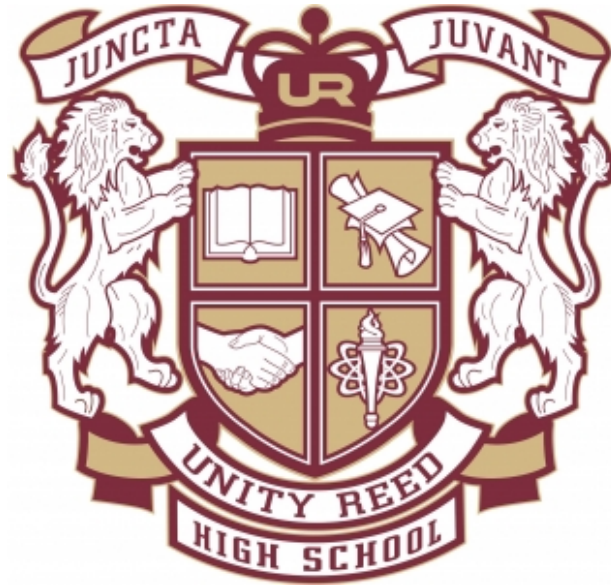


Prince William County Public Schools

Unity Reed High School

2025-2026 25-26 CIP Summary



Validation of Continuous Improvement Plan Date: August 14, 2025
Executive Cabinet Member: Gregory Hood
Principal/Director: Milagros Polanco

Commitments

Commitment 1: Learning and Achievement for All

Division Objective:

1.1 PWCS will provide equitable opportunities for all students to achieve at high levels., 1.3 PWCS will prepare all staff members to support and challenge all students.

Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
we provide students with opportunities to gain meaning of Tier 3 vocabulary in context rather than front loading definitions and use argument-driven discourse to develop students' critical thinking and skills	teachers will consistently deliver structured, scaffolded language instruction that emphasizes academic vocabulary, speaking, reading and writing skills, which will allow students to be actively engaged and develop stronger comprehension & communication skills	an increase in unadjusted SOL proficiency rates for first-time test takers for all students in Biology from 59.7% to 64.7%

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: unadjusted SOL proficiency rates for first-time test takers in Biology will increase 5% for all students from 59.7% to 64.7% for all students</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Implementation Goal</p> <p>Impact Goal: By May 2026, 65% of all students in Biology will earn an average of C or better on course pass rates between MK1-MK3. (BOY 45%, MOY 55%)</p>

Impact/Implementation Goal 3 Details

Impact/Implementation Goal 3

Goal Type: Implementation Goal

Implementation Goal: 85% of observed classrooms school-wide will show teachers implementing the Talk Read Talk Write strategy as an explicit language instructional model to help students gain meaning of Tier 3 vocabulary in context rather than front loading definitions and use argument-driven discourse to develop students' critical thinking and skills (BOY 45%, MOY 65%)

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Implementation Goal

Implementation Goal: 70% of Co-Teaching pairs will utilize effective co-teaching models such as team-teaching, parallel teaching and station teaching to deliver quality instruction to the unique needs of all learners (BOY 50%, MOY 60%)

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)
Provide daily opportunities for low stakes writing opportunities, which develops writing fluency and a writing identity, and provide explicit instruction and opportunities to apply reading strategies and make thinking visible while reading grade level complex texts through modeling, annotations, and think alouds	teachers will consistently deliver structured, scaffolded language instruction that emphasizes academic vocabulary, speaking, reading and writing skills, which will allow students to be actively engaged and develop stronger comprehension & communication skills	an increase of 7% in unadjusted SOL proficiency rates for first-time test takers across all student groups in Writing from 57.2% to 64.2% for all students, 24.7% to 31.7% for ELs and 32.1% to 39.1% for SWDs. An increase of 5% in Reading for all students from 68.7% to 73.7% for all students, 42.2% to 47.2% for ELs and 59.38% to 64.38% for SWDs.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: Unadjusted SOL proficiency rates for first-time test takers across all student groups will increase 7% in Writing from 57.2% to 64.2% for all students, 24.7% to 31.7% for ELs and 32.1% to 39.1% for SWDs.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: An increase of 5% in Reading for all students from 68.7% to 73.7% for all students, 42.2% to 47.2% for ELs and 59.38% to 64.38% for SWDs.</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 54% of all English Learners Levels 1-4 will show growth as measured by the WIDA</p>

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Implementation Goal

Impact Goal: By May 2026, 65% of all students in IB Lang & Lit SL1 will earn an average of C or better on course pass rates between MK1-MK3. (BOY 45%, MOY 55%)

Impact/Implementation Goal 5 Details

Impact/Implementation Goal 5

Goal Type: Implementation Goal

Implementation Goal: 85% of observed classrooms school-wide will show teachers implementing the Talk Read Talk Write strategy as an explicit language instructional model incorporating low stakes daily writing, and visible thinking using grade-level complex texts, to build academic vocabulary and strengthen students' speaking, reading, and writing skills across content areas. (BOY 45%, MOY 65%)

Impact/Implementation Goal 6 Details

Impact/Implementation Goal 6

Goal Type: Implementation Goal

Implementation Goal: 70% of Co-Teaching pairs will utilize effective co-teaching models such as team-teaching, parallel teaching and station teaching to deliver quality instruction to the unique needs of all learners (BOY 50%, MOY 60%)

Impact/Implementation Goal 7 Details

Impact/Implementation Goal 7

Goal Type: Implementation Goal

Implementation Goal: 100% of Students with Disabilities (SWDs) enrolled in Methods of Study Course and Reading Improvement will engage in Read 180 curriculum and teachers will monitor progress in reading comprehension using Read 180 and AimsWeb. (BOY 50%, MOY 75%)

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)
Teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts, and plan for and ask questions that probe student thinking and require explanation and justification	teachers will consistently deliver structured, scaffolded language instruction that emphasizes academic vocabulary, speaking, reading and writing skills, which will allow students to be actively engaged and develop stronger comprehension & communication skills	an increase of 4% in unadjusted SOL proficiency rates for first-time test for Students with Disabilities in Algebra 1 from 59.5% to 63.5% for Students with Disabilities

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: Unadjusted SOL proficiency rates for first-time test for Students with Disabilities will increase 4% from 59.5% to 63.5%</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Implementation Goal</p> <p>Impact Goal: By May 2026, 65% of all students in Algebra 1 will earn an average of C or better on course pass rates between MK1-MK3. (BOY 45%, MOY 55%)</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: 85% of observed classrooms school-wide will show teachers implementing the Talk Read Talk Write strategy as an explicit language instructional model to help students effectively communicate their understanding of mathematical concepts, and plan for and ask questions that probe student thinking and require explanation and justification (BOY 45%, MOY 65%)</p>

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Implementation Goal

Implementation Goal: 70% of Co-Teaching pairs will utilize effective co-teaching models such as team-teaching, parallel teaching and station teaching to deliver quality instruction to the unique needs of all learners (BOY 50%, MOY 60%)

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)
implement a structured, data-driven system to monitor students' academic progress and identify those off track for graduation	OTG teams will develop individualized graduation plans, and provide targeted Tier 2 and 3 interventions (e.g., credit recovery, SOL remediation, mentoring), and students will engage in timely, personalized support that addresses their needs for on-time-graduation,	an increase in our federal on-time graduation rate from 81 to 86% and our dropout rate will decrease from 15 to 10% for all students

Impact/Implementation Goal 1 Details

Impact/Implementation Goal 1

Goal Type: Impact Goal

Impact Goal: Our graduation rate per the federal graduation indicator will increase 5% from 81 to 86% and our dropout rate will decrease from 15 to 10% for all students.

Impact/Implementation Goal 2 Details

Impact/Implementation Goal 2

Goal Type: Impact Goal

Impact Goal: Chronic Absenteeism rates will decrease 5% from 34.9% to 29% for ALL students and 7% from 34.1% to 27% for 9th graders.

Impact/Implementation Goal 3 Details

Impact/Implementation Goal 3

Goal Type: Impact Goal

Impact Goal: Exclusionary Discipline Rates will decrease 10% from 6.20% to 5.58% for ALL students and 12.35% to 11.12% for 9th graders.

Impact/Implementation Goal 4 Details

Impact/Implementation Goal 4

Goal Type: Implementation Goal

Implementation Goal: 100% of On-Time Graduation (OTG) teams--comprised of counselors, administrators, and graduation coaches--will meet bi-monthly to review data on flagged students, develop individualized graduation plans (IGPs) for each off-track student. (BOY 70%, MOY 85%)

Commitment 2: Positive Climate and Culture

Theory of Action 2

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
establish a 9th grade success team with cross-disciplinary membership that includes an Administrator, teacher lead, and data champion and each member has clearly defined roles	teachers will establish data-driven Tier 1, 2, and 3 interventions in their routines, instruction, assessment, and feedback and students will participate in the interventions	90% of the identified "underperforming" 9th graders being on track for graduation with their cohort, obtaining 5 out of 7 credits, by June 2026.

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: 90% of identified "under-performing" 9th graders will be on track with their cohort, obtaining 5 out of 7 credits, by June 2026.</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: 90% of the 9th grade success team members will implement and monitor data driven Tier 1, 2, and 3 interventions in their routines, instruction, assessment, and feedback. (BOY- 70%, MOY- 85%)</p>

Impact/Implementation Goal 3 Details
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: 100% of identified "under-performing" students who are failing 3 or more classes will participate in targeted interventions. (BOY- 70%, MOY- 85%)</p>

Commitment 3: Family and Community Engagement

Division Objective:

3.1 PWCS will engage families as authentic partners in education to support academic progress., 3.3 PWCS will ensure honest, transparent, and two-way communication with families, schools, and the community to foster trusting relationships.

Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
design quarterly family engagement sessions using input gathered through surveys and empathy interviews conducted with families throughout the year	we will better understand the diverse needs and preferences of our families so that we can tailor communication, programming, and support services to increase meaningful family engagement and ensure all voices are represented in school decision-making	an increase from 3.83 to 3.93 on our Family Engagement metric measured by PWCS Division-wide Gallup Survey

Impact/Implementation Goal 1 Details
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, the division wide Gallup survey measuring our Family Engagement will increase from 3.89 to 3.93</p>

Impact/Implementation Goal 2 Details
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: 100% of new family engagement events (apart from standard school events such as Back to School Night or Touch base conferences) will be designed and implemented based on direct feedback received from families to better meet their needs by June 2025. (BOY 33%, MOY 67%)</p>

Commitment 4: Organizational Coherence