

Prince William County Public Schools

Fred M. Lynn Middle

2025-2026 25-26 CIP Summary

Validation of Continuous Improvement Plan Date: August 15, 2025

Executive Cabinet Member: Catherine Porter-Lucas

Principal/Director: Inmar Romero

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)
utilize the evidence-based strategy for reading comprehension of building student world and word knowledge, so that students can make sense of text	teachers will consistently plan in CLTs and use these practices across grade levels with their HQIMs to implement standards-aligned lessons, and students will consistently apply the strategy in all text-based learning experiences to help them make sense of rigorous texts	which will lead to an increase of at least 5% on the Reading SOL for all students, 5% for English Learners, and 5% for Students with Disabilities.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 5% increase in Reading SOL scores for all students</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 5% increase in Reading SOL scores for students with disabilities</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 5% increase in Reading SOL scores for English Learners</p>

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Impact Goal

Impact Goal: Increase 5% for on or above HMH growth assessment for all students compared to the last school year at BOY, MOY, and EOY.

Overall BOY Goal: 24.78%

Overall MOY Goal: 34.02%

Overall EOY Goal: 47.26%

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Impact Goal

Impact Goal: Increase of 7% or higher at BOY and 10% or higher at MOY compared to the last school year to be on or above for HMH growth SWD:

BOY Goal: 13.91%

MOY Goal: 23.86%

EOY Goal: 38.53%

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Goal Type: Impact Goal

Impact Goal: Increase of 7% or higher at BOY and 10% or higher at MOY compared to the last school year to be on or above for HMH growth for EL:

BOY Goal: 6.1%

MOY Goal: 9.84%

EOY Goal: 18.2%

Impact/Implementation Goal 7 Details

Impact/Implementation Goal 7

Goal Type: Impact Goal

Impact Goal: There will be a 10% decrease in high risk for VALLSS from BOY to EOY for all students, English Learners, and students with disabilities.

Impact/Implementation Goal 8 Details

Impact/Implementation Goal 8

Goal Type: Implementation Goal

Impact Goal: NA

Implementation Goal: 100% of teachers will implement lessons utilizing HQIMs along with the reading comprehension strategy of building student world and word knowledge, and the FLMS 4-Square strategy with all applicable text-based learning experiences.

Impact/Implementation Goal 9 Details

Impact/Implementation Goal 9

Goal Type: Implementation Goal

Impact Goal: NA

Implementation Goal: 70% of students will show mastery of standards using the comprehension strategy with all applicable text-based learning experiences and use the 6 division performance-based tasks.

Impact/Implementation Goal 10 Details

Impact/Implementation Goal 10

Goal Type: Implementation Goal

Implementation Goal: 60% of English Learners will demonstrate Access Growth to meet the VDOE growth requirement.

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)
<p>use the math evidence-based strategies of exposing students to problems that require different ways to solve and use HQIM with fidelity through the implementation of the Building Thinking Classroom Model</p>	<p>Math CLTs will intentionally plan and use these practices on a weekly basis to implement standards-aligned and rigorous lessons that require students to learn different ways to solve math problems which will allow students to engage meaningfully with more challenging and enriching math concepts</p>	<p>an increase of 5% overall pass rate on the end-of-year Math SOLs (48% overall, 40% for English Learners, and 40% for students with disabilities).</p>

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: All students will show an increase of 5% pass rate on the end-of-year Math SOLs (48%)</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 40% pass rate on the end-of-year Math SOLs for students with disabilities.</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 40% pass rate on the end-of-year Math SOLs for English Learners.</p>

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Impact Goal

Impact Goal: FLMS will be within 5% of Unity Braxton (UB) and Hampton (HM) on PWCS common unit assessments (CUA) for the school year. CUA will be measured throughout the school year and discussed at BOY, MOY, and EOY.

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Impact Goal

Impact Goal: SWD at FLMS will be within 5% of Unity Braxton (UB) and Hampton (HM) on PWCS common unit assessments (CUA) for the school year. CUA will be measured throughout the school year and discussed at BOY, MOY, and EOY.

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Goal Type: Impact Goal

Impact Goal: ELL at FLMS will be within 5% of Unity Braxton (UB) and Hampton (HM) on PWCS common unit assessments (CUA) for the school year. CUA will be measured throughout the school year and discussed at BOY, MOY, and EOY.

Impact/Implementation Goal 7 Details

Impact/Implementation Goal 7

Goal Type: Implementation Goal

Impact Goal: NA

Implementation Goal: 100% of math teachers will implement weekly lessons aligned to the rigor of the standards that require students to use and compare multiple strategies for solving math problems using HQIM and Building Thinking Classrooms.

Impact/Implementation Goal 8 Details

Impact/Implementation Goal 8

Goal Type: Implementation Goal

Impact Goal: na

Implementation Goal: 70% of students will show proficiency on a formative assessment per standard (will leverage the assessments in the PWCS curriculum resources).

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)
implement and apply the 5E instructional model which consist of the following areas (Elaborate, Engage, Explore, Explain, and Evaluate) supported by structured reading and writing during instruction	teachers will intentionally plan 5E in CLTs and deliver hands-on learning aligned to the rigor of the standards with an emphasis on the Explain (vocabulary) and Explore (critical thinking) and students will use academic vocabulary and critical thinking through structured conversations and structured reading and writing activities which will allow students to engage and access the rigor of the science standards	Science SOL pass rates will increase by 10%, overall 66%; 31% English Learners; 43% students with disabilities

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: At end of the 2025-26 school year, science SOL pass rates will increase by 10% (66%)</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: At end of the 2025-26 school year, science SOL pass rates will increase by 10% (43% for SWD)</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: At end of the 2025-26 school year, science SOL pass rates will increase by 10% (31% for ELL)</p>

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Impact Goal

Impact Goal: The following mini targets will help us reach our goal:

ALL- 10% increase compared to last year for each unit assessment.

BOY: 10% increase in total scores of unit assessments for unit 1 (54%) and unit 2 (52%)

MOY: 10% increase in total scores of unit assessments for units 3 (43%), unit 4 (42%), and (54%)

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Impact Goal

Impact Goal: SWD 10% increase compared to last year for each unit assessment.

BOY and MOY: 10% increase in total scores of unit assessments for unit 1 (43%) and unit 2 (50%) MOY: 10% increase in total scores of unit assessments for unit 3 (30%), unit 4 (35%), and unit 5 (46%)

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Goal Type: Impact Goal

Impact Goal: EL 10% increase compared to last year for each unit assessment.

BOY and MOY: 10% increase in total scores of unit assessments for unit 1 (31%) and unit 2 (30%) MOY: 10% increase in total scores of unit assessments for unit 3 (30%), unit 4 (34%), and unit 5 (35%)

Impact/Implementation Goal 7 Details

Impact/Implementation Goal 7

Goal Type: Implementation Goal

Implementation Goal: 100% of Science teachers will implement a weekly talk read, talk write activity to increase rigor and relevance with an emphasis on Explain (vocabulary) and Explore (critical thinking) from the 5E Model.

Impact/Implementation Goal 8 Details

Impact/Implementation Goal 8

Goal Type: Implementation Goal

Implementation Goal: 80% of the students will show mastery on the weekly exit ticket (aligned to the standard) that assesses vocabulary and critical thinking.

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)
<p>Create activities and strategies that increase student belonging through mentoring and tweaking SWARM activities to increase staff/student interaction, positive student recognition, and student voice</p>	<p>Staff will create and implement mentoring and activities during SWARM time that will increase student belonging through increased staff/student interactions, student recognition, mentoring, and student voice which will allow students to feel connected to staff and the school through increased touchpoints</p>	<p>1. reducing chronic absenteeism to 12% or lower 2. chronic absenteeism with SWD will be at 17% 3. EL will be at 13%</p>

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026 chronic absenteeism rate will be at 12% or lower.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026 chronic absenteeism with SWD will be at 17%</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026 chronic absenteeism with EL will be at 13%</p>

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Impact Goal

Impact Goal: Each quarter there will be a 2% decrease for overall chronic absenteeism from 24/25 to 25/26

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Impact Goal

Impact Goal: Each quarter there will be a 2% decrease for SWDs chronic absenteeism from 24/25 to 25/26

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Goal Type: Impact Goal

Impact Goal: Each quarter there will be a 2% decrease for ELs chronic absenteeism from 24/25 to 25/26

Impact/Implementation Goal 7 Details

Impact/Implementation Goal 7

Goal Type: Implementation Goal

Impact Goal: N/A

Implementation Goal: 100% of Swarm activities will be implemented by staff.

Impact/Implementation Goal 8 Details

Impact/Implementation Goal 8

Goal Type: Implementation Goal

Impact Goal: na

Implementation Goal: 100% of identified students will participate in touch base interactions with a concentration on SWD and EL students

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 two way communication between staff and families through the staff 1 to 1 initiative that calls for staff to send out positive and proactive communication on a weekly basis	staff will intentionally and consistently communicate with parents through emails, texts, phone calls, and direct face-to-face interaction which will promote families to reciprocate communication and allow for collaboration between staff and families	the Gallup family engagement score will increase to 4.25.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By the February Gallup Survey, the Gallup staff environment score will increase to 4.2 and the family engagement score will increase to 4.25.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 90% of parents at the PTO and SAC meeting in November will respond favorably to a survey given at the meeting (quantitative and qualitative questions)</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: Each month external communication from school status by staff will increase by 10% and communication from families will increase by 10%</p>

Commitment 4: Organizational Coherence