers to different types of questions independently, which will allow students to draw text-based interpretations or inferences about what they read.	increased achievement on the Reading SOL for our SWD and EL students along with tracking our dually identified students. 1. SWD 10% increase in SOL scores 2. ELs 10% increase in SOL scores 3. Dually Identified 10% increase in SOL scores

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 June 2026 dually identified students(EL/SWD) will have 32% of students pass the Reading SOL (10% increase from SY 24-25)</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 June 2026 SWD students will have 54% of students pass the Reading SOL (10% increase from SY 24-25)</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> By June 2026 EL students will have 32% of students pass the Reading SOL (10% increase from SY 24-25)</p>

**Impact/Implementation Goal 4 Details**

**Impact/Implementation Goal 4**

**Goal Type:** Impact Goal

**Impact Goal:** For SWDs there will be 5% improvement on the amount of students at the on or above level from the BOY HMH to the MOY HMH. There will be another 5% improvement on the amount of students at the on or above level from the MOY HMH to the EOY HMH.

**Impact/Implementation Goal 5 Details**

**Impact/Implementation Goal 5**

**Goal Type:** Impact Goal

**Impact Goal:** For ELs there will be 5% improvement on the amount of students at the on or above level from the BOY HMH to the MOY HMH. There will be another 5% improvement on the amount of students at the on or above level from the MOY HMH to the EOY HMH.

**Impact/Implementation Goal 6 Details**

**Impact/Implementation Goal 6**

**Goal Type:** Impact Goal

**Impact Goal:** the number of students at high risk for VALLSS will decrease by 10% from BOY to EOY

**Impact/Implementation Goal 7 Details**

**Impact/Implementation Goal 7**

**Goal Type:** Implementation Goal

**Impact Goal:**

100% of teachers will explicitly teach students how to find and justify answers to different types of questions independently based on the Evidenced-Based strategy <https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/WWC-SummaryReadingInterven4-9.pdf>

**Impact/Implementation Goal 8 Details**

**Impact/Implementation Goal 8**

**Goal Type:** Implementation Goal

**Implementation Goal:** 70% of students will be able to answer an implicit question and cite evidence correctly once a week.

**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 help students recognize and articulate mathematical concepts and notation...	then teachers will utilize this strategy(EB) and intentionally plan the strategies during CLT's to allow students to access higher level math problems	the SOL pass rate for EL and SWD students in math to improve by 10% points from the previous 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> 10% increase, from 42% to 52% improvement in SOL scores 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> 10% increase, from 28% to 38% improvement in SOL scores for ELs</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> During the 2025-2026 school year, SWD students will score 10% better than the MS level average</p>

Impact/Implementation Goal 4 Details
<p><b>Impact/Implementation Goal 4</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> During the 2025-2026 school year, EL students will score 10% better than the MS level average</p>

**Impact/Implementation Goal 5 Details**

**Impact/Implementation Goal 5**

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of our teachers will implement and plan intentionally to implement mathematical concepts and notations.

**Impact/Implementation Goal 6 Details**

**Impact/Implementation Goal 6**

**Goal Type:** Implementation Goal

**Implementation Goal:** 70% of our students will show proficiency in using this math strategy once a week.

**Commitment 2: Positive Climate and Culture**

**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>
Build positive relationships with targeted students who have absenteeism concerns through recognitions and staff relationships	BRMS will create opportunities for positive incentives for that group such as reward breakfast and staff check-ins which will allow students to feel connected to the school	Which will lead to...a 2% reduction in chronic absenteeism for the Hispanic (19.9%) and ELL (16.0%) subgroups

<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> By June 2026 our school-wide chronic absenteeism rate will be reduced by 2 percentage points.</p>

<b>Impact/Implementation Goal 2 Details</b>
<p><b>Impact/Implementation Goal 2</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> By June 2026 our ELL population chronic absenteeism rate will be reduced by 2 percentage points</p>

<b>Impact/Implementation Goal 3 Details</b>
<p><b>Impact/Implementation Goal 3</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> BOY: on a monthly and quarterly basis, we will monitor that our absenteeism rates are 2% less than SY24-25</p> <p>MOY: on a monthly and quarterly basis, we will monitor that our absenteeism rates are 2% less than SY24-25</p>

**Impact/Implementation Goal 4 Details**

**Impact/Implementation Goal 4**

**Goal Type:** Impact Goal

**Impact Goal:** ELL group goal:

BOY: on a monthly and quarterly basis, we will monitor that our absenteeism rates are 2% less than SY24-25

MOY: on a monthly and quarterly basis, we will monitor that our absenteeism rates are 2% less than SY24-25

**Impact/Implementation Goal 5 Details**

**Impact/Implementation Goal 5**

**Goal Type:** Implementation Goal

**Implementation Goal:** 70% of targeted students will make improvements in their attendance rate.

**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 we create a school environment where teachers and staff intentionally build relationships with students by recognizing their individual strengths and needs, and consistently communicate the value of each student's development and learning...	Then staff utilize PBL techniques to personalize instruction for meaningful connection which will allow families to see that their students are being seen, valued, and motivated	increased student engagement, stronger academic outcomes, and a more inclusive and supportive school culture that encourages sustained family involvement as indicated as a 4.0 or higher in the personalized learning category of the gallup survey

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 June 2026, BRMS will achieve a score of 4.0 or higher in the Personalized Learning category on the Gallup Student Survey by fostering a school environment where students feel known, valued, and supported in developing their individual strengths.</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> BOY: 90% of a survey at a PAC and PTSO meeting will show positive results regarding a survey question around personalized learning MOY: In December, 90% of survey to the community will show positive results regarding a question around personalized learning</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 2025-2026 school year, at least 10 BRMS teachers will implement Project-Based Learning (PBL) strategies by designing and delivering one PBL unit per semester, resulting in two units per teacher annually.</p>

## **Commitment 4:** Organizational Coherence