

# Prince William County Public Schools

## Hampton Middle

### 2025-2026 25-26 CIP Summary

**Validation of Continuous Improvement Plan Date:** August 15, 2025

**Executive Cabinet Member:** Catherine Porter-Lucas

**Principal/Director:** Jehovanni Mitchell

# 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 the evidenced-based strategy of helping students recognize and articulate mathematical concepts and notation along with math HQIMs	Math teachers will plan in their CLTs to provide clear and structured opportunities for students to explain and justify their answers, use the strategies along with HQIM which will allow students to develop a deeper understanding of mathematical concepts,	1. 55% of all students will pass the math SOL. 2. 30% of ELs will pass the math SOL 3. 30% of all SWD will pass the math SOL

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> 55% of all students will pass the math SOL.</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> 30% of ELs will pass the math SOL</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> 30% of all SWD students will pass the math SOL</p>

#### Impact/Implementation Goal 4 Details

##### Impact/Implementation Goal 4

**Goal Type:** Impact Goal

**Impact Goal:** Parkside scored a 60% pass rate on Math SOL (Hampton was 51%)

BOY: GHMS will score within 5% of a reach school (Parkside MS) on unit assessments based on accuracy of standards.

MOY: GHMS will score on par for a reach school (Parkside MS) on unit assessments

EOY: GHMS will score 5% above a reach school (Parkside MS) on unit assessments.

#### Impact/Implementation Goal 5 Details

##### Impact/Implementation Goal 5

**Goal Type:** Impact Goal

**Impact Goal:** Parkside scored a 60% pass rate on Math SOL (Hampton was 51%)

BOY: GHMS ELLs will score within 5% of a reach school (Parkside MS) on unit assessments based on accuracy of standards.

MOY: GHMS ELLs will score on par for a reach school (Parkside MS) on unit assessments

EOY: GHMS ELLs will score 5% above a reach school (Parkside MS) on unit assessments.

#### Impact/Implementation Goal 6 Details

##### Impact/Implementation Goal 6

**Goal Type:** Impact Goal

**Impact Goal:** Parkside scored a 60% pass rate on Math SOL (Hampton was 51%)

BOY: GHMS SWDs will score within 5% of a reach school (Parkside MS) on unit assessments based on accuracy of standards.

MOY: GHMS SWDs will score on par for a reach school (Parkside MS) on unit assessments

EOY: GHMS SWDs will score 5% above a reach school (Parkside MS) on unit assessments.

#### Impact/Implementation Goal 7 Details

##### Impact/Implementation Goal 7

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of teachers will use the evidenced-based strategy along with HQIM to provide clear and structured opportunities for students to explain and justify their answers

**Impact/Implementation Goal 8 Details**

**Impact/Implementation Goal 8**

**Goal Type:** Implementation Goal

**Implementation Goal:** 80% of students will show proficiency in explaining and justifying their answers (will leverage the assessments in the PWCS curriculum resources) .

**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)
foster reflective and critical thinking by encouraging students to take ownership of their learning through the "Engage" and "Explore" phases of the 5E model, and by supporting them in explaining and justifying their responses (p6-14 of WWC Practice Guide)	teachers will plan specific reflective activities incorporating "Engage" and "Explore" (5E model) during CLTs and implement these in their classrooms which will allow students to reflect and think critically around science concepts	1. 57% of all students will demonstrate proficiency or mastery on the science SOL. 2. 30% of all ELL will pass the science SOL 3. 37% of all SWD will pass the science SOL

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> 57% of all students will demonstrate proficiency or mastery on the science SOL.</p> <p><b>Implementation Goal:</b> None</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> 30% of all ELL students will pass the science SOL</p> <p><b>Implementation Goal:</b> None</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> 37% of all SWD students will pass the SOL</p> <p><b>Implementation Goal:</b> None</p>

**Impact/Implementation Goal 4 Details**

**Impact/Implementation Goal 4**

**Goal Type:** Impact Goal

**Impact Goal:** Overall: On average each of our PWCS summative assessments will demonstrate a minimum 10% growth to their scores from the previous school year.

**Implementation Goal:** None

**Impact/Implementation Goal 5 Details**

**Impact/Implementation Goal 5**

**Goal Type:** Impact Goal

**Impact Goal:** English Learner (EL) students will demonstrate a minimum 10% growth in performance on PWCS summative assessments compared to their scores from the previous school year.

**Impact/Implementation Goal 6 Details**

**Impact/Implementation Goal 6**

**Goal Type:** Impact Goal

**Impact Goal:** Students with Disabilities (SWD) will demonstrate a minimum 10% growth in performance on PWCS summative assessments compared to their scores from the previous school year.

**Impact/Implementation Goal 7 Details**

**Impact/Implementation Goal 7**

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of teachers will implement "Engage" and "Explore" in 85% of their lessons.

**Impact/Implementation Goal 8 Details**

**Impact/Implementation Goal 8**

**Goal Type:** Implementation Goal

**Implementation Goal:** 80% of students will explain and justify their responses around "Engage" and "Explore" on a weekly basis.

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**Theory of Action 3**

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
<p>we use HQIM and the evidenced-based resources (explicitly teach students how to find and justify answers to different types of questions, and guide students to ask meaningful questions while reading)</p>	<p>teachers will design and implement daily lessons that use HQIM and the strategies (provide structured opportunities for students to ask questions, interpret meaning, make inferences, and draw conclusions from text) to align to the rigor of the academic standard which will require students to engage meaningfully with more challenging and enriching material</p>	<p>1. 70% of all students will demonstrate proficiency or mastery on the reading SOL. 2. 37% of all ELL students will pass the reading SOL 3. 36% of all SWD students will pass the reading SOL</p>

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> 70% of all students will demonstrate proficiency or mastery on the reading SOL.</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> 37% of all ELL students will pass the reading SOL</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> 36% of all SWD students will pass the reading SOL</p>

**Impact/Implementation Goal 4 Details**

**Impact/Implementation Goal 4**

**Goal Type:** Impact Goal

**Impact Goal:** Overall, HMH assessments will be at least 5% higher than the previous school year.

**Impact/Implementation Goal 5 Details**

**Impact/Implementation Goal 5**

**Goal Type:** Impact Goal

**Impact Goal:** For ELs on average each of our HMH assessments will be at least 5% higher than the previous school year.

**Impact/Implementation Goal 6 Details**

**Impact/Implementation Goal 6**

**Goal Type:** Impact Goal

**Impact Goal:** For SWDs on average each of our HMH assessments will be at least 5% higher than the previous school year.

**Impact/Implementation Goal 7 Details**

**Impact/Implementation Goal 7**

**Goal Type:** Impact Goal

**Impact Goal:** 10% decrease in the high risk category for VALLSS from BOY to EOY

**Impact/Implementation Goal 8 Details**

**Impact/Implementation Goal 8**

**Goal Type:** Implementation Goal

**Impact Goal:** 100% of teachers will provide structured opportunities for students to ask questions, interpret meaning, make inferences, and draw conclusions from text by using the evidenced-based reading strategy and HQIMs.

**Impact/Implementation Goal 9 Details**

**Impact/Implementation Goal 9**

**Goal Type:** Implementation Goal

**Impact Goal:** 80% of students will show proficiency in asking questions, interpreting meaning, making inferences, and drawing conclusions from text through assessments (use the PWCS performance assessments using articles from Newsela (There will be 6 assessments throughout the year), informal and formal observations, and formative assessments.

## 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 we implement specific social and emotional behavior interventions based on the individual student's needs, such as Tier 1 universal supports, Tier 2 targeted supports, and Tier 3 intensive supports for our students with disabilities who are having disciplinary issues	staff will reexamine IEPs for students who are experiencing disciplinary issues and incorporate and implement social and emotional accommodations which will allow students with disabilities to improve their behaviors based on those interventions	a 20% decrease in exclusionary discipline for students with disabilities.

#### Impact/Implementation Goal 1 Details

##### Impact/Implementation Goal 1

**Goal Type:** Impact Goal

**Impact Goal:** By June 2026, exclusionary discipline for students with disabilities will decrease by 20%.

#### Impact/Implementation Goal 2 Details

##### Impact/Implementation Goal 2

**Goal Type:** Impact Goal

**Impact Goal:** Every quarter SWDs with exclusionary discipline will be 2% less than the previous year. year.

#### Impact/Implementation Goal 3 Details

##### Impact/Implementation Goal 3

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of students with disabilities who are experiencing disciplinary issues will have their IEP reviewed and monitored to address any social and emotional interventions to reduce their disciplinary issues.

### 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 positive and proactive communication between staff and families by working with staff to initiate communication with families through weekly emails, texts, and face-to-face interactions (through implementing family community liaisons' services, monthly IB family forums, School Status, family feedback loops, and student-led conferences)	staff will intentionally and consistently communicate with parents through emails, texts, phone calls, and direct face-to-face interaction on a weekly basis on student progress and school activities which will promote families to reciprocate communication and allow for collaboration between staff and families,	the Gallup school environment score increasing to 4.20 and the family engagement score will increase to 4.20.

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 February 2026, the Gallup school environment score will increase to 4.20 and the family engagement score will increase to 4.20.</p> <p><b>Implementation Goal:</b> By February 2026 family surveys, School Status data for teachers and parents, and quarterly QR code attendance, will be implemented.</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 the end of October, 90% of parents and stakeholders at a SAC and/or PTA meeting or whole community survey will respond positively to the Gallup question(s)</p> <p><b>Implementation Goal:</b> Objective 3.1: PWCS will engage families as authentic partners in education to support academic progress.</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> Staff communication to families and their stakeholders will increase by 20% for each month compared to last year in School Status</p>

**Commitment 4: Organizational Coherence**