# Prince William County Public Schools

# Bull Run Middle

# 2026-2027 Improvement Plan



# 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 opportunties 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.

# Table of Contents


Commitments ..... 4
Commitment 1: Learning and Achievement for All ..... 4
Commitment 2: Positive Climate and Culture ..... 16
Commitment 3: Family and Community Engagement ..... 17
Commitment 4: Organizational Coherence ..... 19

# 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 teachers intentionally plan and facilitate structured academic discussions, text-dependent questions, and gradual-release learning experiences that shift cognitive responsibility to students, | teachers will reduce over-scaffolding, provide grade-level tasks that require students to do the thinking, and monitor student reasoning through discourse and written responses | increased student achievement on the Reading SOL for our SWD and EL students along with tracking our dually identified students 1. SWD 5% increase in SOL scores from the previous year 2. ELL 5% increase in SOL scores from the previous year 3. DI 5% increase in SOL scores from the previous year |

| Impact/Implementation Goal 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Impact/Implementation Goal 1** | Formative | | | Summative |
| | BOY | MOY | EOY | |
| **Goal Type:** Impact Goal<br>**Impact Goal:** By June 2027 SWD will score 5% higher on their Reading SOL<br>**Implementation Goal:** BOY Target: 90% participation on the STAR Reading Assessment<br>MOY Target: SWD will show a 5% increase in At or Above from BOY to MOY for the STAR Reading Assessment<br>EOY Target: SWD will show a 5% increase in At or Above from MOY to EOY for the STAR Reading Assessment<br>**Staff Responsible for Monitoring:** Administration and Reading Specialist | On Track | On Track | On Track | |

| Impact/Implementation Goal 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Impact/Implementation Goal 2** | Formative | | | Summative |
| | BOY | MOY | EOY | |
| **Goal Type:** Impact Goal<br>**Impact Goal:** By June 2027 ELL students will score 5% higher on their Reading SOL<br>**Implementation Goal:** BOY Target: 90% participation on the STAR Reading Assessment<br>MOY Target: ELL will show a 5% increase in At or Above from BOY to MOY for the STAR Reading Assessment<br>EOY Target: ELL will show a 5% increase in At or Above from MOY to EOY for the STAR Reading Assessment<br>**Staff Responsible for Monitoring:** Administration and Reading Specialist | On Track | On Track | On Track | |

| Impact/Implementation Goal 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Impact/Implementation Goal 3** | Formative | | | Summative |
| | BOY | MOY | EOY | |
| **Goal Type:** Impact Goal<br>**Impact Goal:** By June 2027 DI students will score 5% higher on their Reading SOL<br>**Implementation Goal:** BOY Target: 90% participation on the STAR Reading Assessment<br>MOY Target: DI will show a 5% increase in At or Above from BOY to MOY for the STAR Reading Assessment<br>EOY Target: DI will show a 5% increase in At or Above from MOY to EOY for the STAR Reading Assessment<br>**Staff Responsible for Monitoring:** Administration and Reading Specialist | On Track | On Track | On Track | |

| Impact/Implementation Goal 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Impact/Implementation Goal 4** | Formative | | | Summative |
| | BOY | MOY | EOY | |
| **Goal Type:** Implementation Goal<br><br>**Implementation Goal:** 100% of Teachers will plan quarterly goal setting lessons for students, using the STAR reports and classroom data<br><br>BOY: 60% of Teachers will plan a Q1 goal setting lesson/data chat<br>MOY: 80% of Teachers will plan a Q2 goal setting lesson/data chat<br><br>**Staff Responsible for Monitoring:** Administration, Reading Specialist, Language Arts Teachers | On Track | On Track | On Track | |

| Impact/Implementation Goal 5 Details | Reviews | | | |
|---|---|---|---|---|
| **Impact/Implementation Goal 5** | Formative | | | Summative |
| | BOY | MOY | EOY | |
| **Goal Type:** Implementation Goal<br><br>**Implementation Goal:** In 70% of observed lessons, students will talk and ask questions about each other's thinking to improve their understanding about the text/topic through structured conversations.<br><br>BOY: 50% of observed lessons<br>MOY: 60% of observed lessons<br><br>**Staff Responsible for Monitoring:** Administration, Reading Specialist, Language Arts Teachers | | | | |

| Impact/Implementation Goal 6 Details | Reviews | | | |
|---|---|---|---|---|
| **Impact/Implementation Goal 6** | Formative | | | Summative |
| | BOY | MOY | EOY | |
| **Goal Type:** Implementation Goal<br><br>**Implementation Goal:** In 70% of observed lessons, students will provide text evidence to support their idea and use topic or text-specific language in their oral and/or written responses<br><br>BOY: 50% of observed lessons<br>MOY: 60% of observed lessons | On Track | On Track | On Track | |

| Impact/Implementation Goal 7 Details | Reviews | | | |
|---|---|---|---|---|
| **Impact/Implementation Goal 7** | Formative | | | Summative |
| | BOY | MOY | EOY | |
| **Goal Type:** Implementation Goal<br><br>**Implementation Goal:** In 70% of observed lessons, students will reason and make meaning of texts to persevere through difficulty. When teachers provide support, students will still own their complex thinking.<br><br>BOY: 50% of observed lessons<br>MOY: 60% of observed lessons<br><br>**Staff Responsible for Monitoring:** Administration, Reading Specialist, Language Arts Teachers | On Track | On Track | On Track | |

| Impact/Implementation Goal 8 Details | Reviews | | | |
|---|---|---|---|---|
| **Impact/Implementation Goal 8** | Formative | | | Summative |
| | BOY | MOY | EOY | |
| **Goal Type:** Implementation Goal<br><br>**Implementation Goal:** In 80% of observed ELA lessons, teachers will facilitate structured text-based discussions and use questioning and scaffolding techniques that require students to generate, defend, and revise their own thinking.<br><br>BOY: 60% of observed lessons<br>MOY: 70% of observed lessons | On Track | | | |

**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 Science teachers implement structured interactive science notebooks that incorporate explicit vocabulary instruction using Marzano strategies and the Frayer model with differentiation for EL and SPED students, | then teachers will consistently plan, model, scaffold, and reinforce academic vocabulary across all science units, providing repeated opportunities for students to engage with vocabulary through writing, visuals, and discussion, | which will lead to increased student performance on the science SOL including a 5% increase for ELL students and SWD. |

| Impact/Implementation Goal 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Impact/Implementation Goal 1** | Formative | | | Summative |
| | BOY | MOY | EOY | |
| **Goal Type:** Implementation Goal<br>**Impact Goal:** Impact Goal 1: By June 2027, SWD will have a 5% increase in SOL scores from the previous year<br>The following mini-targets* will help us reach our goal:<br>BOY: 90% participation in 90% of Science Unit Assessments<br>MOY: SWD will demonstrate a 5% increase on their Science Unit Assessments from the BOY<br>EOY: SWD will demonstrate a 5% increase on their Science Unit Assessments from the MOY<br>8th grade SWD will demonstrate a 5% increase on the Science SOL from last year<br>**Staff Responsible for Monitoring:** Teachers and Administrators | Not On Track | | | |

| Impact/Implementation Goal 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Impact/Implementation Goal 2** | Formative | | | Summative |
| | BOY | MOY | EOY | |
| **Goal Type:** Impact Goal<br><br>**Impact Goal:** By June 2027, ELL students will have a 5% increase in SOL scores from the previous year.<br><br>The following mini-targets* will help us reach our goal:<br><br>BOY: 90% participation in 90% of Science Unit Assessments<br><br>MOY: ELL students will demonstrate a 5% increase on their Science Unit Assessments from the<br><br>EOY: ELL students will demonstrate 5% increase on their Science Unit Assessments from MOY<br>8th grade ELL students will demonstrate a 5% increase on the Science SOL from last year<br><br>**Staff Responsible for Monitoring:** Teachers and Administration | On Track | | | |

| Impact/Implementation Goal 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Impact/Implementation Goal 3** | Formative | | | Summative |
| | BOY | MOY | EOY | |
| **Goal Type:** Implementation Goal<br><br>**Implementation Goal:** By June 2027, 100% of science teachers will consistently implement interactive science notebooks that embed explicit vocabulary strategies, including Marzano strategies and the Frayer model. Teachers will intentionally support EL and SPED students by incorporating visuals, student-friendly definitions, and scaffolded supports aligned to identified academic vocabulary. Student notebook reviews will demonstrate 90% of ELL students and 90% of SPED students are regularly utilizing their glossaries to apply academic vocabulary in written responses.<br><br>The following mini targets will help us reach our goal:<br><br>BOY: Notebook format established and 100% of teachers trained. Baseline unit assessment data collected.<br><br>MOY: 100% of classrooms consistently using interactive vocabulary notebooks. Students show measurable improvement on vocabulary-focused items on unit assessments<br><br>**Staff Responsible for Monitoring:** Teachers and Administration | On Track | | | |

| Impact/Implementation Goal 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Impact/Implementation Goal 4** | Formative | | | Summative |
| | BOY | MOY | EOY | |
| **Goal Type:** Implementation Goal<br><br>**Implementation Goal:** By June 2027 science teachers in grades 6-8 will intentionally identify and embed essential academic vocabulary within Virginia SOL-aligned unit guides, ensuring consistent vocabulary instruction across all classrooms.<br><br>The following mini targets will help us reach our goal:<br><br>BOY: 100% of science CLT's have identified essential vocabulary (tier 2 & tier 3) within unit guides.<br><br>MOY: Teachers consistently reference identified vocabulary in lesson plans, interactive notebooks, and unit assessments.<br><br>**Staff Responsible for Monitoring:** Teachers | Approaching | | | |

| Impact/Implementation Goal 5 Details | Reviews | | | |
|---|---|---|---|---|
| **Impact/Implementation Goal 5** | Formative | | | Summative |
| | BOY | MOY | EOY | |
| **Goal Type:** Implementation Goal<br><br>**Implementation Goal:** By June 2027 teachers will consistently provide differentiated vocabulary supports (visuals, sentence frames, structured writing tasks) for EL and SPED students during instruction and in interactive notebooks.<br><br>The following mini targets will help us reach our goal:<br><br>BOY: Teachers identify and incorporate differentiated vocabulary strategies for EL and SPED students. Walkthrough data shows use of supports in classrooms and interactive notebooks. EL and SPED students begin using supports with teacher guidance<br><br>MOY: Teachers consistently implement differentiated vocabulary supports. Interactive notebooks regularly include visual representations, sentence frames, structured vocabulary tasks. EL and SPED students are independently using supports in writing and discussion. Unit assessment data shows improvement in vocabulary application for EL and SPED studen<br><br>**Staff Responsible for Monitoring:** Teachers | Not On Track | | | |

**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) |
|---|---|---|
| If math teachers intentionally design and facilitate interactive learning experiences that require students to explain and justify their thinking through collaborative problem solving, mathematical discourse, project-based learning, and reflection, | then teachers will increase the cognitive demand of mathematics instruction and provide more opportunities for students to engage in productive struggle and mathematical reasoning | Which will lead to improved student achievement in math, including a 5% increase in SOL pass rates for English Learners and Students with Disabilities. |

| Impact/Implementation Goal 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Impact/Implementation Goal 1** | Formative | | | Summative |
| | BOY | MOY | EOY | |
| **Goal Type:** Impact Goal<br><br>**Impact Goal:** By June 2027, the Math SOL pass rate for English Learners will increase from 58.7% to 63.7%.<br><br>BOY Target:<br>English Learners will demonstrate progress toward proficiency by increasing performance on end of unit assessments by at least 2 percentage points from baseline performance.<br><br>MOY Target:<br>English Learners will demonstrate progress toward proficiency by increasing performance on end of unit assessments by at least 3 percentage points from baseline performance.<br><br>**Staff Responsible for Monitoring:** Principal, Administrative Intern, Math Department Chair | Not On Track | | | |

| Impact/Implementation Goal 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Impact/Implementation Goal 2** | Formative | | | Summative |
| | BOY | MOY | EOY | |
| **Goal Type:** Impact Goal<br><br>**Impact Goal:** By June 2027, the Math SOL pass rate for Students with Disabilities will increase from 42.9% to 47.9%.<br><br>BOY Target:<br>Students with Disabilities will demonstrate progress toward proficiency by increasing performance on end of unit assessments by at least 2 percentage points from baseline performance.<br><br>MOY Target:<br>Students with Disabilities will demonstrate progress toward proficiency by increasing performance on end of unit assessments by at least 3 percentage points from baseline performance.<br><br>**Staff Responsible for Monitoring:** Principal, Administrative Intern, Math Department Chair | Not On Track | | | |

| Impact/Implementation Goal 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Impact/Implementation Goal 3** | Formative | | | Summative |
| | BOY | MOY | EOY | |
| **Goal Type:** Impact Goal<br><br>**Impact Goal:** Impact Goal 3: During the 2026-2027 school year, English Learners at Bull Run Middle School will score at least 10% higher than the PWCS middle school average on the Mathematics SOL assessment.<br><br>BOY Target:<br>English Learners will meet or exceed the PWCS middle school average on common end of unit assessments.<br><br>MOY Target:<br>English Learners will perform at least 5 percentage points above the PWCS middle school average on end of unit assessments.<br><br>**Staff Responsible for Monitoring:** Principal, Administrative Intern, Math Department Chair | Not On Track | | | |

| Impact/Implementation Goal 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Impact/Implementation Goal 4** | Formative | | | Summative |
| | BOY | MOY | EOY | |
| **Goal Type:** Impact Goal<br><br>**Impact Goal:** Impact Goal 4: During the 2026-2027 school year, Students with Disabilities at Bull Run Middle School will score at least 10% higher than the PWCS middle school average on the Mathematics SOL assessment.<br><br>BOY Target:<br>Students with Disabilities will meet or exceed the PWCS middle school average on common end of unit assessments.<br><br>MOY Target:<br>Students with Disabilities will perform at least 5 percentage points above the PWCS middle school average on common end of unit assessments.<br><br>**Staff Responsible for Monitoring:** Principal, Administrative Intern, Math Department Chair | Not On Track | | | |

| Impact/Implementation Goal 5 Details | Reviews | | | |
|---|---|---|---|---|
| **Impact/Implementation Goal 5** | Formative | | | Summative |
| | BOY | MOY | EOY | |
| **Goal Type:** Impact Goal<br><br>**Impact Goal:** Impact Goal 5: By June 2027, the percentage of observed mathematics lessons demonstrating active student engagement and ownership of learning will increase from 33% to 60%, as measured through instructional rounds and classroom walkthrough data.<br><br>The following mini targets will help us reach our goal:<br><br>BOY:<br>At least 45% of observed mathematics lessons will include students actively explaining and justifying their thinking through collaborative problem-solving, mathematical discourse, or reflection activities.<br><br>MOY:<br>At least 55% of observed mathematics lessons will include students actively explaining and justifying their thinking through collaborative problem-solving, mathematical discourse, or reflection activities.<br><br>**Staff Responsible for Monitoring:** Principal, Administrative Intern, Math Department Chair | Approaching | | | |

| Impact/Implementation Goal 6 Details | Reviews | | | |
|---|---|---|---|---|
| **Impact/Implementation Goal 6** | Formative | | | Summative |
| | BOY | MOY | EOY | |
| **Goal Type:** Implementation Goal<br><br>**Implementation Goal:** Implementation Goal 1: By June 2027, 75% of students observed during mathematics classroom walkthroughs and instructional rounds will explain and justify their mathematical thinking using verbal, written, or visual representations.<br><br>BOY: 50% of students observed will explain and justify their mathematical thinking.<br><br>MOY: 65% of students observed will explain and justify their mathematical thinking.<br><br>Math walkthrough tool<br><br>Instructional rounds data<br><br>Student work samples<br><br>**Staff Responsible for Monitoring:** Principal, Administrative Intern, Math Department Chair | Approaching | | | |

| Impact/Implementation Goal 7 Details | Reviews | | | |
|---|---|---|---|---|
| **Impact/Implementation Goal 7** | Formative | | | Summative |
| | BOY | MOY | EOY | |
| **Goal Type:** Implementation Goal<br><br>**Implementation Goal:** Implementation Goal 2: By June 2027, 75% of students observed during mathematics classroom walkthroughs and instructional rounds will actively engage in collaborative problem solving and mathematical discourse with peers.<br><br>BOY: 50% of students observed will engage in collaborative mathematical discourse.<br><br>MOY: 65% of students observed will engage in collaborative mathematical discourse.<br><br>Walkthrough data<br><br>Instructional rounds<br><br>Student discussion protocols<br><br>**Staff Responsible for Monitoring:** Principal, Administrative Intern, Math Department Chair | Approaching | | | |

| Impact/Implementation Goal 8 Details | Reviews | | | |
|---|---|---|---|---|
| **Impact/Implementation Goal 8** | Formative | | | Summative |
| | BOY | MOY | EOY | |
| **Goal Type:** Implementation Goal<br><br>**Implementation Goal:** By June 2027, 75% of students observed during mathematics classroom walkthroughs and instructional rounds will reflect on their problem-solving processes and identify strategies for improvement.<br><br>BOY: 50% of students observed will participate in structured reflection opportunities.<br><br>MOY: 65% of students observed will participate in structured reflection opportunities.<br><br>Walkthrough tool<br><br>Student reflection products<br><br>Exit tickets<br><br>Learning journals<br><br>**Staff Responsible for Monitoring:** Principal, Administrative Intern, Math Department Chair | Approaching | | | |

**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) |
|---|---|---|
| If teachers and staff consistently help students set meaningful goals, reflect on their progress, and develop executive functioning skills, | teacher will provide meaningful academic feedback that helps students build self-management skills needed to take ownership of their learning. | a 0.20 increase in student engagement and belonging grand means on the Gallup Survey. |

| Impact/Implementation Goal 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Impact/Implementation Goal 1** | Formative | | | Summative |
| | BOY | MOY | EOY | |
| **Goal Type:** Impact Goal<br>**Impact Goal:** By June 2027, Bull Run Middle School will increase the overall Gallup Student Engagement and Belonging Grand Mean by 0.20 points.<br>**Implementation Goal:** By June 2027, 90% of students will maintain and update academic goal-setting and progress-monitoring documents after each STAR Reading and Quarterly Mathematics Benchmark assessment cycle as measured through a student goal setting and reflection rubric. | Not Yet Started | | | |

| Impact/Implementation Goal 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Impact/Implementation Goal 2** | Formative | | | Summative |
| | BOY | MOY | EOY | |
| **Goal Type:** Impact Goal<br>**Impact Goal:** By June 2027, the percentage of students with a Focused Student Support Score of 6 or higher will decrease by 10%, demonstrating improved work habits, assignment completion, and improved executive functioning skills<br>**Implementation Goal:** By June 2027, 90% of students participating in Focused Student Support will demonstrate growth in goal setting, organization, task completion, and progress monitoring as measured through the Focused Student Support Executive Functioning Rubric completed quarterly by counselors. | Approaching | | | |

**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 teachers intentionally design project-based learning experiences that incorporate structured opportunities for families and community partners to serve as authentic audiences, mentors, collaborators, and participants in student learning | then teachers will consistently engage families in meaningful academic experiences, families will actively participate in and support their students' learning, and students will demonstrate greater ownership and engagement in their academic work, | which will lead to stronger family and community partnerships, increased student engagement, and a deeper sense of connection between Bull Run Middle School and its community as measured by parent and community volunteer participation rate. |

| Impact/Implementation Goal 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Impact/Implementation Goal 1** | Formative | | | Summative |
| | BOY | MOY | EOY | |
| **Goal Type:** Impact Goal<br>**Impact Goal:** By June 2027, Bull Run Middle School will increase family and community participation in project-based learning experiences, showcases, presentations, and school events by 25% as measured through volunteer logs, event participation records, and partnership documentation.<br>**Staff Responsible for Monitoring:** Principal, Administrative Intern, Parent Liaison, Classroom Teachers | Not Yet Started | | | |

| Impact/Implementation Goal 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Impact/Implementation Goal 2** | Formative | | | Summative |
| | BOY | MOY | EOY | |
| **Goal Type:** Impact Goal<br>**Impact Goal:** By June 2027, Bull Run Middle School will establish at least five active business and community partnerships that support student learning through project-based learning experiences, mentorships, authentic audiences, or student showcases.<br>**Staff Responsible for Monitoring:** Principal, Administrative Intern, Parent Liaison, Teacher Leaders | Not On Track | | | |

| Impact/Implementation Goal 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Impact/Implementation Goal 3** | Formative | | | Summative |
| | BOY | MOY | EOY | |
| **Goal Type:** Implementation Goal<br><br>**Implementation Goal:** By June 2027, 75% of teachers will design and facilitate at least one project-based learning experience per semester that engages family members, business partners, or community stakeholders as authentic audiences, mentors, volunteers, or collaborators, as measured through project plans, participation records, and administrative observations.<br><br>**Staff Responsible for Monitoring:** Principal, Teachers | Not On Track | | | |

**Commitment 4:** Organizational Coherence