

# Prince William County Public Schools

## Springwoods Elementary

### 2025-2026 25-26 CIP Summary

**Accountability Rating: Accredited**

**Performance of Student Groups**

Level One



**Validation of Continuous Improvement Plan Date:** August 11, 2025

**Executive Cabinet Member:** Dr. Maggie De La Rosa

**Principal/Director:** Janeene Mainor

# 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)
<p>If we implement evidence-based decoding strategies and routinely use comprehension building practices,</p>	<p>then K-5 teachers will explicitly teach foundational skills and create opportunities for students to practice skills which will allow students to practice decoding and encoding skills on reading and writing tasks (weekly encoding progress quick checks) teachers in grades 3-5 will provide opportunities for students to make meaning of texts and justify their ideas on oral and/or written tasks using high level questioning and students will justify their oral and/or written response to high level questions using details and evidence from texts.</p>	<p>which will lead to 74% or more of EL students and 72% or more of students with disabilities passing the reading SOL as measured by 74% or more of 2nd-5th grade EL students and 72% or more of 2nd-5th grade students with disabilities scoring on and above grade level and score on/above on the HMH Growth measure as well as 25% or less of K-5 EL students and 20% or less of K-5 students with disabilities being in the high-risk bank of VALLSS.</p>

Impact/Implementation Goal 1 Details
<p><b>Impact/Implementation Goal 1</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> By June 2026, 74% or more of EL students and 72% or more of students with disabilities will pass the Reading SOL.</p>

Impact/Implementation Goal 2 Details
<p><b>Impact/Implementation Goal 2</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> 74% or more of 2nd-5th grade EL students will be reading on and above grade level and score on/above on the HMH Growth measure. BOY: 63% MOY : 70%</p>

**Impact/Implementation Goal 3 Details**

**Impact/Implementation Goal 3**

**Goal Type:** Impact Goal

**Impact Goal:** 72% or more of 2nd-5th grade students with disabilities will be reading on and above grade level as measured on the HMH Growth measure. BOY: 50% MOY: 65%

**Impact/Implementation Goal 4 Details**

**Impact/Implementation Goal 4**

**Goal Type:** Impact Goal

**Impact Goal:** 25% or less of K-2 EL students will be in the high-risk bank of VALLSS.  
BOY: 35%, MOY 30%

**Implementation Goal Review:** \*This goal was revised to track only K-2 students, as grades 3-5 are not assessed through VALLSS.

**Impact/Implementation Goal 5 Details**

**Impact/Implementation Goal 5**

**Goal Type:** Impact Goal

**Impact Goal:** 20% or less of K-2 students with disabilities will be the high-risk band of VALLSS. BOY: 30%, MOY: 25%

**Implementation Goal Review:** \*This goal was revised to track only K-2 students, as grades 3-5 are not assessed through VALLSS.

**Impact/Implementation Goal 6 Details**

**Impact/Implementation Goal 6**

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of teachers in grades K-5 will explicitly teach foundational skills and provide opportunities for students to practice learned skills.

### Impact/Implementation Goal 7 Details

#### Impact/Implementation Goal 7

**Goal Type:** Implementation Goal

**Implementation Goal Review:** 9/29 - This goal was revised to remove "Engage and Respond" and align with daily HMH assignments--either "Collaborative Discussion" or "Apply to Independent Reading"--to reflect textbook terminology. This goal was also made broader, changing from focusing only on grades 3 - 5 to all grades.

**Implementation Goal:** 100% of teachers will provide opportunities for students to collaboratively discuss the meaning of texts and justify their ideas using high level questioning (daily HMH 'Collaborative Discussion' or "Apply to Independent Reading")

### Impact/Implementation Goal 8 Details

#### Impact/Implementation Goal 8

**Goal Type:** Implementation Goal

**Implementation Goal:** 80% of K-5th grade EL students will score a 70% or higher on the weekly encoding progress monitoring quick checks (HMH/UFLI). (Decoding)

### Impact/Implementation Goal 9 Details

#### Impact/Implementation Goal 9

**Goal Type:** Implementation Goal

**Implementation Goal:** 80% of K-5th grade students with disabilities will score a 70% or higher on the weekly encoding progress monitoring quick checks (HMH/UFLI). (Decoding)

### Impact/Implementation Goal 10 Details

#### Impact/Implementation Goal 10

**Implementation Goal Review:** 10/14 - Edited this goal to replace "Respond To Test" with "Collaborative Discussion" to reflect textbook terminology.

**Implementation Goal:** 85% of students with disabilities in grades 3-5 will justify their thinking using details and evidence from the texts--through daily oral responses and weekly written Collaborative Discussion tasks, achieving at least 2 out of 3 correct.

**Impact/Implementation Goal 11 Details**

**Impact/Implementation Goal 11**

**Goal Type:** Implementation Goal

**Implementation Goal Review:** 10/14 - Edited this goal to replace "Respond To Test" with "Collaborative Discussion" to reflect textbook terminology.

**Implementation Goal:** 85% of EL students in grades 3-5 will justify their thinking using details and evidence from the texts--through daily oral responses and weekly written Collaborative Discussion tasks, achieving at least 2 out of 3 correct.

**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 consistently use visual representations to help students connect quantitative relationships to the mathematical operations needed to solve problems	then teachers will teach the use of visual representations to compare numbers, understand relative magnitude, and/or conceptually explore operations to facilitate students engagement through mathematical reasoning in discourse, writing, and demonstration	which will lead to 75% or more of EL students and 74% or more of students with disabilities passing the Math SOL and and scoring at least 67% on math unit assessments.

Impact/Implementation Goal 1 Details
<p><b>Impact/Implementation Goal 1</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> By June 2026, 75% or more of EL students and 74% or more of students with disabilities will pass the Math SOL.</p>

Impact/Implementation Goal 2 Details
<p><b>Impact/Implementation Goal 2</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> 67% or more of ELL students will score either mastery or proficient on unit assessments. BOY: 55% MOY: 60%</p>

Impact/Implementation Goal 3 Details
<p><b>Impact/Implementation Goal 3</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> 67% or more of students with disabilities will perform score either mastery or proficient on unit assessments. BOY: 50% MOY: 65%</p>

**Impact/Implementation Goal 4 Details**

**Impact/Implementation Goal 4**

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of K-5 math teachers will teach the use of visual representations to solve math concepts within each curriculum unit.

**Impact/Implementation Goal 5 Details**

**Impact/Implementation Goal 5**

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of students demonstrate mathematical reasoning using visual representations. (Envision Topic Performance Task OR Magma Math Whiteboard Task).

**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 we utilize structured weekly attendance check-ins,	then teachers/counselors/parents liaison will identify barriers to provide consistent support to each student	which will lead to 12% or less of our students with disabilities and ELL students being identified as chronically absent.

Impact/Implementation Goal 1 Details
<p><b>Impact/Implementation Goal 1</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> By June 2026, 12% or less of students with disabilities will be chronically absent.</p> <p>The following mini targets will help us reach our goal:            BOY: 16%            MOY: 14%</p>

Impact/Implementation Goal 2 Details
<p><b>Impact/Implementation Goal 2</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> By June 2026, 12% or less of ELL students will be chronically absent.</p> <p>The following mini targets will help us reach our goal:            BOY: 14%            MOY: 12%</p>

Impact/Implementation Goal 3 Details
<p><b>Impact/Implementation Goal 3</b></p> <p><b>Goal Type:</b> Implementation Goal</p> <p><b>Implementation Goal:</b> 100% of identified ELL and SWD students will be provided consistent support through weekly attendance check-ins.</p>

**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 clear structures and systems that actively involve staff in important school decision-making processes,	teachers will participate in school decision-making processes that align with and support the school's vision and mission,	80% or more of staff will report being provided opportunities for input regarding important decisions on the end of the year Upbeat Survey as measured by 80% or more of staff responding positively on the school survey.

Impact/Implementation Goal 1 Details
<p><b>Impact/Implementation Goal 1</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> 80% or more of staff will report being provided opportunities for input regarding important decisions on the end of the year Upbeat Survey.</p>

Impact/Implementation Goal 2 Details
<p><b>Impact/Implementation Goal 2</b></p> <p><b>Impact Goal:</b> 80% or more of staff will report being provided opportunities for input regarding important decisions on the school survey; BOY: 70%, MOY: 80%</p>

Impact/Implementation Goal 3 Details
<p><b>Impact/Implementation Goal 3</b></p> <p><b>Implementation Goal:</b> 100% of staff will participate in monthly CIP Goal team meetings resulting in group decisions that align with and support the school's vision and mission.</p>

### 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 engage families with increased and targeted academic engagement communication,	then staff will make at least one individual academic contact for every student per quarter,	which will lead to 60% or more of parents being fully engaged and a mean score of at least 4.0 in Academic Standards according to the PWCS Family Gallup Survey as measured by 1st quarter and mid-year survey results of 80% or more positive responses.

Impact/Implementation Goal 1 Details
<p><b>Impact/Implementation Goal 1</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> By June 2026, 60% of families who complete the PWCS Gallup Survey will report as fully engaged.</p>

Impact/Implementation Goal 2 Details
<p><b>Impact/Implementation Goal 2</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> By June 2026, the Gallup survey for Academic Standards will have an overall mean score of at least 4.0.</p>

Impact/Implementation Goal 3 Details
<p><b>Impact/Implementation Goal 3</b></p> <p><b>Goal Type:</b> Implementation Goal</p> <p><b>Implementation Goal:</b> 80% or higher positive response on school survey using the same questions from the Academic Standard section from the Gallup survey. 1st Quarter: 60%, 2nd Quarter: 70%</p>

**Impact/Implementation Goal 4 Details**

**Impact/Implementation Goal 4**

**Goal Type:** Implementation Goal

**Implementation Goal:** 100% of teachers will make at least one individual parent/guardian communication per quarter (phone/text/email/conference) for every student in their class/on their caseload.

**Commitment 4: Organizational Coherence**