

Prince William County Public Schools

Graham Park Middle

2025-2026 25-26 CIP Summary

Validation of Continuous Improvement Plan Date: August 22, 2025

Executive Cabinet Member: Catherine Porter-Lucas

Principal/Director: Yushica Walker

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.

Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
consistently use comprehension building practices by explicitly teaching students how to find and justify answers to different types of questions and ask questions about the text while reading	ELA and Social Studies teachers will intentionally plan during CLTs and implement standards-based lessons that incorporate comprehension building strategies in classrooms weekly which will allow students to successfully make interpretations and inferences based on textual evidence	SOL pass rate of Overall: from 65% to 72% SWD: from 21% to 30% EL: from 26% to 30%

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: Overall SOL pass rate from 65% to 72%</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: SWDs SOL pass rate from 21% to 30%</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 from 26% to 36%</p>

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Impact Goal

Impact Goal: HMH Growth Assessment for students On/Above grade level will increase by 10% throughout the year and be within 5% of Parkside and Rippon.

Overall Goals:

BOY: 34% to 38%

MOY: 43% to 48%

EOY: 46% to 51%

SWD Goals:

BOY: 5% to 6%

MOY: 6% to 7%

EOY: 9% to 10%

EL Goals:

Boy: 15% to 17%

MOY: 21% to 24%

EOY: 28% to 31%

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Impact Goal

Impact Goal: VALLS:

BOY: 196/302 (64.9%) are in the high risk category (well-below in two or more of Spelling, Morphology, and/or Sentence Comprehension)

MOY: 5% decrease in the high risk category from BOY

EOY: 10% decrease in the high risk category from BOY

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Goal Type: Implementation Goal

Implementation Goal: 100% of ELA and SS teachers will incorporate Recommendation 3, Part B: provide opportunities to ask and answer questions with text evidence to better understand the text they read through informal weekly structured conversations and once a month through formal written tasks in connection with the "Article of the Month".

Impact/Implementation Goal 7 Details

Impact/Implementation Goal 7

Goal Type: Implementation Goal

Implementation Goal: BOY:

Overall: 55% of all students will demonstrate mastery on unit Performance Based Assessments.

EL and SWD: 30% of students will demonstrate mastery on unit Performance Based Assessments.

MOY:

Overall: 65% of all students will demonstrate mastery on unit Performance Based Assessments.

EL and SWD: 40% of students will demonstrate mastery on unit Performance Based Assessments.

EOY:

Overall: 75% of all students will demonstrate mastery on unit Performance Based Assessments.

EL and SWD: 50% of students will demonstrate mastery on unit Performance Based Assessments.

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>model for students how to use visual representations and norm justifying their answers (use the visual representation evidenced-based strategy and norm student justification of their answers)</p>	<p>teachers will expect students to show visual representations of their work, which will increase student's problem-solving ability and increase teacher's ability to assess student work and provide quality feedback (math teachers will intentionally plan the strategies in their CLTs and implement the strategy with the HQIM on a daily basis in classrooms which will increase student's problem-solving ability and math reasoning)</p>	<p>SOL pass rate of Overall: from 64% to 70% SWD: from 18% to 25% EL: from 29% to 33%</p>

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: Overall SOL pass rate from 64% to 70%</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: SWDs SOL pass rate from 18% to 28%</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 from 29% to 39% .</p>

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Impact Goal

Impact Goal: Overall, GPMS will be within 5% of PSMS in the PWCS CUAs.

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Impact Goal

Impact Goal: For SWDS, GPMS will be within 5% of PSMS in the PWCS CUAs.

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Goal Type: Impact Goal

Impact Goal: For ELS, GPMS will be within 5% of PSMS in the PWCS CUAs.

Impact/Implementation Goal 7 Details

Impact/Implementation Goal 7

Goal Type: Implementation Goal

Implementation Goal: 100% of teachers will administer the Momentum Math Assessment at the BOY, MOY, and EOY.

Impact/Implementation Goal 8 Details

Impact/Implementation Goal 8

Goal Type: Implementation Goal

Implementation Goal: 100% of teachers will use visual representations strategy on a weekly basis

Impact/Implementation Goal 9 Details

Impact/Implementation Goal 9

Goal Type: Implementation Goal

Implementation Goal: 80% of students will show proficiency on weekly exit tickets (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 5E particularly focusing on Explore and Explain which is to focus students' attention on an aspect of their engagement and exploration experiences	teachers will intentionally plan 5E in CLTs and implement standards-based lessons that incorporate Explore and Explain phase in classes on a weekly basis which will allow students to share their understanding of the concept	SOL pass rate of Overall: from 62.0% to 68.2% SWD: from 11.76% to 21.76% EL: from 16.92% to 26.92%

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: Overall SOL pass rate from 62.0% to 68.2%</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: SWDs SOL pass rate from 11.76% to 21.76%.</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 from 16.92% to 26.92%</p>

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Impact Goal

Impact Goal: For Overall, 10% increase in CUAs for each unit

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Impact Goal

Impact Goal: For SWDs, 10% increase in CUAs for each unit (needs to be 10% to help close the gap)

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Goal Type: Impact Goal

Impact Goal: For ELs, 10% increase in CUAs for each unit

Impact/Implementation Goal 7 Details

Impact/Implementation Goal 7

Goal Type: Implementation Goal

Implementation Goal: 100% of teachers will implement 5E with focus on "explain" phase in their classrooms

Impact/Implementation Goal 8 Details

Impact/Implementation Goal 8

Goal Type: Implementation Goal

Implementation Goal: 70% of our students will show proficiency formative assessments (exit slips) around question(s) involving the Explain phase

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.

Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
implement a system in homeroom to build positive relationships and incentives for attendance, and create a system for goal setting	staff will foster a culture of accountability and motivation by setting attendance goals and celebrating progress which will encourage students to take ownership of their attendance, work toward set targets and feel recognized for their efforts	chronic absenteeism reduction from 24/25 to 25/26: overall 15.2 to 13.8 SWDS 24.2 to 22.7 ELLS 15.1 to 13.6

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: Overall chronic absenteeism from 15.2 to 13.8</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Impact Goal: SWDS from 24.2 to 22.7</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: ELLs from 15.1 to 13.6</p>

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Impact Goal

Impact Goal: Overall will decrease by 1.5 from 24/25 each quarter to 25/26

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Impact Goal

Impact Goal: SWDs will decrease 1.5 each quarter from 24/25 to 25/26

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Goal Type: Impact Goal

Impact Goal: ELLs will decrease 1.5 each quarter from 24/25 to 25/26

Impact/Implementation Goal 7 Details

Impact/Implementation Goal 7

Goal Type: Implementation Goal

Implementation Goal: 90% of our teachers will participate in monthly attendance challenges

Impact/Implementation Goal 8 Details

Impact/Implementation Goal 8

Goal Type: Implementation Goal

Implementation Goal: 100% of students who exceed 5 or more absences will participate in a support group

Commitment 3: Family and Community Engagement

Division Objective:

3.1 PWCS will engage families as authentic partners in education to support academic progress.

Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
If we consistently involve students and families at our SAC meetings	then staff will hold regular SAC meetings that promote active family/student participation by actively soliciting student voice with input which will allow families and students to feel more connected to the school	gallup score for family communication and involvement from 3.65 to 3.8.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: Gallup Survey will increase to 3.8 for family communication and involvement</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 85% of parents who take the midyear survey will respond positively to an aligned gallup question that relates to the family communication and involvement area.</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: Increase student attendance at SAC meetings BOY- 5 students MOY- 7- students EOY- 12 students</p>

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Implementation Goal

Implementation Goal: 100 % of SAC meetings will include student and family input/voice

Commitment 4: Organizational Coherence