

# Prince William County Public Schools

## Bull Run Middle

### 2025-2026 School Continuous Improvement Plan



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

# Mission Statement

All Bull Run Middle School students will learn how to read, write, think and speak at high levels across the curriculum so they will be prepared to be successful at the next level of learning.

## Vision

Soaring to Excellence: All Students Learning at High Levels Every Day.

## Value Statement

Core Beliefs:

1. We seek knowledge through the use of technology to create new and unique ideas to reach students in a variety of formats.
2. We strive to provide equitable academic learning opportunities and social emotional support in order for all students to experience success.
3. We celebrate diversity as a strength while providing opportunities for all student to excel at adapting well in the face of adversity, solving problems and coping with changes and challenges.

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# Comprehensive Needs Assessment

## Learning and Achievement for All

Learning and Achievement for All Current State

## Bull Run MS

### Accreditation Status

100% of PWCS schools will be accredited by VDOE.	ELA			Math			Science					
	SY23-24: Accreditation Designation based on SY22-23 Data	L1			L1			L1				
	SY24-25: Accreditation Designation based on SY23-24 Data	L1			L1			L1				
Federal Identification	SY23-24	-										
	SY24-25	-										

### English Language Arts

Division Goals	School Data											
	Overall	6th	7th	8th	Asian	Black	Hispanic	White	Econ Disad	ELL	SWD	
85% of students in grades 6-8 will pass Reading SOL.	SY22-23	73.69%	75.57%	73.91%	71.63%	86.84%	70.23%	54.61%	84.63%	55.17%	21.53%	39.60%
	SY23-24	75.75%	74.31%	75.63%	76.94%	88.36%	73.02%	54.64%	85.75%	54.69%	22.84%	39.75%
	SY24-25	74%	73.14%	74.47%	74.50%	84.43%	69.49%	54.18%	84.73%	53.45%	21.14%	44.12%
All student groups in grades 6-8 will increase pass advance rates on Reading SOL by 10 percentage points.	Overall	6th	7th	8th	Asian	Black	Hispanic	White	Econ Disad	ELL	SWD	
	SY22-23	12.30%	13.79%	13.62%	9.55%	13.16%	10.69%	6.58%	16.08%	4.24%	2.08%	4.70%
	SY23-24	13.44%	16.85%	10.64%	12.78%	18.49%	7.94%	5.50%	17.19%	3.65%	1.85%	4.97%
	SY24-25	14.16%	14.74%	12.96%	16.71%	26.79%	7.89%	11.76%	17.22%	6.15%	4.92%	14.00%
HMH "on or above grade level"	HMH % "On or Above Grade Level"											
	Overall	6th			7th			8th				
	SY22-23	48.48%			48.66%			52.10%			44.44%	
	SY23-24	52.03%			51.38%			57.10%			46.48%	
	SY24-25	62.10%			58.78%			61.70%			65.93%	
English Learner Progress: Federal Targets & School Rates												
Growth Percentage	SY22-23	Target	Rate	SY23-24	Target	Rate	SY24-25	Target	Rate			
		50	35.25%		52	39.31%		54				

## Bull Run MS

### Math

Division Goals	School Data										
<b>85% of students in grades 6-8 will pass Math SOL.</b>		<b>Overall</b>	<b>Asian</b>	<b>Black</b>	<b>Hispanic</b>	<b>White</b>	<b>Econ Disad</b>	<b>ELL</b>	<b>SWD</b>		
	SY22-23	67.62%	78.26%	62.60%	46.75%	80.19%	47.35%	21.62%	31.97%		
	SY23-24	73.97%	84.46%	67.97%	51.84%	85.39%	50.88%	27.53%	38.27%		
	SY24-25	75.13%	86.55%	68.38%	55.18%	85.37%	54.30%	27.98%	42.01%		
<b>All student groups in grades 6-8 will increase pass advance rates on Math SOL by 10 percentage points.</b>		<b>Overall</b>	<b>Asian</b>	<b>Black</b>	<b>Hispanic</b>	<b>White</b>	<b>Econ Disad</b>	<b>ELL</b>	<b>SWD</b>		
	SY22-23	10.76%	20.87%	5.34%	3.90%	14.80%	2.65%	0.00%	2.72%		
	SY23-24	15.07%	26.35%	6.25%	6.69%	18.43%	5.01%	1.12%	3.70%		
	SY24-25	14.78%	29.24%	5.13%	5.49%	18.40%	4.65%	.54%	5.92%		
<b>6th Grade Math SOL Pass Rate</b>		<b>Overall</b>	<b>Asian</b>	<b>Black</b>	<b>Hispanic</b>	<b>White</b>	<b>Econ Disad</b>	<b>ELL</b>	<b>SWD</b>		
	SY22-23	66.87%	79.55%	71.43%	38.30%	80.43%	46.15%	20.31%	44.00%		
	SY23-24	69.10%	70.00%	51.43%	51.43%	84.14%	43.70%	18.64%	35.59%		
	SY24-25	73.14%	86.67%	64.29%	54.87%	82.39%	52.78%	26.32%	40.63%		
<b>7th Grade Math SOL Pass Rate</b>		<b>Overall</b>	<b>Asian</b>	<b>Black</b>	<b>Hispanic</b>	<b>White</b>	<b>Econ Disad</b>	<b>ELL</b>	<b>SWD</b>		
	SY22-23	43.88%	63.16%	37.50%	36.49%	45.61%	40.38%	19.51%	23.08%		
	SY23-24	62.34%	75.86%	60.71%	37.50%	80.46%	40.00%	28.79%	48.94%		
	SY24-25	61.44%	66.67%	62.07%	51.11%	72%	0.00%	26.98%	37.84%		
<b>8th Grade Math SOL Pass Rate</b>		<b>Overall</b>	<b>7th</b>	<b>8th</b>	<b>Asian</b>	<b>Black</b>	<b>Hispanic</b>	<b>White</b>	<b>Econ Disad</b>	<b>ELL</b>	<b>SWD</b>
	SY22-23	68.56%	96.27%	47.78%	75.00%	61.70%	48.60%	83.82%	42.74%	23.81%	24.07%
	SY23-24	74.42%	99.07%	59.15%	92.59%	70.45%	52.75%	81.40%	59.09%	33.33%	28.30%
	SY24-25	76.86%	100%	64.2%	90.91%	68.57%	53.21%	88.89%		30.77%	45.83%
<b>Algebra I Participation</b>		<b>Overall</b>	<b>Asian</b>	<b>Black</b>	<b>Hispanic</b>	<b>White</b>	<b>Econ Disad</b>	<b>ELL</b>	<b>SWD</b>		
	SY22-23	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
	SY23-24	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
	SY24-25	99.25%	100%	100%	100%	50%				100%	
<b>Geometry Participation</b>		<b>Overall</b>	<b>Asian</b>	<b>Black</b>	<b>Hispanic</b>	<b>White</b>	<b>Econ Disad</b>	<b>ELL</b>	<b>SWD</b>		
	SY22-23	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
	SY23-24	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
	SY24-25	100%	100%	0.00%	100%	100%	0.00%	0.00%	0.00%	0.00%	
<b>Math End of Year Unit Assessments</b>		<b>6th</b>			<b>7th</b>			<b>8th</b>			
	SY24-25	59.17%			54.09%			47.22%			

## Bull Run MS

### Science

Division Goals	School Data								
		Overall	Asian	Black	Hispanic	White	Econ Disad	ELL	SWD
85% of student groups in 8th grade will pass the science SOL.	SY22-23	67.23%	75.86%	56.82%	54.62%	79.29%	48.48%	21.95%	27.78%
	SY23-24	74.45%	86.05%	70.37%	52.08%	87.05%	50.79%	31.37%	41.18%
	SY24-25	75.54%	82.14%	71.79%	52.88%	88.08%	0.00%	25%	51.02%
All student groups in 8th grade will increase pass advance rates on science tests by 10 percentage points.		Overall	Asian	Black	Hispanic	White	Econ Disad	ELL	SWD
	SY22-23	10.92%	17.24%	9.09%	2.52%	17.86%	0.00%	0.00%	0.00%
	SY23-24	9.89%	11.63%	5.56%	5.21%	12.95%	2.38%	0.00%	0.00%
SY24-25	11.83%	23.1%	7.69%	5.77%	13.25%	0.00%	3.13%	8.16%	
Science End of Year Unit Assessments		6th		7th			8th		
	SY24-25	74.03%		63.53%			64.44%		

### SY25-26 Comprehensive Needs Assessment & Logic Model Components Worksheets

#### Commitment 1: Learning and Achievement for All – Math

#### Current State

**Directions:** Using your school’s trend data, answer the following questions to identify patterns and trends for each section of the data. Compose a narrative that will be copied and pasted into Plan4Learning. Teams are encouraged to use a [Data Protocol](#) (Notice & Wonder, Plus/Delta, etc.) to help analyze their data.

**Math 24-25 Results:**

38.67% passage rate for SWD

5.56% passage rate for ELL

**Pass Advance**

15.21% Overall

29.82 Asian

5.17% Black

5.36% Hispanic

18.8% White

4.28% Econ Dis

0% EL

0% SWD

**Trends:**

Hispanic Students - 10% increase

Econ Disadvantaged students - 10% increase

EL students saw an increase of 18.64% (6<sup>th</sup> grade) to 26.98% (7th grade)

**6<sup>th</sup> grade:**

73.66% Overall

88.14% Asian

64.29% Black

54.05% Hispanic

83.45% White

52.11% Econ Dis

23.64% EL

36.84% SWD

Based on an analysis of student performance state and division data, what school-wide data trends and patterns were noted for all students and individual student groups?

**Use the guiding questions below to respond and document data trends/patterns identified for your school:**

- To what extent has student achievement in this content area improved or not, in the past year?
- What school-level patterns or trends did you identify for this content area over the past 3 years?
- What school-level student group and/or grade-level patterns

did you identify for this content area over the past 3 years?

- What instructional processes or programs support this content area?
- Which student groups are experiencing the most success due to what has been put in place? What is attributed to their success?

**7<sup>th</sup> grade / 7<sup>th</sup> grade math SOL test**

60.78% Overall

65.63% Asian

62.07% Black

51.14% Hispanic

70.27% White

48.70% Econ Dis

26.98% EL

33.33% SWD

**7<sup>th</sup> & 8<sup>th</sup> / grade math SOL**

77.32% Overall

**7<sup>th</sup> grade (only)**

100% Overall

**8<sup>th</sup> grade (only)**

64.38% Overall

80.91% Asian

70.59% Black

51.46% Hispanic

89.16% White

52.10% Econ Dis

43.59% SPED

26.23% EL

**Start-Stop-Continue**

Reflect on your SY24-25 strategy, impact goals, implementation goals, and significant actions for the given content area.

**Directions:** Use Next Year’s Recommendations from your EOY Progress Monitoring meeting along with the patterns and trends identified in each area and complete the Start-Stop-Continue process. Then, determine if a root cause analysis is required. Teams are encouraged to use [Root Cause Protocols & Tools](#) to help refine or create their root cause.

What should we **START** doing that has surfaced as a new need based on analyzing summative data and identifying patterns and trends? *(Document in Current State and proceed through the logic model, specifically root cause.)*

**Magma Assignment once a week during advisory to provide math support. Math teachers are responsible for making sure it is done. Advisory teacher will reinforce Eagle tickets. Math teachers will assess with a short quiz.**

**Institute math department meetings once a quarter.**

(Read text: Building Thinking Classrooms and have a book study during quarterly department meetings.)

**Bring a BTC idea to quarterly math department meeting.**

(Classroom walk-throughs within the math department.)

Teacher-led PD to share areas of expertise to be included in dept. meeting

**Embed math vocabulary across all curriculums and word walls within the classrooms and throughout the building. Math word of the week. Target EL’s.[BC1]**

(Encourage other subject areas to incorporate graphs.)

**Share math vocabulary/word of the week in multiple languages to families from the math department.**

Skip re-assessments, do a quarterly assessment replacing the grade. (Saunders)

**SY25-26 Comprehensive Needs Assessment & Logic Model Components Worksheets**

<p>What are we doing that should <b>STOP</b> because it did not yield the desired results and/or did not help us achieve our goal(s) in this area? <i>(The identified area/item is no longer implemented/monitored and removed from the CI Plan.)</i></p>	
<p>What should we <b>CONTINUE</b> doing that is helping us make progress towards reaching our goal(s)? <i>(The data indicates that although goal(s) have not been met, work will continue to further close the gap(s). Revisit root cause to determine if it is still applicable, otherwise, conduct a new root cause.)</i></p>	<p>Building Thinking Classrooms with enhancements to foster full student engagement twice a week.</p>
<p><b>Strategic Priority &amp; Root Cause</b></p>	
<p><b>Directions:</b> Teams identify the strategic priority and associated root cause for the given area, if one exists.</p>	
<p>Based on the findings from Start-Stop-Continue, determine the <b>Strategic Priority</b>, if one emerges within this area centered around the Instructional Core.</p>	<p><b>Math achievement for EL's and SWD</b></p>
<p>If a Strategic Priority is identified within this area, what is the associated new or revised <b>Root Cause</b> that is within your locus of control and centered around the Instructional Core?</p>	<p><b>DOK 1 &amp; 2 only because teachers not planning with intention . Also, it involves pushing students outside of their comfort zone and therefore struggle leading to avoidance.</b></p>

[\[BC1\]](#) Do you want to add this to the significant action below bc it ties into what you are doing with EL math achievement so thus you can track it's implementation

**SY25-26 Comprehensive Needs Assessment & Logic Model Components Worksheets**

**Commitment 1: Learning and Achievement for All – English Language Arts**

**Current State**

**Directions:** Using your school's trend data, answer the following questions to identify patterns and trends for each section of the data. Compose a narrative that will be copied and pasted into Plan4Learning. Teams are encouraged to use a [Data Protocol](#) (Notice & Wonder, Plus/Delta, etc.) to help analyze their data.

**SY25-26 Comprehensive Needs Assessment & Logic Model Components Worksheets**

Based on an analysis of student performance state and division data, what school-wide data trends and patterns were noted for all students and individual student groups?

**Use the guiding questions below to respond and document data trends/patterns identified for your school:**

- To what extent has student achievement in this content area improved or not, in the past year?
- What school-level patterns or trends did you identify for this content area over the past 3 years?
- What school-level student group and/or grade-level patterns did you identify for this content area over the past 3 years?
- What instructional processes or programs support this content area?
- Which student groups are experiencing the most success due to what has been put in place? What is attributed to their success?

Student achievement did not improve this year. The overall pass group percentage went down. The subgroups (ELL and SWD) also went down. We have been pretty stagnant over the last three years. We are up a little bit overall from 2 years ago. The SWD scores went up a tiny bit from last year.

The processes or programs that support this content area are annotation strategies. HMH stories and plans from the county. We had HMH data. We had reading Lexia all in tutoring during the day and after school. There is no comprehension help for SWD students; only fluency help.

We should focus more on our dually identified groups.

**Start-Stop-Continue**

**Reflect on your SY24-25 strategy, impact goals, implementation goals, and significant actions for the given content area.**

**Directions:** Use Next Year’s Recommendations from your EOY Progress Monitoring meeting along with the patterns and trends identified in each area and complete the Start-Stop-Continue process. Then, determine if a root cause analysis is required. Teams are encouraged to use [Root Cause Protocols & Tools](#) to help refine or create their root cause.

What should we **START** doing that has surfaced as a new need based on analyzing summative data and identifying patterns and trends? *(Document in Current State and proceed through the logic model, specifically root cause.)*

Start focusing more on dually identified groups – case manager track their data and accommodations.  
 Reteach, reassess students not doing well.  
 Article of the Month in each core class.  
 ELD Intensive Literacy Classes  
 Article Talks instead of Book Talks  
 Require Lexia as warm up infused with DEAR time in LA classes

What are we doing that should **STOP** because it did not yield the desired results and/or did not help us achieve our goal(s) in this area? *(The identified area/item is no longer implemented/monitored and removed from the CI Plan.)*

Article of the Week  
 All in tutoring during school day

What should we **CONTINUE** doing that is helping us make progress towards reaching our goal(s)? *(The data indicates that although goal(s) have not been met, work will continue to further close the gap(s). Revisit root cause to determine if it is still applicable, otherwise, conduct a new root cause.)*

Annotation Strategies  
 Lexia  
 HMH tracking for progress monitoring

**Strategic Priority & Root Cause**

**Directions:** Teams identify the strategic priority and associated root cause for the given area, if one exists.

**SY25-26 Comprehensive Needs Assessment & Logic Model Components Worksheets**

Based on the findings from Start-Stop-Continue, determine the <b>Strategic Priority</b> , if one emerges within this area centered around the Instructional Core.	The priority is the dually identified student. We will follow and track their data closely. Another priority is comprehension.
If a Strategic Priority is identified within this area, what is the associated new or revised <b>Root Cause</b> that is within your locus of control and centered around the Instructional Core?	Students are very dependent on their teacher's thinking and are not raising their own questions or thinking independently.

**Learning and Achievement for All Desired Future State**

**Desired Future State**

**Directions: Based on the Strategic Priority and Root Cause identified above, what specific area(s) (no more than 3) pose the greatest challenge and that you are furthest away from reaching the PWCS Strategic Plan goals? Craft impact goals that include realistic incremental progress along with mini targets for Beginning of Year (BOY) and Middle of Year (MOY). Federally Identified schools need to include the areas that were identified by VDOE.**

**Desired Future State & Impact Goal(s)**

Impact Goal 1: By June 2026...the SOL passage rate for EL students will show a 10% growth.

The following mini targets will help us reach our goal:

BOY: On the unit assessments, EL's will score 5% better than the previous year on the same standard assessment.[\[BC1\]](#)

MOY: All teachers will provide targeted intervention for students that do not pass the quarterly assessment.[\[BC2\]](#)

Impact Goal 2: By June 2026...

The following mini targets will help us reach our goal: BOY:

MOY:

Impact Goal 3: By June 2026...

The following mini targets will help us reach our goal:

BOY:

MOY:

**Desired Future State**

**Directions: Based on the Strategic Priority and Root Cause identified above, what specific area(s) (no more than 3) pose the greatest challenge and that you are furthest away from reaching the PWCS Strategic Plan goals? Craft impact goals that include realistic incremental progress along with mini targets for Beginning of Year (BOY) and Middle of Year (MOY). Federally Identified schools need to include the areas that were identified by VDOE.**

**Desired Future State & Impact Goal(s)**

Impact Goal 1: By June 2026...Dually identified kids will score 10% higher on their Reading SOL.

The following mini targets will help us reach our goal:

BOY: HMM increase 3%

MOY: HMM increase 5%

Impact Goal 2: By June 2026 our ELLs will increase 10% on Reading SOL.

The following mini targets will help us reach our goal:

BOY: HMM increase 3%

MOY: HMM increase 5%

Impact Goal 3: By June 2026 our WIDA/ACCESS for growth percentage will go up by 4%.

The following mini targets will help us reach our goal:

BOY: HMM increase 3%

MOY: HMM increase 5%

Impact Goal 4: By June 2026 VALLs at risk will decrease.

The following mini targets will help us reach our goal:

BOY: HMM increase 3%

MOY: HMM increase 5%

**Strategic Priorities Identifying Learning and Achievement for All Needs**

**Strategic Priority 1 (Prioritized):** Based on the findings from Start-Stop-Continue, the strategic priority that has emerged is the priority of improving the ELA academic achievement of SWD and EL students. Also we need to look at our dually identified students. We will monitor and track their data closely.

**Root Cause:** Students are very dependent on their teacher's thinking and are not raising their own questions or thinking independently.

**Strategic Priority 2 (Prioritized):** Improved Math achievement for EL's and SWD

**Root Cause:** Current instructional planning often emphasizes Depth of Knowledge (DOK) levels 1 and 2, which may limit opportunities for students to engage in deeper, more complex thinking. To support all learners--especially English Learners and Students with Disabilities--planning should intentionally incorporate strategies that scaffold higher-level thinking (DOK 3 and 4) while providing the necessary supports

## Positive Climate and Culture

### Positive Climate and Culture Current State


Commitment 2: Positive Climate and Culture												
100% of PWCS schools will be accredited by VDOE.	Chronic Absenteeism											
	SY22-23: Accreditation Designation based on SY21-22 Data										L1	
	SY23-24: Accreditation Designation based on SY22-23 Data										L2	
	SY24-25: Accreditation Designation based on SY23-24 Data										L1	
Division Goals & School Data												
Chronic Absenteeism: 5% decrease in students who are chronically absent.												
	Overall	6th	7th	8th	Asian	Black	Hispanic	White	Econ Disad	ELL	SV	
SY22-23	18.63%	15.14%	17.44%	23.26%	7.94%	19.71%	25.30%	15.31%	23.28%	23.68%	26.2	
SY23-24	11.94%	8.24%	14.21%	13.32%	8.61%	5.97%	18.71%	9.56%	17.65%	16.26%	13.5	
SY24-25	13.71%	12.21%	10.83%	18.23%	7.26%	8.40%	21.84%	11.30%	19.82%	18.00%	22.1	
Exclusionary Discipline: 10% decrease in students receiving exclusionary discipline for all student groups.												
	Overall	6th	7th	8th	Asian	Black	Hispanic	White	Econ Disad	ELL	SV	
SY22-23	6.75%	2.70%	6.81%	10.70%	4.76%	15.33%	6.85%	3.94%	9.80%	8.41%	14.3	
SY23-24	6.50%	2.93%	6.84%	9.66%	5.30%	8.96%	11.66%	2.44%	11.53%	12.27%	8.2	
SY24-25	3.92%	2.54%	4.79%	4.43%	1.68%	4.20%	7.18%	2.61%	7.29%	6.29%	8.2	
Student Satisfaction School Data												
Division Area		School's Overall Grand Mean	Division's Overall Grand Mean	% Engaged	% Not Engaged	% Actively Disengaged						
Student Engagement	SY24-25	3.71	3.66	40%	34%	26%						
Student Hope		4.1	4.11	% Hopeful	% Stuck	% Discourag						
					33%	32%	35%					
Student Belonging			3.53	3.52								
Student Social & Emotional Learning		3.53	3.57									

**SY25-26 Comprehensive Needs Assessment & Logic Model Components**

**Commitment 2: Positive Climate & Culture**

**Current State**

**Directions:** Using your school’s trend data, answer the following questions to identify patterns and trends for each section of the data. Compose a narrative that will be copied and pasted into Plan4Learning. Teams are encouraged to use a [Data Protocol](#) (Notice & Wonder, Plus/Delta, etc.) to help analyze their data.

Based on an analysis of the data, what school-wide data trends and patterns were noted for all students and individual student groups for each area?

**Use the guiding questions below to respond and document data trends/patterns identified for your school:**

- To what extent has the data in each area improved or not, in the past year?
- What school-level patterns or trends did you identify for each area over the past 3 years?
- What school-level student group and/or grade-level patterns did you identify for each area over the past 3 years?
- What system, processes and/or programs support each area?
- Which student groups are experiencing the most success due to what has been put in place? What is attributed to their success?

In SY22-23 our absenteeism rate was at all time high with 18.63% students chronically absent. We made great improvement the next school year (SY23-24) to 11.94%. We were hoping to improve this school year, but unfortunately saw an increase to 13.71% overall.

Our Hispanic and ELL populations have the highest chronic absenteeism rates: Hispanic (25.3% SY22-23, 18.71% SY23-24, 21.84% SY24-25) ELL (23.68% SY22-23, 16.26% SY23-24, 18.00% SY24-25). 8<sup>th</sup> graders are also more likely to be chronically absent (23.26% Sy22-23, 13.32% SY23-24, 18.23% SY24-25)

Programs Implemented: Counselor 1:1 meetings for students with 5 or more unexcused absences, Inter-agency meetings for students with 10 or unexcused absences. Perfect attendance breakfasts after each quarter. Targeted attendance groups for Hispanic students who are chronically absent (36 students total).

The most success was our students receiving the counseling attendance group intervention. We saw an improvement from the students missing an average of 11.3% days to 10.74%. In particular, our 8<sup>th</sup> grade group improved the most from 12% to 9% days missed.

**Start-Stop-Continue**

**Reflect on your SY24-25 strategy, impact goals, implementation goals, and significant actions for the given content area.**

**Directions**  
: Use Next Year’s Recommendations from your EOY Progress Monitoring meeting along with the patterns and trends identified in each area and complete the Start-Stop-Continue process. Then, determine if a root cause analysis is required. Teams are encouraged to use [Root Cause Protocols & Tools](#) to help refine or create their root cause.

**SY25-26 Comprehensive Needs Assessment & Logic Model Components**

<p>What should we <b>START</b> doing that has surfaced as a new need based on analyzing summative data and identifying patterns and trends? <i>(Document in Current State and proceed through the logic model, specifically root cause.)</i></p>	<p>Attendance breakfast for a more targeted group of students. This will help us reach more students than just the counseling groups. All students who were chronically absent for SY24-25 would be eligible for the incentive. These students will be invited for breakfast if they show good attendance based on a goal (perhaps 3 or less absences per quarter). This goal and expectation must be established with this group at the beginning of the school year so they know what they are working towards.</p> <p>Adjust counseling groups- use last year's data (SY24-25) for target group for semester 1, create new groups for semester 2 based on semester 1 attendance data.</p>
<p>What are we doing that should <b>STOP</b> because it did not yield the desired results and/or did not help us achieve our goal(s) in this area? <i>(The goal(s) is no longer implemented/monitored and removed from the CI Plan.)</i></p>	<p>Perfect attendance breakfasts for all students. It does not appear to be helping our overall attendance rates.</p>
<p>What should we <b>CONTINUE</b> doing that is helping us make progress towards reaching our goal(s)? <i>(The data indicates that although goal(s) have not been met, work will continue to further close the gap(s). Revisit root cause to determine if it is still applicable, otherwise, conduct a new root cause.)</i></p>	<p>Continue counselor 1:1 meetings for students with unexcused absences.</p> <p>Continue Inter-agency meetings for 10 or unexcused absences but with better fidelity.</p> <p>Continue targeted (Hispanic/ELL) intervention with counseling attendance groups (adjust mid-year with new group)</p>

**Positive Climate and Culture Desired Future State**

**Impact Goal 1: By June 2022 our school-wide chronic absenteeism rate will be reduced by 2 percentage points.**

**The following mini targets will help us reach our 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 Goal 2: By June 2026 our Hispanic/ELL population chronic absenteeism rate will be reduced by 2 percentage points**

**The following mini targets will help us reach our 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**

### **Strategic Priorities Identifying Positive Climate and Culture Needs**

**Strategic Priority 1 (Prioritized):** Our strategic priority continues to be our Hispanic/ELL students who have the highest absenteeism rates

**Root Cause:** Many of these students may be behind in school based on the language barriers they have experienced. They may not feel as successful in school which may impact their desire to be in school. They may not feel as connected to the school community and staff. This may be cultural, distance from the Manassas community to our school, or lack of intentional connection by staff or peers.

# Family and Community Engagement

## Family and Community Engagement Current State

Commitment 3: Family and Community Engagement				
85% of schools will have high-functioning advisory councils that provide families opportunities to engage in collaborative decision-making as authentic partners in education.		Overall		
	SY24-25			
Family & Community Satisfaction School Data				
Division Area		School's Overall Grand Mean	Division's Overall Grand Mean	
Family Engagement	SY24-25	4.03	4.03	
School Environment		3.94	4.00	
Academic Standards		3.85	3.83	
Personalized Learning		3.87	3.97	
Communication and Involvement		3.9	3.94	
Leadership		4.09	4.07	

**Current State**

**Directions:** Using your school’s trend data, answer the following questions to identify patterns and trends for each section of the data. Compose a narrative that will be copied and pasted into Plan4Learning. Teams are encouraged to use a [Data Protocol](#) (Notice & Wonder, Plus/Delta, etc.) to help analyze their data.

Based on an analysis of the data, what school-wide data trends and patterns were noted for all students and individual student groups for each area?

**Use the guiding questions below to respond and document data trends/patterns identified for your school:**

- To what extent has the data in each area improved or not, in the past year?
- What school-level patterns or trends did you identify for each area over the past 3 years?
- What school-level student group and/or grade-level patterns did you identify for each area over the past 3 years?
- What system, processes and/or programs support each area?
- Which student groups are experiencing the most success due to what has been put in place? What is attributed to their success?

Personalized Learning was at a negative -.10 compared to PWCS in the Gallup survey. Families are looking for an environment where teachers and staff know their child's individual strengths and needs. They want their child to have the opportunity to do what they do best every day in an environment that identifies and appreciates student strengths. They believe that successful schools are places where their child's development is paramount and where teachers make connections that help students know their schoolwork is important. These key factors not only encourage family engagement; they are also associated with increased student engagement.

The previous year, we worked on the Advisory Council and met the goals of the rubric.

School Environment we are -.6 from the Division Ave. 3.94. division is at 4.

Personalized learning. -.10. 3.87 for BRMS to 3.97 for the division.

-.04 from division in communication and involvement.

Academic standards is .02 above division ave. Leadership is also above .02. Family engagement is tied with the division.

**Start-Stop-Continue**

**Reflect on your SY24-25 strategy, impact goals, implementation goals, and significant actions for the given content area.**

**Directions**  
: Use Next Year’s Recommendations from your EOY Progress Monitoring meeting along with the patterns and trends identified in each area and complete the Start-Stop-Continue process. Then, determine if a root cause analysis is required. Teams are encouraged to use [Root Cause Protocols & Tools](#) to help refine or create their root cause.

What should we **START** doing that has surfaced as a new need based on analyzing summative data and identifying patterns and trends? (*Document in Current State and proceed through the logic model, specifically root cause.*)

Project Based learning at the 6<sup>th</sup> and 8<sup>th</sup> grade levels as a pilot.

What are we doing that should **STOP** because it did not yield the desired results and/or did not help us achieve our goal(s) in this area? (*The goal(s) is no longer implemented/monitored and removed from the CI Plan.*)

None

## Current State

**Directions:** Using your school's trend data, answer the following questions to identify patterns and trends for each section of the data. Compose a narrative that will be copied and pasted into Plan4Learning. Teams are encouraged to use a [Data Protocol](#) (Notice & Wonder, Plus/Delta, etc.) to help analyze their data.

What should we **CONTINUE** doing that is helping us make progress towards reaching our goal(s)?

*(The data indicates that although goal(s) have not been met, work will continue to further close the gap(s). Revisit root cause to determine if it is still applicable, otherwise, conduct a new root cause.)*

Obviously something is working with academic standards and leadership so we should possibly unpack what is causing this and continue the work in those areas

## Family and Community Engagement Desired Future State

Impact Goal 1: By June 2026, 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

The following mini targets will help us reach our goal:

BOY: Create an informal survey to send to parents at the end of Q 1

MOY: Create an informal survey to send to parents at the end of Q 2

## Strategic Priorities Identifying Family and Community Engagement Needs

**Strategic Priority 1 (Prioritized):** BRMS will prioritize the implementation of Project-Based Learning to foster personalized, student-centered instruction that enhances engagement and supports the development of individual strengths

**Root Cause:** Student engagement and personalized learning scores are below desired levels because instructional practices have not consistently emphasized student strengths, interests, and voice, limiting opportunities for meaningful, relevant learning experiences

# Strategic Priorities

**Strategic Priority 1:** Based on the findings from Start-Stop-Continue, the strategic priority that has emerged is the priority of improving the ELA academic achievement of SWD and EL students. Also we need to look at our dually identified students. We will monitor and track their data closely.

**Root Cause 1:** Students are very dependent on their teacher's thinking and are not raising their own questions or thinking independently.

**Strategic Priority 1 Areas:** Learning and Achievement for All

**Strategic Priority 2:** Improved Math achievement for EL's and SWD

**Root Cause 2:** Current instructional planning often emphasizes Depth of Knowledge (DOK) levels 1 and 2, which may limit opportunities for students to engage in deeper, more complex thinking. To support all learners--especially English Learners and Students with Disabilities--planning should intentionally incorporate strategies that scaffold higher-level thinking (DOK 3 and 4) while providing the necessary supports

**Strategic Priority 2 Areas:** Learning and Achievement for All

**Strategic Priority 3:** Our strategic priority continues to be our Hispanic/ELL students who have the highest absenteeism rates

**Root Cause 3:** Many of these students may be behind in school based on the language barriers they have experienced. They may not feel as successful in school which may impact their desire to be in school. They may not feel as connected to the school community and staff. This may be cultural, distance from the Manassas community to our school, or lack of intentional connection by staff or peers.

**Strategic Priority 3 Areas:** Positive Climate and Culture

**Strategic Priority 4:** BRMS will prioritize the implementation of Project-Based Learning to foster personalized, student-centered instruction that enhances engagement and supports the development of individual strengths

**Root Cause 4:** Student engagement and personalized learning scores are below desired levels because instructional practices have not consistently emphasized student strengths, interests, and voice, limiting opportunities for meaningful, relevant learning experiences

**Strategic Priority 4 Areas:** Family and Community Engagement

# 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

**Strategic Priorities:** Learning and Achievement for All 1

Impact/Implementation Goal 1 Details	Formative Reviews		
<b>Impact/Implementation Goal 1</b>  <b>Goal Type:</b> Impact Goal  <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)	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 2 Details	Formative Reviews		
<b>Impact/Implementation Goal 2</b>  <b>Goal Type:</b> Impact Goal  <b>Impact Goal:</b> By June 2026 SWD students will have 54% of students pass the Reading SOL (10% increase from SY 24-25)	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 3 Details	Formative Reviews		
<b>Impact/Implementation Goal 3</b>  <b>Goal Type:</b> Impact Goal  <b>Impact Goal:</b> By June 2026 EL students will have 32% of students pass the Reading SOL (10% increase from SY 24-25)	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 4 Details	Formative Reviews		
<b>Impact/Implementation Goal 4</b>  <b>Goal Type:</b> Impact Goal  <b>Impact Goal:</b> 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.	<b>Formative</b>		
	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>

Impact/Implementation Goal 5 Details	Formative Reviews		
<b>Impact/Implementation Goal 5</b>  <b>Goal Type:</b> Impact Goal  <b>Impact Goal:</b> 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.	<b>Formative</b>		
	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>

Impact/Implementation Goal 6 Details	Formative Reviews		
<b>Impact/Implementation Goal 6</b>  <b>Goal Type:</b> Impact Goal  <b>Impact Goal:</b> the number of students at high risk for VALLSS will decrease by 10% from BOY to EOY	<b>Formative</b>		
	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>

Impact/Implementation Goal 7 Details	Formative Reviews		
<b>Impact/Implementation Goal 7</b>  <b>Goal Type:</b> Implementation Goal  <b>Impact Goal:</b> 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 <a href="https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/WWC-SummaryReadingInterven4-9.pdf">https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/WWC-SummaryReadingInterven4-9.pdf</a>	<b>Formative</b>		
	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>

**Significant Action 1:** ELA CLTs will intentionally plan how to use the strategy during their weekly CLT meetings (strategy - <https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/WWC-SummaryReadingInterven4-9.pdf>)

**Target Start Date:** August 8, 2025

**Target End Date:** June 5, 2026

**Deliverables/Evidence:** - admin notes on CLT progress with strategy  
- in their CLT agenda  
- PD and/or training around the strategy for ELA teachers

**Staff Responsible for Monitoring:** Ellen Slobodnik, AP

**Office/Dept Collaborators:** Reading Specialist  
ELA Department Chair

**Progress Monitoring Frequency and Tools:** -

**Incomplete**

**Progress Notes:** None

**Significant Action 2:** Intentionally set planning for SWDs and EL teachers to develop the strategy in their classes

**Target Start Date:** August 8, 2025

**Target End Date:** June 5, 2026

**Deliverables/Evidence:** - system for days during the week or month for consistent collaboration  
- agenda on what that meeting looks like (prioritize what is being discussed at this meeting)

**Staff Responsible for Monitoring:** Ellen Slobodnik, AP

**Office/Dept Collaborators:** Reading Specialist

**Incomplete**

**Progress Notes:** None

**Significant Action 3:** Utilize classroom observations to coach for implementation and progress monitor the implementation of the strategy

**Target Start Date:** August 8, 2025

**Target End Date:** June 5, 2026

**Deliverables/Evidence:** - trend tracker with specific look fors  
- spreadsheet with observation data

**Staff Responsible for Monitoring:** Ellen Slobodnik, AP

**Office/Dept Collaborators:** Reading Specialist

**Incomplete**

**Progress Notes:** None

**Significant Action 4:** Once a week there will be ELA small group instruction with the teacher based on the data.

**Deliverables/Evidence:** ELA walkthrough tools and observation data. HMH data.

**Staff Responsible for Monitoring:** Administrators supervising ELA staff.

**Incomplete**

**Progress Notes:** None

Impact/Implementation Goal 8 Details	Formative Reviews		
<b>Impact/Implementation Goal 8</b>  <b>Goal Type:</b> Implementation Goal  <b>Implementation Goal:</b> 70% of students will be able to answer an implicit question and cite evidence correctly once a week.	Formative		
	BOY	MOY	EOY

**Significant Action 1:** LA CLT will come up with a common question for all students to answer during the week. This needs to be assessed and entered in the grade book once a week. <https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/WWC-SummaryReadingInterven4-9.pdf>

**Deliverables/Evidence:** Grade book evidence and CLT documentation

**Staff Responsible for Monitoring:** Reading Specialist, ELA teachers

**Alignment to Strategic Plan Objective(s):** Based on the findings from Start-Stop-Continue, the strategic priority that has emerged is the priority of improving the ELA academic achievement of dually identified students. We will monitor and track their data closely. Another priority is comprehension of SWD and EL students.

**Progress Monitoring Frequency and Tools:** Weekly updates in gradebook

**Incomplete**

**Progress Notes:** None

**Significant Action 2:** CLTs will analyze student data and create next steps for remediation and/or reteaching (whole or small group) the skill.

**Deliverables/Evidence:** - data on the specific assessments to do data analysis  
 - develop a data analysis protocol  
 - gradebook artifacts - assessment should be in the gradebook

**Staff Responsible for Monitoring:** Administration, Reading Specialist, All ELA teachers including SPED and ELL teachers.

**Incomplete**

**Progress Notes:** None

**Significant Action 3:** Lexia will be the warm-up Monday, Wednesday, and Friday. DEAR will be the warm-up on Tuesdays and Thursdays. Lexia is being used to reinforce and/or remediate the reading comprehension skills.

**Target Start Date:** August 8, 2025

**Target End Date:** June 5, 2026

**Deliverables/Evidence:** - schedule for Lexia for ELA classes  
- observation data and lexia data around implementation

**Staff Responsible for Monitoring:** Ellen S

**Office/Dept Collaborators:** reading specialist

**Incomplete**

**Progress Notes:** None

**Significant Action 4:** ELA CLTs will use the HMH curriculum to identify implicit questions or create them for formative assessment purposes during their lessons

**Target Start Date:** August 8, 2025

**Target End Date:** June 5, 2026

**Deliverables/Evidence:** - CLTs will decide on the common questions for their assessments on a weekly basis that require justification  
- CLT notes

**Staff Responsible for Monitoring:** Ellen Slobodnik, AP

**Office/Dept Collaborators:** Reading Specialist

**Incomplete**

**Progress Notes:** None

**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.

**Strategic Priorities:** Learning and Achievement for All 2

Impact/Implementation Goal 1 Details	Formative Reviews		
<b>Impact/Implementation Goal 1</b>  <b>Goal Type:</b> Impact Goal  <b>Impact Goal:</b> 10% increase, from 42% to 52% improvement in SOL scores for SWDs	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 2 Details	Formative Reviews		
<b>Impact/Implementation Goal 2</b>  <b>Goal Type:</b> Impact Goal  <b>Impact Goal:</b> 10% increase, from 28% to 38% improvement in SOL scores for ELs	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 3 Details	Formative Reviews		
<b>Impact/Implementation Goal 3</b>  <b>Goal Type:</b> Impact Goal  <b>Impact Goal:</b> During the 2025-2026 school year, SWD students will score 10% better than the MS level average	Formative		
	BOY	MOY	EOY

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

Impact/Implementation Goal 5 Details	Formative Reviews		
<b>Impact/Implementation Goal 5</b> <b>Goal Type:</b> Implementation Goal <b>Implementation Goal:</b> 100% of our teachers will implement and plan intentionally to implement mathematical concepts and notations.	Formative		
	BOY	MOY	EOY

**Significant Action 1:** During weekly Math CLT's, math teachers will collaborate and plan intentionally to use this strategy of math concepts and notations at least twice a week. ([https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/MPS\\_PG\\_043012.pdf](https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/MPS_PG_043012.pdf) )

**Target Start Date:** August 8, 2025

**Target End Date:** June 5, 2026

**Deliverables/Evidence:** CLT agendas and notes, lesson plan templates, PDSA model and data analysis

**Staff Responsible for Monitoring:** Phythian

**Office/Dept Collaborators:** Math dept chairs,

**Incomplete**

**Progress Notes:** None

**Significant Action 2:** Mathematics teachers will collaboratively deconstruct key mathematical concepts and associated notation strategies to enhance instructional clarity and student math comprehension.

**Target Start Date:** August 8, 2025

**Target End Date:** June 5, 2026

**Deliverables/Evidence:** Math Agenda and notes, unit plan maps

**Staff Responsible for Monitoring:** Phythian

**Office/Dept Collaborators:** Math dept chairs

**Incomplete**

**Progress Notes:** None

**Significant Action 3:** Mathematics classroom walkthroughs will be systematically conducted to provide targeted, constructive feedback that supports instructional improvement and alignment with best practices and 50% of those walkthroughs will be in EL and SWD classes (co-taught and self-contained)

**Deliverables/Evidence:** - PWCS walkthrough tool for math and data shared with teachers  
- system of observations

**Staff Responsible for Monitoring:** Administration

**Incomplete**

**Progress Notes:** None

Impact/Implementation Goal 6 Details	Formative Reviews		
<b>Impact/Implementation Goal 6</b>	Formative		
	BOY	MOY	EOY
	<b>Goal Type:</b> Implementation Goal <b>Implementation Goal:</b> 70% of our students will show proficiency in using this math strategy once a week.		

**Significant Action 1:** Teachers will implement quick checks for understanding by having students explain their reasoning, and will use the PDSA cycle to analyze student responses, identify learning gaps, and adjust instruction accordingly.

**Deliverables/Evidence:** Gradebook reviews, data review and PDSA model during CLT meetings.

**Staff Responsible for Monitoring:** Administration, Math Teachers

**Progress Monitoring Frequency and Tools:** Weekly checks of data during CLT process.

**Incomplete**

**Progress Notes:** None

**Significant Action 2:** Teachers will reteach essential mathematical concepts using effective notation strategies and provide targeted interventions for students who do not demonstrate proficiency on quarterly assessments, ensuring instructional adjustments are data-driven and responsive to student needs

**Deliverables/Evidence:** Data tracker and grade check using quarterly benchmark assessments.

**Staff Responsible for Monitoring:** Administration, Math teachers

**Progress Monitoring Frequency and Tools:** Unit Quarterly Math test data tracker using retesting data points.

**Incomplete**

**Progress Notes:** None

**Significant Action 3:** Analyzing our EL and SWDS students who scored between 375 and 400 and looking for them to score higher and show growth on their pwes math unit assessments

- Deliverables/Evidence:** - spreadsheet on these students  
- intentional about looking at these borderline students  
- going to look at how they perform on the pwes unit assessments and the momentum math assessments

**Staff Responsible for Monitoring:** Phythian

**Progress Monitoring Frequency and Tools:** - spreadsheet

**Incomplete**

**Progress Notes:** None

**Commitment 1 Strategic Priorities:**

<b>Learning and Achievement for All</b>
<p><b>Strategic Priority 1:</b> Based on the findings from Start-Stop-Continue, the strategic priority that has emerged is the priority of improving the ELA academic achievement of SWD and EL students. Also we need to look at our dually identified students. We will monitor and track their data closely. <b>Root Cause:</b> Students are very dependent on their teacher's thinking and are not raising their own questions or thinking independently.</p> <p><b>Strategic Priority 2:</b> Improved Math achievement for EL's and SWD <b>Root Cause:</b> Current instructional planning often emphasizes Depth of Knowledge (DOK) levels 1 and 2, which may limit opportunities for students to engage in deeper, more complex thinking. To support all learners--especially English Learners and Students with Disabilities--planning should intentionally incorporate strategies that scaffold higher-level thinking (DOK 3 and 4) while providing the necessary supports</p>

**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)
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

**Strategic Priorities: Positive Climate and Culture 1**

Impact/Implementation Goal 1 Details	Formative Reviews		
<b>Impact/Implementation Goal 1</b>  <b>Goal Type:</b> Impact Goal  <b>Impact Goal:</b> By June 2026 our school-wide chronic absenteeism rate will be reduced by 2 percentage points.	Formative		
	BOY	MOY	EOY

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

Impact/Implementation Goal 3 Details	Formative Reviews		
<b>Impact/Implementation Goal 3</b>  <b>Goal Type:</b> Impact Goal  <b>Impact Goal:</b> 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	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 4 Details	Formative Reviews		
<b>Impact/Implementation Goal 4</b>  <b>Goal Type:</b> Impact Goal  <b>Impact Goal:</b> 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	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 5 Details	Formative Reviews		
<b>Impact/Implementation Goal 5</b>  <b>Goal Type:</b> Implementation Goal  <b>Implementation Goal:</b> 70% of targeted students will make improvements in their attendance rate.	Formative		
	BOY	MOY	EOY

**Significant Action 1:** A progress monitoring spreadsheet will be developed to track academic and attendance data for targeted students. Students with a history of chronic absenteeism will be identified at the start of the school year for placement in grade-level attendance counseling groups, with initial group sessions scheduled to begin no later than October 15, 2025.

**Deliverables/Evidence:** Spreadsheet with academic and attendance data

**Staff Responsible for Monitoring:** Counselors

**Progress Monitoring Frequency and Tools:** The target group will be re-evaluated after semester 1 and a new target group may be developed at this time depending on student need.

**Incomplete**

**Progress Notes:** None

**Significant Action 2:** Check-ins and positive incentives will be implemented for the targeted group

**Deliverables/Evidence:** - group sessions/check-ins  
- list of positive incentives

**Staff Responsible for Monitoring:** Director of Counseling

**Progress Monitoring Frequency and Tools:** - updates with the principal to show progress of the group

**Incomplete**

**Progress Notes:** None

## Commitment 2 Strategic Priorities:

### Positive Climate and Culture

**Strategic Priority 1:** Our strategic priority continues to be our Hispanic/ELL students who have the highest absenteeism rates **Root Cause:** Many of these students may be behind in school based on the language barriers they have experienced. They may not feel as successful in school which may impact their desire to be in school. They may not feel as connected to the school community and staff. This may be cultural, distance from the Manassas community to our school, or lack of intentional connection by staff or peers.

**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

**Strategic Priorities: Family and Community Engagement 1**

Impact/Implementation Goal 1 Details	Formative Reviews		
<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>	<b>Formative</b>		
	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>

Impact/Implementation Goal 2 Details	Formative Reviews		
<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>	<b>Formative</b>		
	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>

Impact/Implementation Goal 3 Details	Formative Reviews		
<b>Impact/Implementation Goal 3</b>  <b>Goal Type:</b> Implementation Goal  <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.	Formative		
	BOY	MOY	EOY

**Significant Action 1:** BRMS will support personalized learning by training at least 10 teachers to implement two Project-Based Learning (PBL) units during the 2025-2026 school year. Teachers will receive initial training, ongoing coaching, and participate in quarterly support meetings to collaboratively plan, reflect, and refine their PBL practices. This structured implementation will foster student engagement and help create a learning environment where individual strengths are recognized and nurtured.

**Deliverables/Evidence:** - Agenda from meetings, lesson plans and notes from meetings.  
 - two PBL teams. One in 6th and one in 8th

**Staff Responsible for Monitoring:** Administration

**Incomplete**

**Progress Notes:** None

**Significant Action 2:** Implementation of the two surveys

**Deliverables/Evidence:** - before the boy meeting, create survey and give to PTSO and SAC meetings. Also get anecdotal feedback from the group.  
 - before the moy meeting, In December send out a survey to the community

**Staff Responsible for Monitoring:** Phythian

**Office/Dept Collaborators:** Parent liaison

**Incomplete**

**Progress Notes:** None

**Significant Action 3:** Communicate SAC and PTSO about the PBL and why we are doing it

**Deliverables/Evidence:** - put agenda for one of the first PTO and SAC meetings

**Staff Responsible for Monitoring:** Phythian

**Incomplete**

**Progress Notes:** None

### Commitment 3 Strategic Priorities:

#### Family and Community Engagement

**Strategic Priority 1:** BRMS will prioritize the implementation of Project-Based Learning to foster personalized, student-centered instruction that enhances engagement and supports the development of individual strengths **Root Cause:** Student engagement and personalized learning scores are below desired levels because instructional practices have not consistently emphasized student strengths, interests, and voice, limiting opportunities for meaningful, relevant learning experiences

**Commitment 4:** Organizational Coherence