Federally Identified Schools - Targeted Support and Improvement

Region 6:

- Braddock Elementary School
- Bren Mar Park Elementary School
- Crestwood Elementary School
- Forestdale Elementary School
- Lorton Station Elementary School
- Lynbrook Elementary School
- Weyanoke Elementary School

Braddock Elementary School Multi-Year School Support Plan 2025-26

Division and School Information	
Information Needed	Enter Information Below
School Year	2025-2026
Division Name	Fairfax County Public Schools
Division Superintendent	Dr. Michelle C. Reid
School Name	Braddock Elementary School
Grades Served	PreK-5
Principal Name	Keesha Jackson-Muir
Principal Email	knjacksonmui@fcps.edu
Division Multi-Year School Support Plan Lead Name and Title	Stephanie Jerauld Executive Director, Office of School Support
Division Multi-Year School Support Plan Lead Email	sajerauld@fcps.edu

Stakeholder Engagement				
Stakeholder Representation	Name	Email	Organization, Department, or Office	Title
School Leader	Keesha Jackson-Muir	knjacksonmui@fcps.edu	Braddock ES	Principal
School Leader	Nikisha Gibson	nlgibson@fcps.edu	Braddock ES	Assistant Principal
School Leader	Sherry Sooknanan	sdsooknanan@fcps.edu	Braddock ES	Administrative Assistant

School Leader	Katrina Garrett	klgarrett@fcps.edu	Braddock ES	Instructional Coach
School Leader	Jessica McNayr	jlmcnayr@fpcs.edu	Braddock ES	Special Ed. Department Chair/Literacy Coach
School Leader	Marni Chiddister	mjchiddister@fcps.edu	Braddock ES	ESOL Teacher/Co-Lead
School Leader	Jamie Dziuba	jdziuba@fcps.edu	Braddock ES	EMRT
School Leader	Judith Swoboda	jlswoboda@fcps.edu	Braddock ES	Reading Specialist/ Literacy Coach
School Leader	Katie Kirdahi	kakirdahi@fcps.edu	Braddock ES	SBTS
School Leader	Sudie Vasquez	scvasquez@fcps.edu	Braddock ES	AART
Family Liaison	Fresia Mercado Rodriguez	fsmercadorod@fcps.edu	Braddock ES	Family Liaison
School Leader	Nafeesah Nimer	nknimer@fcps.edu	Braddock ES	MTSS Coach
Parent	Mariam Zainab	mariamzainab85@gmail.com	Community Representative	Braddock ES Parent

Multi-Year School Support Plan *Write your support plans based on at least 2 goal statements from your School Needs Assessment.*	
3-Year Goal Statement	**By the end of the 2027-2028 school year, SWD reading mastery performance on the Reading SOL will increase from 60.85% to 85%, as indicated by the SPSF:** • By the end of the 2025-2026 school year, SWD reading mastery performance on the Reading SOL will increase from 60.85% to 69% of possible points, as indicated by the SPSF. • By the end of the 2026-2027 school year, SWD reading mastery performance on the Reading SOL will increase from 69% to 77% of possible points, as indicated by the SPSF. • By the end of the 2027-2028 school year, SWD reading mastery performance on the Reading SOL will increase from 77% to 85% of possible points, as indicated by the SPSF.
School Performance and Support Framework Alignment	Reading Mastery

Measurable Objectives *Define objectives that support accomplishing the goal.*	Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3
	By the end of the 2025-2026 school year, SWD reading mastery performance on the Reading SOL will increase from 60.85% to 69% of possible points, as indicated by the SPSF.	By the end of the 2026-2027 school year, SWD reading mastery performance on the Reading SOL will increase from 69% to 77% of possible points, as indicated by the SPSF.	By the end of the 2027-2028 school year, SWD reading mastery performance on the Reading SOL will increase from 77% to 85% of possible points, as indicated by the SPSF.
Evidence-Based Strategy	**Based on our needs assessment Braddock has a need for greater integration of high-quality Tier 1 academic language development for Students with Disabilities within core instruction, greater professional learning focused on differentiation, scaffolding and inclusive instructional models, as well as defined models for collaborative planning and co-teaching. We have selected the following EBI strategies to address these needs:** **Evidence-Based Strategy: (Comprehension) Routinely use a set of comprehension-building practices to help students make sense of the text (Tier 1)** • Students with reading difficulties often have difficulty understanding what they read. Many of these students view reading as a frustrating task and may rush through a passage, rather than try to figure out its meaning. By the time students are in upper-elementary grades, reading material in all subject areas conveys information and ideas that students are expected to learn and understand. When students are unable to understand these texts, they miss crucial opportunities to learn grade-level content. The goal of this recommendation is to provide teachers with ways to support students as they learn and practice routines and develop reading habits that promote reading comprehension. These supports can be gradually withdrawn as students gain competence in making sense of the text. **Evidence-Based Strategy: (Decoding) Build students' decoding skills so they can read complex multisyllabic words. (Tier 1)** • As students progress in school, words that appear in grade-level texts become more difficult to read. In early-elementary grades, texts often include monosyllabic words, such as bat and ball, as well as simpler multisyllabic words, such as outside and under. By upper elementary and middle school grades, texts include		

	more complex multisyllabic words, such as disorganization and equilibrium. Many of these difficult multisyllabic words are essential for understanding the meaning of the texts. For that reason, adequate word-reading skills are essential for understanding the more complex texts that appear in these higher grade levels. The goal of this recommendation is to prepare students with the skills needed to break apart and accurately sound out multisyllabic words. **Evidence-Based Strategy: (Intervention) Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. (Tier 3)** • Tier 3 instruction should take place in small homogenous groups ranging from three to four students using curricula that address the major components of reading instruction (comprehension, fluency, phonemic awareness, phonics, and vocabulary). The areas of instruction are based on the results of students' scores on universal screening. Instruction should be systematic—building skills gradually and introducing skills first in isolation and then integrating them with other skills. Explicit instruction involves more teacher-student interaction, including frequent opportunities for student practice and comprehensible and specific feedback. Intensive instruction should occur three to five times per week for 20 to 40 minutes.
Intended Outcomes	By implementing these evidence-based strategies, students with disabilities will be able to achieve the intended reading mastery goal: By the end of the 2027-2028 school year, the percentage of students with disabilities demonstrating reading mastery performance on the Reading SOL will increase from 60.85% to 85%, as indicated by the SPSF: • Braddock students with disabilities will demonstrate consistent use of visuals, vocabulary supports, and GLAD strategies to build foundational skills, multisyllable decoding, and comprehension of students with disabilities as evidenced by student growth scores in WIDA, SOLs, and/or VALLSS/iReady assessment scores.
Lead Person	Judith Swoboda, Reading Specialist Jessica McNayr, SPED Lead and Coach
Team Members	Reading Specialist, Literacy Intervention Teachers, Multilingual Learner Teachers, SPED Teachers, Grade Level Literacy Teachers

Action Step *(What will be accomplished?) List the specific, sequenced steps*	**Process Owner** *(Who is responsible for ensuring the*	**Time Frame** *(How long will it take?) Identify the start and end dates*	**Progress Checks** *(How will the team monitor progress?) Define key dates to*	**Measures of Success** *(How will the team know if the*	**Cost Elements** *(What resources are needed to complete the action step?)*	**Funding Source** *(Where will the money come from?)*

required to complete the activity.	*action step is complete?) Identify a single, accountability lead.*	*for each action step, including any key milestones.*	*review process, make adjustments, and confirm the work remains on track.*	*action step is complete?) Define clear, observable indicators of completion.*		
Establish school-wide expectations for:						
(1) Differentiation. Scaffolding for grade-level standards/content.	Judith Swoboda, Reading Specialist Jessica McNayr, Special Education Dept. Chair, Literacy Coach	Ongoing throughout the 25-26, 26-27 and 27-28 school years	Walk-Throughs by the Administrative and Instructional Resource Team	Walk-Through Rubrics	**Materials to support GLAD and AVID Implementation:** Long sentence pocket charts for cooperative strip paragraphs, white cardstock sentence strips, sticky chart paper pads, markers, cover-up tape, colored sticky tabs, strong whiteboard markers, colored toner, Ricoh contract, poster maker, 9x14 laminators with 3 am 5 mil laminating sheets Sub funding for all Braddock teachers to attend both the 2-Day and 4-Day GLAD	Grant Funds **or** School-Operated Funds

					trainings.	
(2) Universal Design for Learning (UDL).	Katrina Garrett, Instructional Coach	Ongoing throughout the 25-26, 26-27 and 27-28 school years	Walk-Throughs by Administrative and Instructional Resource Team	Walk-Through Rubrics		No Cost Element
(3) Provide staff development for: Scaffolding without "watering down" grade-level content.	Amanda Freese, OSEI Educational Specialist	Ongoing throughout the 25-26, 26-27 and 27-28 school years	Braddock Professional Development Calendar	Staff Feedback Surveys	Instructional Materials	Grant Funds
(4) Supporting twice-exceptional learners.	Sudie Vasquez, Advanced Academic Resource Teacher	Ongoing throughout the 25-26, 26-27 and 27-28 school years	Benchmark Advance Unit Assessment data for twice exceptional learners	SOL and VALLSS data for twice exceptional learners	Professional Development for Staff Instructional Materials	Grant Funds
(5) Academic language development for ML and SWD through Integrating language objectives into literacy and math.	Marni Chiddister, Intermediate Multilingual Lead Teacher	Ongoing throughout the 25-26, 26-27 and 27-28 school years	Summit K-12 and ELD Formative Assessment Data	WIDA Growth data for all MLs and MLs who are SWD	Professional Development for Staff Instructional Materials	Grant Funds
(6) Strengthen Tier 2 and Tier 3 intervention systems through:	Judith Swoboda, Reading Specialist, Nafeesah Nimer, MTSS Coach, and	Ongoing throughout the 25-26, 26-27 and 27-28 school years	Intervention Walk-Throughs Debrief meetings from Walk-Throughs	Intervention Fidelity Checklists	Sub Funding for Intervention Program Training Intervention Program	Grant Funds

Clear program matching and management. Fidelity monitoring. Alignment to Tier I instruction	Jessica McNayr, SPED Lead and Coach				Purchases, including REWARDS teacher manuals and SPIRE kits	

Multi-Year School Support Plans

3-Year Goal Statement	**By the end of the 2027-2028 school year, SWD math mastery performance on the Math SOL will increase from 67.66% to 80%, as indicated by the SPSF:** • By the end of the 2025-2026 school year, SWD math mastery performance on the Math SOL will increase from 67.66% to 71.76 of possible points, as indicated by the SPSF. • By the end of the 2026-2027 school year, SWD math mastery performance on the Math SOL will increase from 71.76 to 75.76% of possible points, as indicated by the SPSF. • By the end of the 2027-2028 school year, SWD math mastery performance on the Math SOL will increase from 75.76% to 80% of possible points, as indicated by the SPSF.		
School Performance and Support Framework Alignment	Math Mastery		
Measurable Objectives *Define objectives that support accomplishing the goal.*	Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3
	By the end of the 2025-2026 school year, SWD math mastery performance on the Math SOL will increase from 67.66% to 71.76 of possible points, as indicated by the SPSF.	By the end of the 2026-2027 school year, SWD math mastery performance on the Math SOL will increase from 71.76 to 75.76% of possible points, as indicated by the SPSF.	By the end of the 2027-2028 school year, SWD math mastery performance on the Math SOL will increase from 75.76% to 80% of possible points, as indicated by the SPSF.
Evidence-Based Strategy	**Based on our needs assessment, Braddock has a need for greater integration of high-quality Tier 1 academic**		

	language development for Students with Disabilities within core instruction, greater professional learning focused on differentiation, scaffolding, and inclusive instructional models, as well as defined models for collaborative planning and co-teaching. We have selected the following EBI strategies to address these needs: **Evidence-Based Strategy: (Representations) Use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures. (Tier 1)** • Students who struggle to learn mathematics need additional, focused instruction using representations to model mathematical ideas. Choose representations carefully and connect them explicitly to the abstract representations (mathematical notation). It is also important to provide students with many opportunities to use representations. **Evidence-Based Strategy: (Mathematical Language) Teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts. (Tier 1)** • Mathematical language is academic language that precisely conveys mathematical ideas, including the vocabulary, terminology, and language structures used when thinking about, talking about, and writing about mathematics. Understanding mathematical language is critical to students' learning because it is used in textbooks, curricular and assessment materials, and teachers' instruction. **Evidence-Based Strategy (Systematic Instruction): Provide systematic instruction during intervention to develop student understanding of mathematical ideas. (Tier 1)** • Effective interventions for improving mathematics achievement for students struggling with mathematics share one key feature: the design of the curricular materials and the instruction provided are systematic. The term systematic indicates that instructional elements intentionally build students' knowledge over time toward an identified learning outcome(s). Systematic intervention materials are designed to cover topics in an incremental and intentional way. Systematic interventions most often include a "bundle" of practices used to build and support student learning strategically.
Intended Outcomes	By implementing these evidence-based strategies, students with disabilities will be able to achieve the intended Math mastery goal: By the end of the 2027-2028 school year, the percentage of students with disabilities demonstrating mathematical mastery performance on the Math SOL will increase from 71.76% to 80%, as indicated by the SPSF: • Students will demonstrate consistent use of manipulatives, visual models, and math tools to support conceptual understanding for students with disabilities, as evidenced by walkthrough data and student growth scores in

	WIDA, SOLs, and/or MAP assessment scores.
Lead Person	Jamie Dziuba EMRT Sudia Vasquez, AART Alexa Bobe, SPED Lead and Coach
Team Members	Math Resource Teacher HIT (Intervention Tutors) Grade Level Math Teachers SPED Teachers AART

Action Step *(What will be accomplished?) List the specific, sequenced steps required to complete the activity.*	**Process Owner** *(Who is responsible for ensuring the action step is complete?) Identify a single, accountability lead.*	**Time Frame** *(How long will it take?) Identify the start and end dates for each action step, including any key milestones.*	**Progress Checks** *(How will the team monitor progress?) Define key dates to review process, make adjustments, and confirm the work remains on track.*	**Measures of Success** *(How will the team know if the action step is complete?) Define clear, observable indicators of completion.*	**Cost Elements** *(What resources are needed to complete the action step?)*	**Funding Source** *(Where will the money come from?)*
(1) Differentiation. Scaffolding for grade-level standards/content.	Jamie Dziuba (EMRT)	Ongoing throughout the 25-26, 26-27 and 27-28 school years	Walk-Throughs by Administrative and Instructional Resource Team	Walk-Through Rubrics	• Ready Set Math Fraction Kits • Hand-held money coin and dollar manipulatives • Base 10 blocks • Whiteboards 10 and 20 frames • Decimal	Grant Funds

					appreciation grids (dry-erase) • Building a fraction activity center • Blank wooden dice • Cups, bowls, ziplock bags • Dry-erase markers • erasers for dry-erase boards • Magnetic fraction numberline • Storage bins with lids (6qt) • Sheet protectors • Colored printer • Sticky anchor chart paper • AngLegs	
(2) Universal Design for Learning (UDL).	Katrina Garrett	Ongoing throughout the 25-26, 26-27 and 27-28 school years	Walk-Throughs by Administrative and Instructional Resource Team	Walk-Through Rubrics	Instructional Materials	Grant Funds

(3) Provide staff development for: Scaffolding without "watering down" grade-level content.	Jamie Dziuba	Ongoing throughout the 25-26, 26-27 and 27-28 school years	Braddock Professional Development Calendar	Staff Feedback Surveys	AVMR Training (Kits and Subs needed for 4-day training)	Grant Funds
(4) Supporting twice-exceptional learners.	Sudie Vasquez, Advanced Academic Resource Teacher	Ongoing throughout the 25-26, 26-27 and 27-28 school years	County-Provided Unit Assessments	MAP SOL	Professional Development for Staff Instructional Materials	Grant Funds
(5) Academic language development for ML and SWD through Integrating language objectives into literacy and math.	Marni Chiddister, Intermediate Multilingual Lead Teacher	Ongoing throughout the 25-26, 26-27 and 27-28 school years	Summit K-12 and ELD Formative Assessment Data	WIDA Growth data for all MLs and MLs who are SWD	Professional Development Instructional Materials	Grant Funds
(6) Strengthen Tier 2 and Tier 3 intervention systems through: Clear program matching and management. Fidelity monitoring. Alignment to Tier I instruction	Jamie Dziuba, Math Specialist, Nafeesah Nimer, MTSS Coach, and Alexa Bobe, SPED Lead and Coach	Ongoing throughout the 25-26, 26-27 and 27-28 school years	Intervention Walk-Throughs	Intervention Fidelity Checklists	Digital Tier 2 & Tier 3 Program (Exact Path)	Grant Funds

Multi-Year School Support Plan			
3-Year Goal Statement	**By the end of the 2027-2028 school year, SWD science mastery performance on the Science SOL will increase from 80% of possible points to 85%, as indicated by the SPSF:** • By the end of the 2025-2026 school year, SWD science mastery performance on the Science SOL will increase from 80% possible points to 82%, as indicated by the SPSF. • By the end of the 2026–2027 school year, SWD science mastery performance on the Science SOL will increase from 82% possible points to 84%, as indicated by the SPSF. • By the end of the 2027–2028 school year, SWD science mastery performance on the Science SOL will increase from 84% possible points to 85%, as indicated by the SPSF.		
School Performance and Support Framework Alignment	Other		
Measurable Objectives *Define objectives that support accomplishing the goal.*	Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3
	By the end of the 2025-2026 school year, SWD science mastery performance on the Science SOL will increase from 80% possible points to 82%, as indicated by the SPSF.	By the end of the 2026–2027 school year, SWD science mastery performance on the Science SOL will increase from 82% possible points to 84%, as indicated by the SPSF.	By the end of the 2027–2028 school year, SWD science mastery performance on the Science SOL will increase from 84% possible points to 85%, as indicated by the SPSF.
Evidence-Based Strategy	**Based on our needs assessment, Braddock has a need for greater integration of high-quality Tier 1 academic language development for Students with Disabilities within core instruction, greater professional learning focused on differentiation, scaffolding, and inclusive instructional models, as well as defined models for collaborative planning and co-teaching. We have selected the following EBI strategies to address these needs:**		

	Evidence-Based Strategy: (Academic Vocabulary) Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. (Tier 1) • State and district standards for English Language Arts emphasize teaching students academic language and, in particular, academic vocabulary. Academic vocabulary represents words that are used primarily in academic disciplines. Teachers can introduce and teach academic vocabulary along with content material in science, history, mathematics, and writing to English learners during regular classroom instruction. Many English learners lack opportunities to develop the academic vocabulary necessary to support reading, writing, and discussion of the academic topics covered in school. This can often lead to struggles with complex texts that are loaded with abstract content and academic vocabulary. Instructional activities that are focused on a small set of words over several lessons and that provide various opportunities for students to use the words in writing, speaking, and listening can help students learn and correctly use grade-level general academic and domain-specific vocabulary. **Evidence-Based Strategy: (Language Integration) Integrate oral and written English language instruction into content-area teaching. (Tier 2)** • Increased expectations for students' oral and written academic communications pose challenges for English learners, who are learning a second language and complex grade-level content simultaneously. This recommendation outlines an approach to providing structured opportunities for engaging students in academic discussions about the content, using instructional tools strategically to clarify and anchor the content, teaching explicitly academic vocabulary that is central for understanding the content, and providing writing opportunities to reinforce learning.
Intended Outcomes	By implementing these evidence-based strategies, students with disabilities will be able to achieve the intended science mastery goal: By the end of the 2027-2028 school year, the percentage of students with disabilities demonstrating science mastery performance on the Science SOL will increase from 80% to 85%, as indicated by the SPSF: • Students will demonstrate consistent use of vocabulary, visual models, and Science tools to support scientific knowledge for students with disabilities, as evidenced by walkthrough data and student growth scores in WIDA and/or SOLs assessment scores. • Students will demonstrate consistent use of vocabulary, visual models, and Science tools to support scientific knowledge for students with disabilities, as evidenced by walkthrough data and student growth scores in WIDA and/or SOLs assessment scores. • Students will demonstrate consistent use of vocabulary, visual models, and Science tools to support scientific knowledge for students with disabilities, as evidenced by walkthrough data and student growth scores in WIDA

	and/or SOLs assessment scores.
Lead Person	Janice Fleurantin, Marni Chiddister, Kelsey Wilson
Team Members	Grade 5 Science Teachers, Multilingual Learner Teachers, SPED Teachers

Action Step *(What will be accomplished?) List the specific, sequenced steps required to complete the activity.*	**Process Owner** *(Who is responsible for ensuring the action step is complete?) Identify a single, accountability lead.*	**Time Frame** *(How long will it take?) Identify the start and end dates for each action step, including any key milestones.*	**Progress Checks** *(How will the team monitor progress?) Define key dates to review the process, make adjustments, and confirm the work remains on track.*	**Measures of Success** *(How will the team know if the action step is complete?) Define clear, observable indicators of completion.*	**Cost Elements** *(What resources are needed to complete the action step?)*	**Funding Source** *(Where will the money come from?)*
Utilize FCPS Science vocabulary resources and GLAD strategies to intensify science vocabulary instruction	Fifth Grade Science Teachers	Ongoing throughout the 25-26, 26-27 and 27-28 school years	Walk-Throughs by Administrative and Instructional Resource Team	Walk-Through Rubrics	Materials to support GLAD and AVID Implementation: Long sentence pocket charts for cooperative strip paragraphs, white cardstock sentence strips, sticky chart paper pads, cardstock, markers, cover-up tape, colored sticky tabs, strong whiteboard markers, colored toner, Ricoh contract, Sub funding for all	Grant Funds **or** School-Operated Funds

					Braddock teachers to attend both the 2-Day and 4-Day GLAD trainings	
Determine language objectives that correlate with science objectives	Janice Fleurantin, Science Resource Teacher, Marni Chiddister, Intermediate ML Lead, and Fifth Grade Science Teachers	Ongoing throughout the 25-26, 26-27 and 27-28 school years	Walk-Throughs by Administrative and Instructional Resource Team	Walk-Through Rubrics		No Cost Element
Provide opportunities for students to write about their science learning.	Janice Fleurantin, Science Resource Teacher and Fifth Grade Science Teachers	Ongoing throughout the 25-26, 26-27 and 27-28 school years	Walk-Throughs by Administrative and Instructional Resource Team	Walk-Through Rubrics	Yellow spiral notebooks, yellow plastic, three-prong folders, multi-colored highlighters	Grant Funds
Using intentional talk structures to increase academic discourse about science content.	Janice Fleurantin, Science Resource Teacher and Fifth Grade Science Teachers	Ongoing throughout the 25-26, 26-27 and 27-28 school years	Walk-Throughs by Administrative and Instructional Resource Team	Walk-Through Rubrics	Sticky chart paper pads Sentence Strips	Grant Funds

Assurances

Assurance of Review and Approval	
Information Needed	Enter Information Below
Division Name	Fairfax County Public School
Division-Level Team Lead Name	Stephanie Jerauld
Division-Level Team Lead Email	sajerauld@fcps.edu
School Name	Braddock Elementary School
Principal Name	Keesha Jackson-Muir
Principal Email	knjacksonmui@fcps.edu
School Performance Category	Needs Intensive Support
School Federal Designation	Targeted Support and Improvement

For **Comprehensive Support and Improvement** Schools, the Multi-year School Support Plan must be written by the school division for the school and include four evidence-based interventions. The proposed plan must be approved by the principal and division; reviewed by the local school board, and submitted to the Virginia Department of Education (the Department) by the Division Superintendent for final approval. The Virginia Department of Education will review the plan and may request revisions before approving the plan. The Department-approved plan must be published on the division website and the school website. The Multi-year School Support Plan will be incorporated as a component of the school's comprehensive, unified, long-range plan. (8VAC20-132-260(C)(1)) (ESEA Section 1111(d)(1)(B)(i)).

For **Targeted Support and Improvement** and **Additional Targeted Support and Improvement** schools, the Multi-year School Support Plan must be written by the school and include two evidence-based interventions. The proposed plan must be approved by school division and the local school board. The approved plan must be published on the division website and the school website. The Multi-year School Support Plan will be incorporated as a component of the school's comprehensive, unified, long-range plan. (8VAC20-132-260(B)) (ESEA Section 1111(d)(2)(B)(i))

By signing below, I certify that I have thoroughly reviewed the Multi-year School Support Plan for the federally identified school named in this document. I affirm that the plan:

- Aligns with federal and state requirements for school improvement;
- Addresses the needs identified through a school needs assessment;
- Includes the minimum number of required evidence-based interventions;
- Reflects stakeholder input and collaboration; and
- Establishes clear goals, timelines, and progress monitoring processes.

I approve the contents of this plan and commit to supporting its implementation with fidelity to ensure improved outcomes for all students.

Principal Name	Principal Signature	Date Approved
Keesha Jackson - Muir	K Jackson-Muir	11/27/2024

Division-Level Lead Name	Division-Level Lead Signature	Date Approved
Stephanie Jerauld	[signature]	11/30/2024

Division Superintendent Name	Division Superintendent Signature	Date Approved
Dr. Michelle C. Reid	[signature]	12/2/24

Date Reviewed/Approved

[illegible] School Board Minutes

Bren Mar Park Elementary School Multi-Year School Support Plan 2025-26

Division and School Information	
Information Needed	Enter Information Below
School Year	2025-2026
Division Name	Fairfax County Public Schools
Division Superintendent	Dr. Michelle C. Reid
School Name	Bren Mar Park Elementary School
Grades Served	PreK - 5
Principal Name	Elizabeth Williams
Principal Email	cewilliams2@fcps.edu
Division Multi-Year School Support Plan Lead Name and Title	Stephanie Jerauld Executive Director, Office of School Support
Division Multi-Year School Support Plan Lead Email	sajerauld@fcps.edu

Stakeholder Engagement				
Stakeholder Representation	Name	Email	Organization, Department, or Office	Title
Administration	Elizabeth Williams	cewilliams2@fcps.edu	Bren Mar Park ES	Principal
Administration	Eneida Thomas	emthomas@fcps.edu	Bren Mar Park ES	Assistant Principal
Special Education Staff	Monica Holmes	mcholmes@fcps.edu	Bren Mar Park ES	Special Education Dept Chair

Leadership Team	Anna Suhring	amsuhring@fcps.edu	Bren Mar Park ES	Instructional Coach
Leadership Team	Emily Whitmore	eewhitmore@fcps.edu	Bren Mar Park ES	Reading Specialist
Special Education Staff	Sadida Chaudhry	sfchaudhry@fcps.edu	Bren Mar Park ES	Special Education Teacher
Special Education Staff	Lynn Oquendo	lmoquendo@fcps.edu	Bren Mar Park ES	Special Education Teacher
General Education Teacher	Anne Pitsenbarger	adjennings@fcps.edu	Bren Mar Park ES	General Ed Teacher
General Education Teacher	Heather Hale	hnhale@fcps.edu	Bren Mar Park ES	General Ed Teacher
Parent	Matt Barker	mjbarker1@fcps.edu	Bren Mar Park ES	Parent of SWD

Multi-Year School Support Plan *Write your support plans based on at least 2 goal statements from your School Needs Assessment.*			
3-Year Goal Statement	By Spring 2028, the framework score for the students with disabilities subgroup will meet or exceed 80% of mastery and growth points in reading. In order to achieve this goal, we will increase our SPSF reading mastery scores on an annual basis as outlined below.		
School Performance and Support Framework Alignment	Reading Mastery		
Measurable Objectives *Define objectives that support accomplishing the goal.*	Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3
	By Spring 2026, the percentage of reading mastery points that students with disabilities achieve in grades 3-5 will increase from 65.9% to at least 70%.	By Spring 2027, the percentage of reading mastery points that students with disabilities achieve in grades 3-5 will increase from 70% to at least 75%.	By Spring 2028, the percentage of reading mastery points that students with disabilities achieve in grades 3-5 will increase from 75% to at least 80%.

Evidence-Based Strategy (Grades 4-5)	Staff require professional knowledge in order to consistently implement instruction to **build students' decoding skills so they can read complex multisyllabic words**. Equitable professional knowledge and consistency in implementation strengthens the partnership mindset among all staff, including general education alongside special education staff. Tier 1
Intended Outcomes	Through increased consistency of instructional implementation, students who are achieving below grade level, including Students with Disabilities (SWD), will increase independence in letter-sound fluency, application for increased fluency and accuracy in blending c-v-c and syllables, and application to breaking down and reading complex words through word parts. Students will increase knowledge and application of predictable and unpredictable word patterns, which will help students decode and read increasingly complex words with increasing accuracy, fluency, and understanding of word meanings. Through fluent decoding skills, students will increase comprehension of texts which they read and therefore increase achievement scores as measured by the SOL.
Evidence-Based Strategy (Grades K-3)	Staff require professional knowledge in order to consistently implement instruction to **decode words, analyze word parts, and write and recognize words**. Equitable professional knowledge and consistency in implementation strengthens the partnership mindset among all staff, including general education alongside special education staff. Tier 1
Intended Outcomes	Through increased consistency of instructional implementation, students achieving below grade level expectations, including SWD, will increase accuracy and fluency in letter-sounds, blending c-v-c and syllables, and reading on grade level. Students will increase knowledge and application of predictable and unpredictable word patterns, which will help students decode and read with increasing accuracy and fluency. Through fluent decoding , students will increase comprehension of texts which they read and therefore increase achievement scores as measured by the SOL and VALLSS.
Lead Person	Emily Whitmore & Monica Holmes
Team Members	*Emily Whitmore, Monica Holmes, Elizabeth Williams, Eneida Thomas, Anna Suhring, Millie Left*

Action Step *(What will be accomplished?) List the specific, sequenced steps required to complete the activity.*	**Process Owner** *(Who is responsible for ensuring the action step is complete?) Identify a single, accountability lead.*	**Time Frame** *(How long will it take?) Identify the start and end dates for each action step, including any key milestones.*	**Progress Checks** *(How will the team monitor progress?) Define key dates to review process, make adjustments, and confirm the work remains on track.*	**Measures of Success** *(How will the team know if the action step is complete?) Define clear, observable indicators of completion.*	**Cost Elements** *(What resources are needed to complete the action step?)*	**Funding Source** *(Where will the money come from?)*
High Impact Tutor: 1. Hire additional tutor(s) to join the two already on staff. 2. Assign student groups to tutor and track student progress toward specific literacy goals.	Eneida Thomas	Tutor(s) will complete training on 2/19 and 2/20. Tutors will work with small intervention groups beginning 2/23 and work through 5/31.	Tutors will complete student progress monitoring every other Friday throughout their time at the school. Groups will be adjusted as needed based on data and growth demonstrated.	1. Successfully hire high impact tutor(s). 2. Tutoring will result in measurable student academic growth. Specific student goals will be defined and tracked in MTSS in SIS.	Tutor pay	All in VA funds; Title 1; School Improvement Grant
Before- or After-School Intervention Group	Elizabeth Williams & Monica Holmes	Staff will meet with three different literacy-focused student groups 2x/week for two 8-week cycles.	Tutors will complete student progress monitoring every other Friday throughout their time at the school. Groups will be adjusted as needed based	- Identify groups based upon student data. - Identify staff & intervention. - Schedule for 3x/week for 6-8 weeks.	Hourly Teacher pay	School Improvement Grant

			on data and growth demonstrated.			
REWARDS	Emily Whitmore & Monica Holmes	1. Staff complete PD by April 1. 2. Schedule time in intervention by April 7. 3. Complete student progress monitoring every other Friday through May 31.	Staff will complete student progress monitoring every other Friday throughout their time at the school. Groups will be adjusted as needed based on data and growth demonstrated.	1. Staff complete in-house PD. 2. Identify groups based upon student data. 3. Identify staff & intervention. 4. Start intervention and continue through May 31. 5. Progress monitor every other Friday.	Sub funding Teacher Guide and Posters Student books	School Improvement Grant
SPIRE training	Emily Whitmore & Monica Holmes	1. Staff complete PD by July 1.	NEXT YEAR: Staff will complete student progress monitoring every other Friday throughout their time at the school. Groups will be adjusted as needed based on data and growth demonstrated.	THIS YEAR: 1. Staff complete in-house PD. NEXT YEAR: 2. Identify groups based upon student data. 3. Identify staff & intervention. 4. Start intervention and continue through May 31.	Sub funding Level 2 Kit Level 2 Student Workbooks	School Improvement Grant

				5. Progress monitor every other Friday.		
Orton Gillingham (IMSE) - K-2 Comprehensive Orton Gillingham (IMSE) 3-5 Morphology	Emily Whitmore & Monica Holmes	1. Staff complete PD by July 30.	NEXT YEAR: Staff will complete student progress monitoring every other Friday throughout their time at the school. Groups will be adjusted as needed based on data and growth demonstrated.	THIS YEAR: 1. Staff complete PD. NEXT YEAR: 2. Identify groups based upon student data. 3. Identify staff & intervention. 4. Start intervention and continue through May 31. 5. Progress monitor every other Friday.	Virtual synchronous training hourly teacher pay	School Improvement Grant

Multi-Year School Support Plan			
3-Year Goal Statement	By Spring 2028, the framework score for the students with disabilities subgroup will meet or exceed 80% of mastery and growth points in math. In order to achieve this goal, we will increase our SPSF reading mastery scores on an annual basis as outlined below.		
School Performance and Support Framework Alignment	Math Mastery		
Measurable Objectives *Define objectives that support*	Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3

accomplishing the goal. ☐ Goal is measurable and student focused ☐ Defines objectives that are measurable and student focused ☐ EBI is described, rationale is connected to need analysis/root cause, and tier is included ☐ Intended outcome describes how student outcomes will improve	By Spring 2026, the percentage of math mastery points that students with disabilities achieve in grades 3-5 will increase from 65.62% to at least 70%.	By Spring 2027, the percentage of math mastery points that students with disabilities achieve in grades 3-5 will increase from 70% to at least 75%.	By Spring 2028, the percentage of math mastery points that students with disabilities achieve in grades 3-5 will increase from 75% to at least 80%.
Evidence-Based Strategy	Staff require professional knowledge and consistent implementation of intervention instruction to **develop student understanding of mathematical ideas** as part of **systematic instruction**. Equitable professional knowledge and systematic instruction strengthens the partnership mindset among all staff, including general education alongside special education staff. Tier 1		
Intended Outcomes	Through increased staff professional knowledge and consistency of instructional intervention implementation, students who are achieving below grade level, including SWD, will increase accuracy and fluency in mathematical computation. Students will build knowledge over time toward an identified learning outcome(s). Systematic intervention materials are designed to cover topics in an incremental and intentional way. Systematic interventions most often include a "bundle" of practices used to build and support student learning strategically.		
Evidence-Based Strategy	Staff require professional knowledge and consistent implementation of intervention instruction to **use well-chosen sets of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures** as part of **representations**. Equitable professional knowledge and systematic instruction strengthens the partnership mindset among all staff, including general education alongside special education staff.		

	Tier 1
Intended Outcomes	Through increased staff professional knowledge and consistency of instructional intervention implementation, students who are achieving below grade level will increase accuracy and fluency in mathematical computation. Students who are not achieving on grade level in mathematics, including SWD, will receive additional, focused instruction using representations to model mathematical ideas. Choose representations carefully and connect them explicitly to the abstract representations (mathematical notation). It is also important to provide students with many opportunities to use representations.
Lead Person	Anna Suhring & Monica Holmes
Team Members	Anna Suhring, Monica Holmes, Elizabeth Williams, Eneida Thomas, Phuong Hoang

Action Step *(What will be accomplished?) List the specific, sequenced steps required to complete the activity.*	**Process Owner** *(Who is responsible for ensuring the action step is complete?) Identify a single, accountability lead.*	**Time Frame** *(How long will it take?) Identify the start and end dates for each action step, including any key milestones.*	**Progress Checks** *(How will the team monitor progress?) Define key dates to review process, make adjustments, and confirm the work remains on track.*	**Measures of Success** *(How will the team know if the action step is complete?) Define clear, observable indicators of completion.*	**Cost Elements** *(What resources are needed to complete the action step?)*	**Funding Source** *(Where will the money come from?)*
High Impact Tutor: 1. Hire additional tutor(s) to join the two already on staff. 2. Assign student groups to tutor and track student progress toward specific math	Eneida Thomas	Tutor(s) will complete training on 2/19 and 2/20. Tutors will work with small intervention groups beginning 2/23 and work through 5/31.	Tutors will complete student progress monitoring every other Friday throughout their time at the school. Groups will be adjusted as needed based on data and	1. Successfully hire high impact tutor(s). 2. Tutoring will result in measurable student academic growth. Specific student goals will be defined and tracked in MTSS	Tutor pay	All in VA funding; Title 1; School Improvement Grant

goals.			growth demonstrated.	in SIS.		
Before- or After-School Intervention Group	Elizabeth Williams & Monica Holmes	Staff will meet with three different math-focused student groups 2x/week for two 8-week cycles.	Tutors will complete student progress monitoring every other Friday throughout their time at the school. Groups will be adjusted as needed based on data and growth demonstrated.	- Identify groups based upon student data. - Identify staff & intervention. - Schedule for 3x/week for 6-8 weeks.	Hourly Teacher pay	School Improvement Grant
Math Pathways and Pitfalls	Anna Suhring & Monica Holmes	1. Order materials as soon as possible (early February). 2. Math leaders complete train the trainer. 3. Staff complete PD by March 31. 4. Schedule time in intervention by April 7. 5. Complete student progress monitoring every other Friday	Staff will complete student progress monitoring every other Friday throughout their time at the school. Groups will be adjusted as needed based on data and growth demonstrated.	1. Identify groups based upon student data. 2. Identify staff & intervention. 3. Start intervention and continue through May 31. 4. Progress monitor every other Friday.	Teacher Edition Fractions and Decimals: Student books: Fractions and Decimals Hourly Teacher pay	School Improvement Grant

		through May 31.				

Assurances

Assurance of Review and Approval	
Information Needed	Enter Information Below
Division Name	Fairfax County Public Schools
Division-Level Team Lead Name	Stephanie Jerauld
Division-Level Team Lead Email	sajerauld@fcps.edu
School Name	Bren Mar Park Elementary
Principal Name	Elizabeth Williams
Principal Email	cewilliams2@fcps.edu
School Performance Category	Off Track
School Federal Designation	Targeted Support and Improvement

For **Comprehensive Support and Improvement** Schools, the Multi-year School Support Plan must be written by the school division for the school and include four evidence-based Interventions. The proposed plan must be approved by the principal and division, reviewed by the local school board, and submitted to the Virginia Department of Education (the Department) by the Division Superintendent for final approval. The Virginia Department of Education will review the plan and may request revisions before approving the plan. The Department-approved plan must be published on the division website and the school website. The Multi-year School Support Plan will be incorporated as a component of the school's comprehensive, unified, long-range plan. (8VAC20-132-280(C)(1)) (ESEA Section 1111(d)(1)(B)(v)).

For **Targeted Support and Improvement** and **Additional Targeted Support and Improvement** schools, the Multi-year School Support Plan must be written by the school and include two evidence-based interventions. The proposed plan must be approved by school division and the local school board. The approved plan must be published on the division website and the school website. The Multi-year School Support Plan will be incorporated as a component of the school's comprehensive, unified, long-range plan. (8VAC20-132-280(B)) (ESEA Section 1111(d)(2)(B)(iii)).

By signing below, I certify that I have thoroughly reviewed the Multi-year School Support Plan for the federally identified school named in this document. I affirm that the plan:

- Aligns with federal and state requirements for school improvement;
- Addresses the needs identified through a school needs assessment;
- Includes the minimum number of required evidence-based interventions;
- Reflects stakeholder input and collaboration; and
- Establishes clear goals, timelines, and progress monitoring processes.

I approve the contents of this plan and commit to supporting its implementation with fidelity to ensure improved outcomes for all students.

Elizabeth Williams	E. Williams	1/23/2026
Principal Name	Principal Signature	Date Approved
Stephanie Jerauld	SJerauld GP	1/23/26
Division-Level Lead Name	Division-Level Lead Signature	Date Approved
Dr. Michelle C. Reid	MCReid	2/10/26
Division Superintendent Name	Division Superintendent Signature	Date Approved

Date Reviewed/Approved

per School Board Minutes

Crestwood Elementary School Multi-Year School Support Plan 2025-26

Division and School Information	
Information Needed	Enter Information Below
School Year	2025-2026
Division Name	Fairfax County Public Schools
Division Superintendent	Dr. Michelle C. Reid
School Name	Crestwood Elementary School
Grades Served	PreK-6
Principal Name	Francoise Casablanaca
Principal Email	flcasablanca@fcps.edu
Division Multi-Year School Support Plan Lead Name and Title	Stephanie Jerauld Executive Director, Office of School Support
Division Multi-Year School Support Plan Lead Email	sajerauld@fcps.edu

Stakeholder Engagement				
Stakeholder Representation	Name	Email	Organization, Department, or Office	Title
Administrator	Francoise Casablanca	flcasablanca@fcps.edu	SBA	Principal
Administrator	Danielle Villanueva	dgvillanueva@fcps.edu	SBA	Assistant Principal
Administrator	Kolette De La Cruz	kmdelacruz@fcps.edu	SBA	Assistant Principal
Instructional Coach	Rebecca Otaizo	raotaizo@fcps.edu	Literacy	Instructional Coach

ESOL Lead Teacher	Pernilla Urps	paurps@fcps.edu	Multilingual Learners	ESOL Chair
EMRT	Diane Wadsworth	dmwadsworth@fcps.edu	Math	EMRT
SWD Chair	Kim Petrus	kmmartin@fcps.edu	Special Education	Special Education Chair
Parent/Community Member	Wesley Mulhollem	wmulhollem@gmail.com	PTA	Parent/ Community Member
Parent/ Community Member	Yessica Menjivar	ymenjivar725@outlook.com	PTA	Parent/Community Member

Multi-Year School Support Plan *Write your support plans based on at least 2 goal statements from your School Needs Assessment.*			
3-Year Goal Statement	By Spring 2028, the overall framework score for multilingual learners/Hispanic/SWD will increase to 85.7 points.		
School Performance and Support Framework Alignment	Other ▾ Reading Mastery, Reading Growth		
Measurable Objectives *Define objectives that support accomplishing the goal.*	Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3
	The mastery performance for multilingual learners/ Hispanic/SWD subgroups will increase to 51.3 points and the growth performance will increase to 20 points.	The mastery performance for multilingual learners/ Hispanic/SWD subgroups will increase to 53 points and the growth performance will increase to 21 points.	The mastery performance for multilingual learners/ Hispanic/SWD subgroups will increase to 55 points and the growth performance will increase to 22 points.
Evidence-Based Strategy	What Works Clearinghouse		

	Tier 1: Routinely use a set of comprehension-building practices to help students make sense of the text 1A. Build students' world and word knowledge so they can make sense of the text 1B. Teach students to monitor their comprehension as they read We are shifting the focus from learning to read to reading to understand. For students in grades 3-6, literacy is no longer just about sounding out words; it is about the ability to extract knowledge and sense-making from complex text. Recent research confirms these practices specifically improve reading levels for students in grades 3-6 who struggle with literacy. These methods satisfy ESEA and IDEA requirements, ensuring we meet federal standards for evidence-based instruction. **Tier 1: Teach students to decode words, analyze word parts and write and recognize words.** Implementing a comprehensive approach to word study—encompassing decoding, word analysis, and recognition—is essential for K-3 literacy because it bridges the gap between **mechanical fluency** and **meaningful comprehension.** By teaching students to decode and analyze word parts (phonics and morphology) alongside vocabulary development, we ensure they aren't just "sounding out" words, but actually accessing their meaning. To address Literacy gaps identified in the root cause analysis of our comprehensive needs assessment, specifically the need to move beyond isolated phonics instruction, we are implementing these integrated interventions to ensure students develop both decoding skills and deep comprehension.
Intended Outcomes	These interventions are integrated into our existing frameworks to meet students where they are: • Grades K-6: Smaller, supplemental groups within the MTSS (Multi-Tiered System of Support) framework. Implementing these evidence-based practices shifts students from decoding to active meaning-making, resulting in these key outcome improvements: **Grades K-3** • Decoding alone is insufficient. For a child to understand what they read, they must combine word-level

	accuracy (phonics/analysis) with language knowledge (vocabulary/oral skills). • When students master word analysis and decoding, word recognition becomes automatic. This allows the brain to shift its "energy" away from sounding out letters and toward processing meaning. • Systematic instruction in phonemic awareness and word parts ensures students can read text accurately and smoothly. • Explicitly building word knowledge ensures that once a word is decoded, the student actually understands its significance. **Grades 3-6** • Increased Access to Complex Texts: By building world and word knowledge students bridge the "prior knowledge gap." This allows them to successfully navigate grade-level texts that were previously out of reach due to vocabulary or cultural barriers. • Enhanced Critical Thinking: Moving beyond rote memorization, the Q&A routine trains students to interrogate text. Outcomes improve as students move from simple recall to citing textual evidence and making sophisticated inferences. • Greater Learner Autonomy: By monitoring their own comprehension, students develop metacognitive awareness. They stop "skimming" and start "fixing" their own errors, leading to higher stamina and independence during high-stakes testing and independent research.
Lead Person	*Francoise Casablanca*
Team Members	*Becky Otaizo, Denise Davis*

Action Step *(What will be accomplished?) List the specific, sequenced steps required to complete the activity.*	**Process Owner** *(Who is responsible for ensuring the action step is complete?) Identify a single, accountability lead.*	**Time Frame** *(How long will it take?) Identify the start and end dates for each action step, including any key milestones.*	**Progress Checks** *(How will the team monitor progress?) Define key dates to review process, make adjustments, and confirm the work remains on track.*	**Measures of Success** *(How will the team know if the action step is complete?) Define clear, observable indicators of completion.*	**Cost Elements** *(What resources are needed to complete the action step?)*	**Funding Source** *(Where will the money come from?)*

EBI 1A Equip educators with instructional strategies that bridge the gap between decoding and deep comprehension by integrating content-rich literacy practices across the curriculum	Denise Davis	Quarter 3 and 4	FCPS County Provided SOL Exit Tickets, Benchmark Unit Assessments	Process Owner/Team will conduct classroom walk throughs of small group instruction implementation with clear observable and defined look for's to see the transfer of comprehension strategies into the classroom. Process Owner/Team will as monitor SOL ticket data and Benchmark Unit Assessment growth	Post-It Anchor Chart Paper Anchor Chart Markers Sentence Strips White boards Clipboards Notebooks Butcher Paper for Input Charts (Yellow and White)	SIG Grant
EBI 1A Deliver specialized professional development on targeted intervention programs designed to scaffold and bolster students'	Becky Otaizo	Summer PD	June PD 22nd-23rd	Process Owner will review Staff Attendance sheet with presence of a "cross-functional" teams (e.g., one grade level Teachers, ELL	SPIRE Kits Rewards Kits Funds for Teacher Pay off contract Magnetic Letters White boards	SIG Grant

decoding skills, Tier 2 vocabulary, comprehension and accelerating their ability to access grade-level complex texts.				specialists, and SPED staff) in all sessions, ensuring that the Intervention programs are applied equitably across all student populations and PD feedback form has teachers rate themselves at 85% of staff report a "High" or "Very High" confidence level in implementing Intervention program.		
EBI 1A/B Implement an enriched after-school literacy initiative focused on expanding students' conceptual schema, comprehension and academic vocabulary while	Fran Casablanca	Quarter 3 and 4	Benchmark Unit Assessments and FCPS County Provided Exit Tickets	Process Owner/Team will monitor Student growth performance and an increase of students scoring 70% or higher on Benchmark Unit Assessments that lead to higher mastery pass	Funds to pay teachers off contract Post-It Anchor Chart Paper Anchor chart markers Sentence strips White boards Clipboards	SIG Grant

explicitly teaching metacognitive monitoring strategies to ensure active text engagement				rates on Reading SOLs.		
EBI 1A/B Facilitate collaborative planning days for grade level teams to engage in backward planning, ensuring unit designs are aligned with VDOE 2024 SOL to prioritize systematic knowledge-buildin g and comprehension.	Becky Otaizo	Quarterly	Grade Level Backwards planning documents with comprehension groups	Process Owner will review turned in and completed Grade Level Backwards planning documents with comprehension groups, clearly showing a Unit plan with identified skills and instructional indicators.	Funds for substitutes to cover grade level teams, including ELL and Special Education teachers	SIG Grant
EBI 1A Facilitate structured data-driven instructional dialogues where grade-level teams synthesize VALLS, i-Ready, and Benchmark assessment data to	Becky Otaizo	Quarterly	Grade Level agenda, notes, and action step plans	Process Owner will review turned in and completed Grade Level agenda, notes, and action step plan with dates to revisit to make sure plans have been	Funds for substitutes to cover grade level teams, including ELL and Special Education teachers	SIG Grant

identify comprehension gaps and customize student Reading Plans for targeted knowledge-buildin g.				implemented and/or put into place.		

Multi-Year School Support Plan

3-Year Goal Statement	By Spring 2028, the overall framework score for multilingual learners/Hispanic/SWD will increase to 85.7 points.		
School Performance and Support Framework Alignment	Other - math mastery, math growth		
Measurable Objectives *Define objectives that support accomplishing the goal.*	Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3
	The mastery performance for multilingual learners/ Hispanic/SWD subgroups will increase to 51.3 points and the growth performance will increase to 20 points.	The mastery performance for multilingual learners/ Hispanic/SWD subgroups will increase to 53 points and the growth performance will increase to 21 points.	The mastery performance for multilingual learners/ Hispanic/SWD subgroups will increase to 55 points and the growth performance will increase to 22 points.
Evidence-Based Strategy	What Works Clearinghouse EBI **Tier 1: Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades** • Provide systematic instruction during the intervention to develop student understanding of mathematical ideas. • Word Problems: Provide deliberate instruction on word problems to deepen students' mathematical understanding and support their capacity to apply mathematical ideas. To address mathematics gaps identified in the root cause analysis of our comprehensive needs assessment,		

	specifically the need to develop student centered lessons, increase student's understanding of mathematical ideas and access to rigor, we are implementing these integrated interventions to ensure students develop strong foundational understandings of mathematical ideas.
Intended Outcomes	These interventions are integrated into our existing frameworks to meet students where they are: • Grades K-6: Smaller, supplemental groups within the MTSS (Multi-Tiered System of Support) framework. Implementing these evidence-based practices benefit student learning outcomes: • Revise Current Intervention Plan: Shift from conceptual development understanding gaps in primary grades to a strategic intervention program that aligns to upper grade level content in the intermediate grades. Systematic intervention materials are designed to cover topics in an incremental and intentional way. Systematic interventions most often include a "bundle" of practices used to build and support student learning strategically. • Academic Mathematics Vocabulary: Enhancing mathematical language as academic language that precisely conveys mathematical ideas, including the vocabulary, terminology, and language structures used when thinking about, talking about, and writing about mathematics. Academic vocabulary represents words that are used primarily in academic disciplines. • Targeted Academic Vocabulary for Multi-Lingual Learners: Teachers can introduce and teach academic vocabulary along with content material in science, history, mathematics, and writing to English learners during regular classroom instruction as part of Tier 1 instruction and during intervention and re-teaching. Instructional activities that are focused on a small set of words over several lessons and that provide various opportunities for students to use the words in writing, speaking, and listening, can help students learn and correctly use grade-level general academic and domain-specific vocabulary like mathematics. • Embed Word Problems: Becoming successful at solving word problems can deepen students' understanding of grade-level content and set students up for success in advanced mathematics courses. To set up and solve word problems successfully, students need to read and understand the problem's narrative, determine what the problem is asking them to find, and identify one or more mathematical operations that will solve the problem.
Lead Person	Danielle Villanueva
Team Members	Diane Wadsworth, EMRT; Carol Morris, EMRT

Action Step *(What will be accomplished?) List the specific, sequenced steps required to complete the activity.*	**Process Owner** *(Who is responsible for ensuring the action step is complete?) Identify a single, accountability lead.*	**Time Frame** *(How long will it take?) Identify the start and end dates for each action step, including any key milestones.*	**Progress Checks** *(How will the team monitor progress?) Define key dates to review the process, make adjustments, and confirm the work remains on track.*	**Measures of Success** *(How will the team know if the action step is complete?) Define clear, observable indicators of completion.*	**Cost Elements** *(What resources are needed to complete the action step?)*	**Funding Source** *(Where will the money come from?)*
EBI 1: Deliver specialized professional development on a new targeted intervention program designed to support the simultaneous development of mathematical concepts and language.	Diane Wadsworth	Summer PD	June PD 22nd-23rd	Staff Attendance sheet and PD feedback form	Math Pathways and Pitfalls Intervention Program Materials	SIG Grant
EBI 1: Facilitate collaborative planning days for grade level teams to engage in backward planning, target instruction for key academic mathematics vocabulary with scaffolds for multi-lingual learners, and align	Carol Morris	Quarter 3 and Quarter 4	Grade level backwards planning documents with VDOE Standards alignment and key academic vocabulary.	Process Owner will review and evaluate the backwards planning documents completed by the teams.	Funds for substitute teachers for team based planning	SIG Grant

the basal resources with VDOE Mathematics 2023 SOL Standards.						
EBI 1 and 2: Facilitate structured data-driven instructional cycles where grade-level teams synthesize MAP Growth, WIDA domains, and basal end of topic assessment data to identify knowledge gaps and embed scaffolds for multi-lingual learners.	Danielle Villanueva	Quarterly	Grade level data dialogues with identified students for small group instruction and targeted scaffolds to embed to foster growth.	Process Owner will monitor data outcomes and student growth measures from the data dialogue and work product outcomes.	Funds for substitute teachers for team based planning	SIG Grant
EBI 4 and 5: Staff capacity building to use Scaffolds /Strategies for All (UDL) strategies to help students process word problems and utilize number lines.	Becky Otazio	1.5 Hour PD	Early Release Wednesday	Process Owner along with EMRTS will conduct observational walk-throughs with clear observable and defined look-fors to see the transfer of strategies into the classroom.	Post-It Chart Paper for each classroom including grid chart paper Classroom Number Lines Consumable Number Line Frameworks	SIG Grant

Assurances

Assurance of Review and Approval	
Information Needed	Enter Information Below
Division Name	Fairfax County Public Schools
Division-Level Team Lead Name	Stephanie Jerauld
Division-Level Team Lead Email	sajerauld@fcps.edu
School Name	Crestwood ES
Principal Name	Francoise L. Casablanca
Principal Email	FLCasablanca@fcps.edu
School Performance Category	Needs Intensive Support
School Federal Designation	Targeted Support & Improvement

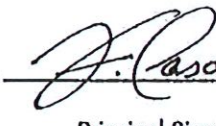
For **Comprehensive Support and Improvement** Schools, the Multi-year School Support Plan must be written by the school division for the school and include four evidence-based Interventions. The proposed plan must be approved by the principal and division, reviewed by the local school board, and submitted to the Virginia Department of Education (the Department) by the Division Superintendent for final approval. The Virginia Department of Education will review the plan and may request revisions before approving the plan. The Department-approved plan must be published on the division website and the school website. The Multi-year School Support Plan will be incorporated as a component of the school's comprehensive, unified, long-range plan. (8VAC20-132-280(C)(1)) (ESEA Section 1111(d)(1)(B)(v)).

For **Targeted Support and Improvement** and **Additional Targeted Support and Improvement** schools, the Multi-year School Support Plan must be written by the school and include two evidence-based Interventions. The proposed plan must be approved by school division and the local school board. The approved plan must be published on the division website and the school website. The Multi-year School Support Plan will be incorporated as a component of the school's comprehensive, unified, long-range plan. (8VAC20-132-280(B)) (ESEA Section 1111(d)(2)(B)(iii)).

By signing below, I certify that I have thoroughly reviewed the Multi-year School Support Plan for the federally identified school named in this document. I affirm that the plan:

- Aligns with federal and state requirements for school improvement;
- Addresses the needs identified through a school needs assessment;
- Includes the minimum number of required evidence-based interventions;
- Reflects stakeholder input and collaboration; and
- Establishes clear goals, timelines, and progress monitoring processes.

I approve the contents of this plan and commit to supporting its implementation with fidelity to ensure improved outcomes for all students.

Francoise Casablanca		1/26/2026
Principal Name	Principal Signature	Date Approved
Stephanie Jerauld		1/30/26
Division-Level Lead Name	Division-Level Lead Signature	Date Approved
Dr. Michelle C. Reid		2/10/26
Division Superintendent Name	Division Superintendent Signature	Date Approved

Date Reviewed/Approved

per School Board Minutes

Forestdale Elementary School Multi-Year School Support Plan 2025-26

Division and School Information	
Information Needed	Enter Information Below
School Year	2025-2026
Division Name	Fairfax County Public Schools
Division Superintendent	Dr. Michelle C. Reid
School Name	Forestdale Elementary School
Grades Served	PreK-6
Principal Name	Nikki K. Steptoe-Coleman
Principal Email	nksteptoecol@fcps.edu
Division Multi-Year School Support Plan Lead Name and Title	Stephanie Jerauld Executive Director, Office of School Support
Division Multi-Year School Support Plan Lead Email	sajerauld@fcps.edu

Stakeholder Engagement				
Stakeholder Representation	Name	Email	Organization, Department, or Office	Title
Schoolwide	Nikki Steptoe-Coleman	nksteptoecol@fcps.edu	Forestdale ES	Principal
Special Education	Mary-Elizabeth Hagaman	mhagaman@fcps.edu	Forestdale ES	Assistant Principal
Content	Christopher Fitzgerald	clfitzgerald@fcps.edu	FES Instructional Leadership	Instructional Coach

Math	Aaliyah James	acjames@fcps.edu	FES Instructional Leadership	Instructional Coach
Reading	Lianna Clarke	ljclarke@fcps.edu	FES Instructional Leadership	Reading Specialist
Instructional Technology	Jamie Edwards	jledwards@fcps.edu	FES Instructional Leadership	School-Based Technology
Special Education	Trisha Castle	tmcastle@fcps.edu	FES Instructional Leadership	Special Education Chair
Special Education	Lauren Huemmer	lshuemmer1@fcps.edu	FES Faculty	Special Educator
Multilingual Learners	Jena Rogers	jcrogers@fcps.edu	FES Instructional Leadership	ESOL Lead Teacher
Parent of SWD	Brooke Sweet	brook.k.sweet@gmail.com	Community	Parent
Parent/Science	Jenna Colbert	jcolbert@fcps.edu	Community/ FES Instructional Leadership	Parent/ Science Lead
MTSS	Denise Cash-Pinckney	dcashpinckne@fcps.edu	Forestdale ES	Assistant Principal

Multi-Year School Support Plan *Write your support plans based on at least 2 goal statements from your School Needs Assessment.*			
3-Year Goal Statement	By Spring 2028, students with disabilities will attain 90% of the possible points for the reading indicator.		
School Performance and Support Framework Alignment	Reading Mastery		
Measurable Objectives *Define objectives that support accomplishing the goal.*	Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3

	By the end of Year 1, our Students with Disabilities will achieve 75% of possible points on the reading mastery indicator.	By the end of Year 2, our Students with Disabilities will achieve 83% of possible points on the reading mastery indicator.	By the end of Year 3, our Students with Disabilities will achieve 90% of possible points on the reading mastery indicator.
Evidence-Based Strategy	Build students' decoding skills so they can read complex multisyllabic words. (4th-6th) Tier 1 *Rationale: In our root cause analysis we found that the gaps in achievement data for Students with Disabilities in SOL, iReady, VALLSS data, and IEP goals presented foundational needs in phonics and vocabulary skill development impacting student access to Tier 1 literacy instruction. By emphasizing explicit, systematic decoding instruction delivered with fidelity, this EBI strengthens core instructional practice, ensures more consistent access to grade-level text, and reduces instructional gaps that limit reading proficiency.* Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. (K-3rd) Tier 3 *Rationale: In our root cause analysis we found that the gaps in achievement data for Students with Disabilities in SOL, iReady, VALLSS data, and IEP goals presented foundational needs in phonics and vocabulary skill development impacting student access to Tier 1 literacy instruction. This targeted approach ensures Students with Disabilities receive explicit instruction aligned to identified skill deficits while strengthening instructional coherence and reducing the impact of inconsistent core instruction on early reading outcomes.*		
Intended Outcomes	Students with disabilities will demonstrate sustained growth in reading proficiency by strengthening foundational decoding skills, enabling them to access grade-level text and meet state performance expectations.		
Lead Person	Reading Specialist; Special Education Chair		
Team Members	Instructional Leadership Team		

Action Step *(What will be accomplished?) List the specific, sequenced steps required to complete the activity.*	**Process Owner** *(Who is responsible for ensuring the action step is complete?) Identify a single, accountability lead.*	**Time Frame** *(How long will it take?) Identify the start and end dates for each action step, including any key milestones.*	**Progress Checks** *(How will the team monitor progress?) Define key dates to review process, make*	**Measures of Success** *(How will the team know if the action step is complete?) Define clear,*	**Cost Elements** *(What resources are needed to complete the action step?)*	**Funding Source** *(Where will the money come from?)*

			adjustments, and confirm the work remains on track.	*observable indicators of completion.*		
Walkthroughs of daily phonics instruction	Administration	SY 25-26 (Feb-June) SY26-27 (Aug-June) SY27-28 (Aug-June)	Bi-quarterly analysis of walkthrough outcomes, identifying trends, professional learning needs, and coaching needs.	Improved instructional delivery; improved outcomes for teachers engaged in coaching.	No associated costs	No funding source
Collaborative Planning: Targeted ELA small group learning	Reading Specialist	February-May 2026 SY26-27 (Sept-May) SY27-28 (Sept-May)	-End of Benchmark Advance units (15-20 days) -MTSS Reading Plan data (4-6 weeks) -Quartely IEP goal reviews	-Intervention check-points -Mid and post-unit progress data -MTSS Reading plan progress -Reading IEP goal progress	-Benchmark Advance Steps to Advance	Title I Grant
Before/After School Tutoring	Extended Learning Coordinator	Spring 2026 (Feb-May)	Weekly progress monitoring from sessions	-Unit assessment data -Progress in MTSS reading plans -IEP goal progress	-Rewards Program -Coordinator/Tutor Hourly Pay -In-Service -Afternoon Transportation	TSI Grant (materials) Title 1 Funding (staffing, transportation)
Rising Readers Summer Learning	Administration	Summer 2026	Weekly progress monitoring during summer session.	Pre- and Post- session assessment of learning growth	-Student materials -Staffing & Transportation -Meals	TSI grant (materials, staffing, transportation) CEP Meals grant

Multi-Year School Support Plan	
3-Year Goal Statement	By Spring 2028, students with disabilities will attain 90% of the possible points for the math indicator.
School Performance and Support Framework Alignment	Math Mastery

Measurable Objectives *Define objectives that support accomplishing the goal.*	Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3
	By the end of Year 1, our Students with Disabilities will achieve 75% of possible points on the math mastery indicator.	By the end of Year 2, our Students with Disabilities will achieve 83% of possible points on the math mastery indicator.	By the end of Year 3, our Students with Disabilities will achieve 90% of possible points on the math mastery indicator.
Evidence-Based Strategy	Systematic Instruction: Provide systematic instruction during intervention to develop student understanding of mathematical ideas. Tier 1 *Rationale: In our root cause analysis we found that the gaps in achievement data for Students with Disabilities in SOL, MAP, unit data, and IEP goals presented foundational needs in mathematics (including number sense, computation, measurement, geometry, and algebra) impacting student access to Tier 1 mathematics.The selected EBI focuses on providing systematic mathematics instruction during intervention to address learning gaps resulting from inconsistent access to high-quality Tier 1 curriculum implementation and variability in teacher capacity. By using structured, explicit instructional practices aligned to core mathematical concepts, this EBI strengthens instructional consistency, improves conceptual understanding, and mitigates the impact of uneven Tier 1 delivery on student outcomes.*		
Intended Outcomes	Students with disabilities will demonstrate sustained growth in mathematics by developing a strong conceptual understanding of mathematical ideas, enabling them to access grade level content and meet state performance expectations.		
Lead Person	Instructional Coach; Special Education Chair		
Team Members	Instructional Leadership Team; Grade Level Team		

Action Step *(What will be accomplished?) List the specific, sequenced steps required to complete the activity.*	**Process Owner** *(Who is responsible for ensuring the action step is complete?) Identify a single, accountability lead.*	**Time Frame** *(How long will it take?) Identify the start and end dates for each action step, including any key milestones.*	**Progress Checks** *(How will the team monitor progress?) Define key dates to review process, make adjustments, and confirm the work remains on track.*	**Measures of Success** *(How will the team know if the action step is complete?) Define clear, observable indicators of completion.*	**Cost Elements** *(What resources are needed to complete the action step?)*	**Funding Source** *(Where will the money come from?)*

Walkthroughs of Tier Math Instruction	Administration	SY 25-26 (Feb-June) SY26-27 (Aug-June) SY27-28 (Aug-June)	Bi-quarterly analysis of walkthrough outcomes, identifying trends, professional learning needs, and coaching needs.	Improved instructional delivery; improved outcomes for teachers engaged in coaching.	No associated costs	No funding sources
Collaborative Planning: Targeted small group learning	Instructional Coach	February-May 2026 SY26-27 (Sept-May) SY27-28 (Sept-May)	-Unit math data checks -MTSS plan data (4-6 weeks) -Quartely IEP goal reviews	-Intervention check-points -Unit progress data -MTSS plan progress -Math IEP goal progress	Math Strategies for Students with Disabilities - Professional Learning and Planning Workshop	TSI Grant
Before School Tutoring	Extended Learning Coordinator	Spring 2026 (Feb-May)	Weekly progress monitoring from sessions	-Unit assessment data -Progress in MTSS plans -IEP goal progress	-Coordinator/Tutor Hourly Pay -In-Service -Afternoon Transportation	Title 1 Funding (staffing, transportation)
Summer Math Programming	Administration	Summer 2026	Weekly progress monitoring during summer session.	Pre- and Post- session assessment of learning growth	-Staffing & Transportation -Meals	TSI grant (materials, staffing, transportation) CEP Meals grant

Assurances

Assurance of Review and Approval	
Information Needed	Enter Information Below
Division Name	Fairfax County Public Schools
Division-Level Team Lead Name	Stephanie Jerauld Executive Director, Office of School Support
Division-Level Team Lead Email	sajerauld@fcps.edu
School Name	Forestdale Elementary School
Principal Name	Nikki Steptoe-Coleman
Principal Email	nksteptoecol@fcps.edu
School Performance Category	Needs Intensive Support
School Federal Designation	Targeted Support and Improvement

For **Comprehensive Support and Improvement** Schools, the Multi-year School Support Plan must be written by the school division for the school and include four evidence-based Interventions. The proposed plan must be approved by the principal and division, reviewed by the local school board, and submitted to the Virginia Department of Education (the Department) by the Division Superintendent for final approval. The Virginia Department of Education will review the plan and may request revisions before approving the plan. The Department-approved plan must be published on the division website and the school website. The Multi-year School Support Plan will be incorporated as a component of the school's comprehensive, unified, long-range plan. (8VAC20-132-280(C)(1)) (ESEA Section 1111(d)(1)(B)(v)).

For **Targeted Support and Improvement** and **Additional Targeted Support and Improvement** schools, the Multi-year School Support Plan must be written by the school and include two evidence-based Interventions. The proposed plan must be approved by school division and the local school board. The approved plan must be published on the division website and the school website. The Multi-year School Support Plan will be incorporated as a component of the school's comprehensive, unified, long-range plan. (8VAC20-132-280(B)) (ESEA Section 1111(d)(2)(B)(iii)).

By signing below, I certify that I have thoroughly reviewed the Multi-year School Support Plan for the federally identified school named in this document. I affirm that the plan:

- Aligns with federal and state requirements for school improvement;
- Addresses the needs identified through a school needs assessment;
- Includes the minimum number of required evidence-based interventions;
- Reflects stakeholder input and collaboration; and
- Establishes clear goals, timelines, and progress monitoring processes.

I approve the contents of this plan and commit to supporting its implementation with fidelity to ensure improved outcomes for all students.

Nikki K. Steptoe-Coleman	[signature]	01/26/2026
Principal Name	Principal Signature	Date Approved
Stephanie Jerauld	[signature] GP	1/30/26
Division-Level Lead Name	Division-Level Lead Signature	Date Approved
Dr. Michelle C. Reid	[signature]	2/10/26
Division Superintendent Name	Division Superintendent Signature	Date Approved

Date Reviewed/Approved

per School Board Minutes

Lorton Station Elementary School Multi-Year School Support Plan 2025-26

Division and School Information	
Information Needed	Enter Information Below
School Year	2025-2026
Division Name	Fairfax County Public Schools
Division Superintendent	Dr. Michelle C. Reid
School Name	Lorton Station Elementary School
Grades Served	Pre-K-6
Principal Name	Dr. Francis Legagneur
Principal Email	flegagneur@fcps.edu
Division Multi-Year School Support Plan Lead Name and Title	Stephanie Jerauld Executive Director, Office of School Support
Division Multi-Year School Support Plan Lead Email	sajerauld@fcps.edu

Stakeholder Engagement				
Stakeholder Representation	Name	Email	Organization, Department, or Office	Title
Principal	Francis Legaganeur	flegagneur@fcps.edu	Lorton Station ES	Principal
Assistant Principal	Dawn Champion	daansaricham@fcps.edu	Lorton Station ES	Assistant Principal
Assistant Principal	Myron Barton	mbarton@fcps.edu	Lorton Station ES	Assistant Principal

Math	Tacoma Henderson	thenderson@fcps.edu	Lorton Station ES	Math Coach
Math	Monica Kopp	mikopp@fcps.edu	Lorton Station ES	Math Coach
Reading	Karen Harrell	klharrell@fcps.edu	Lorton Station ES	Reading Specialist
Instructional Coach	Crystal Williams	cdwilliams3@fcps.edu	Lorton Station ES	Instructional Coach
Students with Disabilities	Kelly Ryan	kmryan@fcps.edu	Lorton Station ES	Special Education Department Chair
Multilingual Learners	Gina Haller	ghaller@fcps.edu	Lorton Station ES	Multilingual Teacher
Reading Interventionist	Amy Eckardt	emeckardt@fcps.edu	Lorton Station ES	Reading Interventionist
PTO President	JaMelle McNally	kjhmcnally@gmail.com	Parent Teacher Organization- Lorton Station ES	President

Multi-Year School Support Plan *Write your support plans based on at least 2 goal statements from your School Needs Assessment.*			
3-Year Goal Statement	By Spring 2028, the reading performance score for Students with Disabilities will increase by 11% from 69% to 80% as measured by the reading SOL pass rate.		
School Performance and Support Framework Alignment	Reading Growth ▾		
Measurable Objectives *Define objectives that support accomplishing the goal.*	Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3
	By June 2026, our SWD subgroup SOL pass rate in grades 3-6 will improve 3%,	By June 2027, our SWD subgroup SOL pass rate in grades 3-6 will improve 4% from the previous year, from	By June 2028, our SWD subgroup SOL pass rate in grades 3-6 will improve 4% from the previous

	from 69% to 72%.	72% to 76%.	year, from 76% to 80%.
Evidence-Based Strategy	*Tier 1 Routinely use a set of comprehension-building practices to help students make sense of the text* Students with reading difficulties often have difficulty understanding what they read. Many of these students view reading as a frustrating task and may rush through a passage, rather than try to figure out its meaning. By the time students are in upper-elementary grades, reading material in all subject areas conveys information and ideas that students are expected to learn and understand. When students are unable to understand these texts, they miss crucial opportunities to learn grade-level content. The goal of this recommendation is to provide teachers with ways to support students as they learn and practice routines and develop reading habits that promote reading comprehension. These supports can be gradually withdrawn as students gain competence in making sense of the text. *Tier 1 Provide purposeful fluency-building activities to help students read effortlessly* Fluency is the ability to read text accurately, with ease, expression, and appropriate pacing. This recommendation focuses on improving students' ability to read text with increased ease, while building decoding focuses on reading multisyllabic words accurately and fluently. When students read fluently, they can turn their attention from sounding out the individual words to making sense of what they are reading. *Tier 1 Teach students to decode words, analyze word parts, and write and recognize words.* Once students know a few consonants and vowels, they can begin to apply their letter–sound knowledge to decode and read words in isolation or in connected text.3 Students also need to learn how to break down and read complex words by segmenting the words into pronounceable word parts. To do this, students must understand morphology, or the knowledge of meaningful word parts in the language. Learning to recognize letter patterns and word parts, and understanding that sounds relate to letters in predictable and unpredictable ways,will help students decode and read increasingly complex words. It will also help them to read with greater fluency, accuracy, and comprehension. As word recognition becomes easier, students can focus more on word meaning when they read, ultimately supporting reading comprehension. *Based on universal screening data and root cause analysis showing that many students with disabilities are*		

	below benchmark, Lorton Station ES will target priority skills such as phonics, decoding, and fluency for students requiring Tier 2 or Tier 3 support. In addition, teachers will follow routines embedded within the language arts blocks to build comprehension and structured routines to help students make sense of complex texts, particularly in upper elementary grades, where reading demands increase across all content areas.
Intended Outcomes	*Students will use comprehension strategies and fluency instruction to make meaning of complex text by improving their decoding and encoding skills with monosyllabic and multisyllabic words and increasing their understanding of word parts and the meanings of words. Strengthening students' lexical proficiency is essential for improving literacy across fiction and non-fiction genres. By building their fluency, decoding skills, and bridging the vocabulary gap, we will empower students to decode complex passages and demonstrate mastery on the Standards of Learning (SOL) Assessment*
Lead Person	*Dr. Francis Legagneur*
Team Members	*Amy Eckardt, Crystal Williams, Karen Harrell, Kelly Ryan*

Action Step *(What will be accomplished?) List the specific, sequenced steps required to complete the activity.*	**Process Owner** *(Who is responsible for ensuring the action step is complete?) Identify a single, accountability lead.*	**Time Frame** *(How long will it take?) Identify the start and end dates for each action step, including any key milestones.*	**Progress Checks** *(How will the team monitor progress?) Define key dates to review process, make adjustments, and confirm the work remains on track.*	**Measures of Success** *(How will the team know if the action step is complete?) Define clear, observable indicators of completion.*	**Cost Elements** *(What resources are needed to complete the action step?)*	**Funding Source** *(Where will the money come from?)*
Analyze VALLSS data and identify strengths and opportunities for growth	Special Education Lead / Reading Coaches	February 2 - June 15, 2026	Review Fall and Winter VALLSS data - beginning of the 3rd quarter	Compare the VALLSS report to the school's reading plan document for each student	Reading Team (Reading Coaches and Reading Intervention Teacher) and Grade-Level ELA Teams	FCPS Salary
Analyze the	Reading	February 2 - June	Review the	The students in	Reading Team	FCPS Salary

Benchmark assessment data and determine those students who need Steps to Advance	Coaches/ELA Teachers	15, 2026	Benchmark assessments the beginning of the 3rd quarter and after every assessment	Steps to Advance match those students that are scoring 40-50% on the Benchmark assessments	(Reading Coaches and Reading Intervention Teacher) and Grade-Level ELA Teams	
Identify and implement the intervention(s) with fidelity that support the areas of growth (SPIRE, OG, Sound Sensible, UFLI, REWARDS, Benchmark Steps to Advance)	Special Education Lead / Reading Interventionist	February 2 - June 15, 2026	Review VALLSS data and progress monitoring data from the reading plan goals and the interventions at the beginning of the 3rd quarter and at the end of each month during grade-level CTs	Progress monitoring results for the reading plan goals and the interventions	Reading Team (Reading Coaches and Reading Intervention Teacher) and Grade-Level ELA Teams	FCPS Salary
Match progress monitoring with the area of growth (Dibels Nonsense Word, ORF, MAZE)	Special Education Lead / Reading Coaches	February 2 - June 15, 2026	On February 6, when the VALLSS winter window closes, VALLSS data will be analyzed to determine whether the fall progress monitoring tool needs to be adjusted	Data will be taken with the matched progress monitoring tool after coaches have matched the correct progress monitoring tool to the need and given the tool to the person taking the progress monitoring	Reading Team (Reading Coaches and Reading Intervention Teacher)	FCPS Salary

Progress Monitor every ten days	Special Education Teachers / Reading Intervention Teacher	February 2 - June 15, 2026	Every 10 days	The progress monitoring (PM) data is entered into the grade-level PM data sheets	Reading Intervention Teacher, Tutors, Reading Coaches, and ELA Teachers	FCPS Salary Virginia All-In Grant SIG Funding
Analyze progress monitoring to determine how the student is responding the the intervention	Special Education Lead / Reading Coaches / Reading Intervention Teacher	February 2 - June 15, 2026	Beginning of the 3rd quarter and once monthly at the end of each month during grade-level CTs	The progress monitoring data shows growth from the previous data taken	Reading Interventionist, Special Education Lead, Reading Coaches, Principal	FCPS Salary
Provide Scaffolds for the Tier 1 Benchmark Unit Lessons	Special Education Lead / Reading Coaches	February 2 - June 15, 2026	Using Exit tickets in grades 4, 5, and 6, and Predictive Assessments in grade 3	Students completed the exit tickets and predictive assessments, and Special Education teachers, General Education Teachers, and Reading Coaches analyzed the data	Reading Coaches, Classroom Teachers, Special Education Teachers	FCPS Salary

Multi-Year School Support Plan	
3-Year Goal Statement	By Spring 2028, the math performance score for Students with Disabilities will increase by 11% from 69% to 80% as measured by the Math SOL pass rate.
School Performance and Support Framework Alignment	Math Mastery

Measurable Objectives *Define objectives that support accomplishing the goal.*	Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3
	By June 2026, our SWD subgroup SOL pass rate in grades 3-6 will improve 3%, from 69% to 72%.	By June 2027, our SWD subgroup SOL pass rate in grades 3-6 will improve 4% from the previous year, from 72% to 76%.	By June 2028, our SWD subgroup SOL pass rate in grades 3-6 will improve 4% from the previous year, from 76% to 80%.
Evidence-Based Strategy	The Tier 1 Evidence-Based Strategy of Using Representations: Use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures. Students who struggle to learn mathematics need additional, focused instruction using representations to model mathematical ideas. Choose representations carefully and connect them explicitly to the abstract representations (mathematical notation). It is also important to provide students with many opportunities to use representations. Tier 1 Evidence-based Strategy of teaching students how to use visual representations. A major task for any student engaged in problem-solving is to translate the quantitative information in a problem into a symbolic equation—an arithmetic/algebraic statement—necessary for solving the problem. Visual representations help students solve problems by linking the relationships between quantities in the problem with the mathematical operations needed to solve the problem. Students who learn to visually represent the mathematical information in problems prior to writing an equation are more effective at problem-solving. Visual representations include tables, graphs, number lines, and diagrams such as strip diagrams, percent bars, and schematic diagrams.		
Intended Outcomes	*Students will use different representations to make meaning of mathematical concepts and to justify their answers. Systematic interventions intentionally build students' mathematical knowledge over time through incremental, targeted instruction. Through this Tier 1 support, students will strengthen conceptual understanding and computation skills, make progress toward IEP goals, and increase proficiency needed for success on grade-level mathematics tasks and the VDOE Math SOL.*		

Lead Person	*Myron Barton*
Team Members	*Tacoma Henderson, Monica Kopp, Kelly Ryan*

Action Step *(What will be accomplished?) List the specific, sequenced steps required to complete he activity.*	**Process Owner** *(Who is responsible for ensuring the action step is complete?) Identify a single, accountability lead.*	**Time Frame** *(How long will it take?) Identify the start and end dates for each action step, including any key milestones.*	**Progress Checks** *(How will the team monitor progress?) Define key dates to review process, make adjustments, and confirm the work remains on track.*	**Measures of Success** *(How will the team know if the action step is complete?) Define clear, observable indicators of completion.*	**Cost Elements** *(What resources are needed to complete the action step?)*	**Funding Source** *(Where will the money come from?)*
Preview units and determine which concrete, semi-concrete and visual representations will be utilized.	Math Coach	February 2 - Jun 18, 2026	A week before the unit begins Representations have been determined	A plan for exploring the representations in CT has been created, along with concrete objects being available.	$0	NA
Explore how these representations are to be used to solve problems by modeling in CT specific lessons that these representations can be used.	Math Coach	February 2 - Jun 18, 2026	Weekly during CT meetings. Monthly Data Review	CT Agenda includes doing the math with the Math Coach and collaboratively the teams decide which lessons in the curriculum align with the representations.	$0	NA
Provide students	Special Education	February 2- June	Weekly during CT	Collection of	$0	NA

with concrete and semi-concrete representations that effectively represent the concept or procedure being covered.	Teacher and General Education Teacher	18th, 2026	meetings. Monthly Data Review	artifacts and common assessment grades		
Use think alouds and classroom discussions to teach students how to represent problems visually.	General Education and Special Education Teacher	February 2- June 18th, 2026	Weekly during CT meetings. Monthly Data Review	Observations, modeling	$0	NA
Model how to convert the visually represented information into mathematical notation.	Special Education Teacher and General Education Teacher	February 2- June 18th, 2026	Weekly during CT meetings. Monthly Data Review	Anchor charts, observations, and artifacts	$0	NA

Assurances

Assurance of Review and Approval	
Information Needed	Enter Information Below
Division Name	Fairfax County Public Schools
Division-Level Team Lead Name	Stephanie Jerauld
Division-Level Team Lead Email	sajerauld@fcps.edu
School Name	Lorton Station Elementary School
Principal Name	Dr. Francis Legagneur
Principal Email	flegagneur@fcps.edu
School Performance Category	Off Track
School Federal Designation	Targeted Support and Improvement

For **Comprehensive Support and Improvement** Schools, the Multi-year School Support Plan must be written by the school division for the school and include four evidence-based Interventions. The proposed plan must be approved by the principal and division, reviewed by the local school board, and submitted to the Virginia Department of Education (the Department) by the Division Superintendent for final approval. The Virginia Department of Education will review the plan and may request revisions before approving the plan. The Department-approved plan must be published on the division website and the school website. The Multi-year School Support Plan will be incorporated as a component of the school's comprehensive, unified, long-range plan. (8VAC20-132-280(C)(1)) (ESEA Section 1111(d)(1)(B)(v)).

For **Targeted Support and Improvement** and **Additional Targeted Support and Improvement** schools, the Multi-year School Support Plan must be written by the school and include two evidence-based Interventions. The proposed plan must be approved by school division and the local school board. The approved plan must be published on the division website and the school website. The Multi-year School Support Plan will be incorporated as a component of the school's comprehensive, unified, long-range plan. (8VAC20-132-280(B)) (ESEA Section 1111(d)(2)(B)(iii)).

By signing below, I certify that I have thoroughly reviewed the Multi-year School Support Plan for the federally identified school named in this document. I affirm that the plan:

- Aligns with federal and state requirements for school improvement;
- Addresses the needs identified through a school needs assessment;
- Includes the minimum number of required evidence-based interventions;
- Reflects stakeholder input and collaboration; and
- Establishes clear goals, timelines, and progress monitoring processes.

I approve the contents of this plan and commit to supporting its implementation with fidelity to ensure improved outcomes for all students.

Francis Legagneur		1-26-2026
Principal Name	Principal Signature	Date Approved
Stephanie Jerauld		1/30/26
Division-Level Lead Name	Division-Level Lead Signature	Date Approved
Dr. Michelle C. Reid		2/10/26
Division Superintendent Name	Division Superintendent Signature	Date Approved

Date Reviewed/Approved

per School Board Minutes

Lynbrook Elementary School Multi-Year School Support Plan 2025-26

Division and School Information	
Information Needed	Enter Information Below
School Year	2025-2026
Division Name	Fairfax County Public Schools
Division Superintendent	Dr. Michelle C. Reid
School Name	Lynbrook Elementary School
Grades Served	PreK- 6
Principal Name	Heber J. Paredes
Principal Email	hjparedes@fcps.edu
Division Multi-Year School Support Plan Lead Name and Title	Stephanie Jerauld Executive Director, Office of School Support
Division Multi-Year School Support Plan Lead Email	sajerauld@fcps.edu

Stakeholder Engagement				
Stakeholder Representation	Name	Email	Organization, Department, or Office	Title
School	Heber J. Paredes	hjparedes@fcps.edu	Lynbrook ES	Principal
School	Amy A. Willis	aawillis@fcps.edu	Lynbrook ES	Assistant Principal
School	Janelle Gigliotti	jpgigliotti@fcps.edu	Lynbrook ES	Special Education Dept Chair
School	Jean Sowers	jmsowers@fcps.edu	Lynbrook ES	Reading Specialist

School	Kirsten Saaty	krsaaty@fcps.edu	Lynbrook ES	ESL Dept Chair
School	Emily Long	emlong@fcps.edu	Lynbrook ES	Instructional Coach
Family Liaison	Maggie Perez-Rives	mrperezrives@fcps.edu	Lynbrook ES	Family Liaison
Parent	Erica Marino Ortiz	rrodas50@gmail.com	Lynbrook ES	Parent
Parent	Gabriela Oviedo	gabyyyoviedo@gmail.com	Lynbrook ES	Parent

Multi-Year School Support Plan *Write your support plans based on at least 2 goal statements from your School Needs Assessment.*			
3-Year Goal Statement	By Spring 2028, 50% of Grades 3-6 Students With Disabilities will pass the VDOE Reading SOL as measured by adjusted pass rates.		
School Performance and Support Framework Alignment	Reading Mastery		
Measurable Objectives *Define objectives that support accomplishing the goal.*	Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3
	By Spring 2026, 28% of grades 3-6 Students With Disabilities will pass the VDOE Reading SOL.	By Spring 2027, 38% of Grades 3-6 Students With Disabilities will pass the VDOE Reading SOL.	By Spring 2028, 50% of Grades 3-6 Students With Disabilities will pass the VDOE Reading SOL.
Evidence-Based Strategy	Tier 3 Provide intensive, systematic instruction on up to 3 foundational reading skills in small groups to students who score below the benchmark score on universal screening. Tier 1 Routinely use a set of comprehension-building practices to help students make sense of the text. Based on universal screening data and root cause analysis showing that many students with disabilities are below benchmark, Lynbrook will target priority skills such as phonics, decoding, and fluency for students		

	requiring Tier 2 or Tier 3 support. In addition, teachers will routinely use comprehension building practices and structured routines to help students make sense of complex texts, particularly in upper elementary grades where reading demands increase across all content areas.
Intended Outcomes	Tier 2 instruction is delivered in small, homogeneous groups using evidence-based curricula that address the essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Instructional focus is determined by students' universal screening results and IEP data and aligned with each student's specially designed instruction. As a result, students receiving this support will strengthen foundational reading skills, make measurable progress toward IEP goals, and increase their ability to access grade-level text. In addition, students will develop routines and strategies for making meaning from increasingly complex texts across subject areas, supporting stronger reading comprehension and improved performance on the VDOE Reading SOL. Students' increased understanding of word meaning, will allow them to access the text and better comprehend both fiction and non-fiction text and comprehension questions on the Standards of Learning Assessment.
Lead Person	*Janelle Gigliotti, Jean Sowers, Kirsten Saaty*
Team Members	*Heber Paredes, Amy Willis, Janelle Gigliotti, Jean Sowers, Kirsten Saaty, Emily Long*

Action Step *(What will be accomplished?) List the specific, sequenced steps required to complete the activity.*	**Process Owner** *(Who is responsible for ensuring the action step is complete?) Identify a single, accountability lead.*	**Time Frame** *(How long will it take?) Identify the start and end dates for each action step, including any key milestones.*	**Progress Checks** *(How will the team monitor progress?) Define key dates to review process, make adjustments, and confirm the work remains on track.*	**Measures of Success** *(How will the team know if the action step is complete?) Define clear, observable indicators of completion.*	**Cost Elements** *(What resources are needed to complete the action step?)*	**Funding Source** *(Where will the money come from?)*

Tier 2/3 Instruction - Assessments conducted to determine students current goals and needs - Flexible groups created based on assessment data - Frequent progress monitoring to be more responsive to students' needs - Meet with students on a weekly cadence in response to their acquisition of Tier 1 content	Jean Sowers, Lauren Austin	August 2025 - June 2026 Projected August 2026 - June 2027	- Progress monitoring occurs on a bi-weekly basis for any student with a Reading Plan and is recorded in the MTSS Dashboard in SIS - Teachers are collecting progress monitoring data on a frequent basis (program specific) on an in-house spreadsheet.	- Benchmark unit assessment data - Intervention specific progress monitoring data - VALLSS data - 3x per year - IEP Progress Notes - SOL data - EOY - Reading Plan goals	Collaboration and planning time outside of the school day for teams and teachers	TSI Grant Funding
Data Dialogues - Embedded professional development around Tier 2 resources - Program Matching for students based on their goals and needs	Leslie Johnson	September/ October 2025 January/ February 2026 Projected September/ October 2026 and January/ February 2027	- Data is reviewed in CTs, MTSS, and data dialogues to make adjustments to meet student goals and needs.	- Benchmark unit assessment data - Intervention specific progress monitoring data - VALLSS data - 3x per year - IEP Progress Notes - SOL data - EOY - Reading Plan goals	Collaboration and planning time outside of the school day for teams and teachers	TSI Grant Funding
Professional Development - Instructional assistants that support students with disabilities - Turn around training for staff in different intervention	Janelle Gigliotti, Jean Sowers, Leslie Johnson	August 2025 - June 2026 Projected August 2026 - June 2027	- Admin observations - Leadership instructional rounds - Student Data	- Admin observations - Leadership instructional rounds - Student Data - Guskey's levels of professional development	Professional development provided outside of school hours	TSI Grant Funding

programs (SPIRE, UFLI, Sounds Sensibles, GLAD strategies) - Talk structures to support students with english language development and academic language, specifically for dually identified MLWD.						
Collaboration between ESOL and SPED caseloads - Created schedules to ensure special education hours were being met and students were receiving Tier 1 ELD - ESOL/SPED teachers who work with EAC students received training for students who require ACC devices (TMAP) - Some ESOL Teachers have been utilizing various co-teaching models with SPED teachers to support ELD	Janelle Gigliotti, Kirsten Saaty	August 2025 - June 2026 Projected August 2026 - June 2027	- The ESOL Team has a Goal-Setting Spreadsheet that we've been updating throughout the year, based on SummitK12 Assessments. - From there, we created Strategy Ladders for Speaking and Writing Domains to monitor student progress.	- Student growth on the Goal-Setting Spreadsheet (periodically moving up a half-level to full level or more) on assessments such as SummitK12 and formative/WIDA-like assessments - Student growth on Strategy Ladders (periodically moving up a half-level to full level or more) on assessments such as SummitK12 and formative/WIDA-like assessments.	Collaboration and planning time outside of the school day for teams and teachers	TSI Grant Funding
MTSS Process - Analyzing data to identify instructional gaps for students - Determining	Lauren Austin, Leslie Johnson	August 2025 - June 2026 Projected August 2026 - June 2027	- Revisit student conversations every 3-8 weeks depending on student goals and	- MTSS Progress Notes - Reading plan, behavior, attendance, and	Collaboration and planning time outside of the school day for teams and teachers	TSI Grant Funding

intervention to support student on a 3-8 week cycle - Frequent progress monitoring to determine effectiveness of intervention - Consideration of intervention program matching if progress is stalled.			needs - Calibrate student growth using local norming with language development taken into account - Reflect on and update strategies to best support students	academic intervention data		

Multi-Year School Support Plan

3-Year Goal Statement	By Spring 2028, 55% of Grades 3-6 Students With Disabilities will pass the VDOE Math SOL.		
School Performance and Support Framework Alignment	Math Mastery		
Measurable Objectives *Define objectives that support accomplishing the goal.*	Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3
	By Spring 2026, 32% of Grades 3-6 Students With Disabilities will pass the VDOE Math SOL.	By Spring 2027, 42% of Grades 3-6 Students With Disabilities will pass the VDOE Math SOL.	By Spring 2028, 55% of Grades 3-6 Students With Disabilities will pass the VDOE Math SOL.
Evidence-Based Strategy	Tier 1- Systematic Instruction: Provide systematic instruction during intervention to develop student understanding of mathematical ideas. Provide systematic instruction during intervention to develop student understanding of mathematical ideas for students performing below benchmark, based on root cause analysis indicating that many Students With Disabilities require targeted support beyond Tier 1 to close foundational skill and conceptual gaps.		
Intended Outcomes	Systematic interventions intentionally build students' mathematical knowledge over time through incremental,		

	targeted instruction. Through this Tier 2/3 support, students will strengthen conceptual understanding and computation skills, make progress toward IEP goals, and increase proficiency needed for success on grade-level mathematics tasks and the VDOE Math SOL.
Lead Person	*Janelle Gigliotti, Emily Long*
Team Members	*Heber Paredes, Amy Willis, Janelle Gigliotti, Jean Sowers, Kirsten Saaty, Emily Long*

Action Step *(What will be accomplished?) List the specific, sequenced steps required to complete the activity.*	**Process Owner** *(Who is responsible for ensuring the action step is complete?) Identify a single, accountability lead.*	**Time Frame** *(How long will it take?) Identify the start and end dates for each action step, including any key milestones.*	**Progress Checks** *(How will the team monitor progress?) Define key dates to review the process, make adjustments, and confirm the work remains on track.*	**Measures of Success** *(How will the team know if the action step is complete?) Define clear, observable indicators of completion.*	**Cost Elements** *(What resources are needed to complete the action step?)*	**Funding Source** *(Where will the money come from?)*
Tier 2/3 Instruction - Assessments conducted to determine students current goals and needs - Flexible groups created based on assessment data - Frequent progress monitoring to be more responsive to students' goals and needs - Meet with students on a weekly cadence in response to their acquisition of Tier 1 content	Emily Long, Lindsey Zepf	August 2025 - June 2026 Projected August 2026 - June 2027	- Teachers are collecting progress monitoring data on a frequent basis (program specific)	- Daily progress monitoring (exit tickets, etc...) - Unit assessment data - MAP Screener data 3x per year - Intervention program data - IEP Progress Notes - SOL data - EOY	Collaboration and planning time outside of the school day for teams and teachers	TSI Grant Funding

Professional Development - Instructional assistants that support students with disabilities - Professional development around the Tier 1 basal curriculum - Turn around training for staff in different intervention programs (Do the Math, Ready Set Math, GLAD Strategies) - Talk structures to support students with English language development and academic language, specifically for dually identified MLWD. - ESOL Teachers share Language Supports for specific Carnegie Lessons in Math CTs.	Janelle Gigliotti, Emily Long	August 2025 - June 2026 Projected August 2026 - June 2027	- Admin observations - Leadership instructional rounds - Student Data	- Admin observations - Leadership instructional rounds - Student Data - Guskey's levels of professional development	Professional development provided outside of school hours	TSI Grant Funding
MTSS Process - Analyzing data to identify instructional gaps	Lauren Austin, Leslie Johnson	August 2025 - June 2026 Projected August	- Revisit student conversations every 3-8 weeks depending on	- MTSS Progress Notes - Behavior, attendance, and	Collaboration and planning time outside of the school day for teams and teachers	TSI Grant Funding

for students - Determining intervention to support student on a 6-8 week cycle - Frequent progress monitoring to determine effectiveness of intervention - Consideration of intervention program matching if progress is stalled.		2026 - June 2027	student goals and needs - Calibrate student growth using local norming with language development taken into account - Reflect on and update strategies to best support students	academic intervention data		

Assurances

Assurance of Review and Approval	
Information Needed	Enter Information Below
Division Name	Fairfax County Public Schools
Division-Level Team Lead Name	Stephanie Jerauld
Division-Level Team Lead Email	sajerauld@fcps.edu
School Name	Lynbrook Elementary School
Principal Name	Heber J. Paredes
Principal Email	hjparedes@fcps.edu
School Performance Category	Needs Intensive Support
School Federal Designation	Targeted Support and Improvement

For **Comprehensive Support and Improvement** Schools, the Multi-year School Support Plan must be written by the school division for the school and include four evidence-based interventions. The proposed plan must be approved by the principal and division, reviewed by the local school board, and submitted to the Virginia Department of Education (the Department) by the Division Superintendent for final approval. The Virginia Department of Education will review the plan and may request revisions before approving the plan. The Department-approved plan must be published on the division website and the school website. The Multi-year School Support Plan will be incorporated as a component of the school's comprehensive, unified, long-range plan. (8VAC20-132-280(C)(1)) (ESEA Section 1111(d)(1)(B)(v)).

For **Targeted Support and Improvement** and **Additional Targeted Support and Improvement** schools, the Multi-year School Support Plan must be written by the school and include two evidence-based interventions. The proposed plan must be approved by school division and the local school board. The approved plan must be published on the division website and the school website. The Multi-year School Support Plan will be incorporated as a component of the school's comprehensive, unified, long-range plan. (8VAC20-132-280(B)) (ESEA Section 1111(d)(2)(B)(iii)).

By signing below, I certify that I have thoroughly reviewed the Multi-year School Support Plan for the federally identified school named in this document. I affirm that the plan:

- Aligns with federal and state requirements for school improvement;
- Addresses the needs identified through a school needs assessment;
- Includes the minimum number of required evidence-based interventions;
- Reflects stakeholder input and collaboration; and
- Establishes clear goals, timelines, and progress monitoring processes.

I approve the contents of this plan and commit to supporting its implementation with fidelity to ensure improved outcomes for all students.

Heber Paredes		01/23/26
Principal Name	Principal Signature	Date Approved
Stephanie Jerauld	 GP	1/30/26
Division-Level Lead Name	Division-Level Lead Signature	Date Approved
Dr. Michelle C. Reid		2/10/26
Division Superintendent Name	Division Superintendent Signature	Date Approved

Date Reviewed/Approved

per School Board Minutes

Weyanoke Elementary School Multi-Year School Support Plan 2025-26

Division and School Information	
Information Needed	Enter Information Below
School Year	2025-2026
Division Name	Fairfax County Public Schools
Division Superintendent	Dr. Michelle C. Reid
School Name	Weyanoke Elementary School
Grades	Pre-K-5
Principal Name	Felicia Usher
Principal Email	fcusher@fcps.edu
Division Multi-Year School Support Plan Lead Name and Title	Stephanie Jerauld Executive Director, Office of School Support
Division Multi-Year School Support Plan Lead Email	sajerauld@fcps.edu

Stakeholder Engagement				
Stakeholder Representation	Name	Email	Organization, Department, or Office	Title
Administration	Felicia Usher	fcusher@fcps.edu	Weyanoke ES	Principal
Academic Resource Team	Aaron Groves	agroves@fcps.edu	Weyanoke ES	Instructional Coach
Special Education Team	Lesley Bates	labates@fcps.edu	Weyanoke ES	Special Education Department Chair
Academic Resource Team	Elizabeth Wilbur	ejwilbur@fcps.edu	Weyanoke ES	Title 1 Reading Resource

				Teacher
Academic Resource Team	Maddie White	mmwhite1@fcps.edu	Weyanoke ES	Reading Specialist
Academic Resource Team	Natalie Sebastian	nsebastian@fcps.edu	Weyanoke ES	Elementary Math Resource Teacher
Administration	Michelle Doyle	mldoyle@fcps.edu	Weyanoke ES	Assistant Principal
Administration	Elisa Alexander	elalexander@fcps.edu	Weyanoke ES	Assistant Principal
Families	Caitrin Keiper	caitrin.keiper@gmail.com	Weyanoke ES	Parent
Families	Stephany Schepers	smschepers@fcps.edu	Weyanoke ES	Family Liaison

Multi-Year School Support Plan *Write your support plans based on at least 2 goal statements from your School Needs Assessment.*			
3-Year Goal Statement	By Spring 2028, the Students with Disabilities and Hispanic student groups will attain 90 percent of the total possible points for the reading indicator.		
School Performance and Support Framework Alignment	Reading Mastery		
Measurable Objectives *Define objectives that support accomplishing the goal.*	Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3
	By the end of Year 1, our Hispanic students and Students with Disabilities will achieve mastery of 75 percent of the total possible points for the reading indicator.	By the end of Year 2, our Hispanic students and Students with Disabilities will achieve mastery of 83 percent of the total possible points for the reading indicator.	By the end of Year 3, our Hispanic students and Students with Disabilities will achieve mastery of 90 percent of the total possible points for the reading indicator.
Evidence-Based Strategies	*Based on universal screening data, common assessment data, response to intervention data and root cause analysis, it indicated that many students with disabilities and hispanic students are below benchmark. Specifically, there was a deficit in students' ability to decode and make sense of challenging texts. Additionally, our data indicates a need to strengthen scaffolding and differentiation to support students in successfully accessing grade level content. Consequently, Weyanoke ES will*		

	target priority skills such as phonics, decoding, and fluency for students requiring Tier 2 or Tier 3 support. In addition, teachers will follow routines embedded within the language arts blocks to build comprehension and structured routines to help students make sense of complex texts, particularly in upper elementary grades, where reading demands increase across all content areas. 1. Tier 1 - Build students' decoding skills so they can read complex multisyllabic words. As students progress in school, words that appear in grade-level texts become more difficult to read. In early-elementary grades, texts often include monosyllabic words, such as bat and ball, as well as simpler multisyllabic words, such as outside and under. By upper elementary and middle school grades, texts include more complex multisyllabic words, such as disorganization and equilibrium. Many of these difficult multisyllabic words are essential for understanding the meaning of the texts. For that reason, adequate word-reading skills are essential for understanding the more complex texts that appear in these higher grade levels. The goal of this recommendation is to prepare students with the skills needed to break apart and accurately sound out multisyllabic words. 2. Tier 1 - Teach students to decode words, analyze word parts, and write and recognize words. Once students know a few consonants and vowels, they can begin to apply their letter–sound knowledge to decode and read words in isolation or in connected text.3 Students also need to learn how to break down and read complex words by segmenting the words into pronounceable word parts. To do this, students must understand morphology, or the knowledge of meaningful word parts in the language. Learning to recognize letter patterns and word parts, and understanding that sounds relate to letters in predictable and unpredictable ways,will help students decode and read increasingly complex words. It will also help them to read with greater fluency, accuracy, and comprehension. As word recognition becomes easier, students can focus more on word meaning when they read, ultimately supporting reading comprehension. 3. Tier 2 - Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information. Stretch text refers to reading selections that are challenging for students to read on their own, which means they are typically above students' independent reading level. These texts are often at or just below students' grade level. With appropriate teacher supports, and on occasion technological supports, students can read and understand challenging texts.
Intended Outcomes	Students will achieve growth on the Reading SOL through development of their decoding and comprehension skills. Students will also achieve growth on their math and science SOLs through development of their decoding and comprehension skills, which will support their access to the assessments.
Lead Person(s)	Elizabeth Wilbur, Maddie White
Team Members	Elizabeth Wilbur, Maddie White, Felicia Usher, Michelle Doyle, Elisa Alexander, Lesley Bates, Aaron Groves

Action Step *(What will be accomplished?) List the specific, sequenced steps required to complete the activity.*	**Process Owner** *(Who is responsible for ensuring the action step is complete?) Identify a single, accountability lead.*	**Time Frame** *(How long will it take?) Identify the start and end dates for each action step, including any key milestones.*	**Progress Checks** *(How will the team monitor progress?) Define key dates to review process, make adjustments, and confirm the work remains on track.*	**Measures of Success** *(How will the team know if the action step is complete?) Define clear, observable indicators of completion.*	**Cost Elements** *(What resources are needed to complete the action step?)*	**Funding Source** *(Where will the money come from?)*
EBI 1: Build students' decoding skills so they can read complex multisyllabic words. (Grades 4-9) **EBI 2:** Build students' decoding skills so they decode words, analyze word parts, and write and recognize words. (Grade K-3)						
Teachers will engage in deep data analysis and learning to purposefully plan instruction. Focus-areas include scaffolding in core, planning for Tier 2, adjusting intervention delivery, etc. for students with diverse learning needs.	Reading Resource Team	February 2026 through July 2026: Pay teachers to attend training beyond contract hours focused on delivering phonics interventions	Self-Assessment to be completed before and after our initial and final meeting. Instructional leadership team will analyze and plan using at following meetings dates: 3/13/26 4/16/26 5/29/26	Positive growth in intervention Data, Benchmark phonics data, reading plan data	Teacher Hourly pay	TSI Grant
Engage in professional learning to support explicit routines for phonics instruction. Teachers will be trained and coached in intervention programs.	Reading Resource Team	Professional development and follow up coaching beyond contract hours focused on implementing phonics instruction.	Registration for professional development confirmed monthly Attendance confirmed after each session through July 2026	Positive growth in intervention Data, Benchmark phonics data, reading plan data	SPIRE Training & Materials Coaching & Training SPIRE intervention materials REWARDS Training, planning & coaching REWARDS Teacher guides	TSI Grant

EBI 3: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information (Grades 4-9).						
Provide job-embedded professional learning (ex: coaching, lesson study, lab sites, book studies) to support teachers with techniques to deliver explicit instruction using a gradual release of responsibility.	Reading Resource Team	February 2026 through July 2026: Pay teachers to attend professional development beyond contract hours focused on scaffolding up to rigorous content expectations for Multilingual Learners (MLs) and students with disabilities (SWDs) to include time to collaboratively plan scaffolds for an upcoming unit in Language Arts	Spring 2026 - July 2026	Positive growth in benchmark unit assessment data	Scaffolding Professional Learning & Planning Workshop	TSI Grant

Multi-Year School Support Plan			
3-Year Goal Statement	By Spring 2028, the Students with Disabilities and Hispanic student groups will attain 90 percent of the total possible points for the math indicator.		
School Performance and Support Framework Alignment	Math Mastery		
Measurable Objectives *Define objectives that support accomplishing the goal.*	Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3
	By the end of Year 1, our Hispanic students and Students with Disabilities will achieve mastery of 75 percent of the total possible points for the math indicator.	By the end of Year 1, our Hispanic students and Students with Disabilities will achieve mastery of 83 percent of the total possible points for the math indicator.	By the end of Year 1, our Hispanic students and Students with Disabilities will achieve mastery of 90 percent of the total possible points for the math indicator.
Evidence-Based Strategy	Root-cause analysis of MAP and SOL data reveals that many Students With Disabilities and Hispanic students have difficulty solving		

	problems that involve numbers and number sense as well as computation and estimation to include solving word problems. To address these conceptual gaps, Tier 1 instruction must provide systematic, explicit scaffolding that prioritizes the Concrete-Representational-Abstract (CRA) sequence. Teachers should integrate visual models, such as number lines and base-ten blocks, to solidify number sense while teaching specific word-problem strategies like schema-based instruction, which helps students identify underlying problem structures rather than hunting for misleading "keywords." By embedding daily "number talks" to build estimation fluency and providing bilingual glossaries or visual anchors to support linguistic access, schools can ensure that computation instruction moves beyond rote memorization toward a deeper, transferable understanding of mathematical relationships. 1. Tier 1 - Systematic Instruction: Provide systematic instruction during intervention to develop student understanding of mathematical ideas. Effective interventions for improving mathematics achievement for students struggling with mathematics share one key feature: the design of the curricular materials and the instruction provided are systematic. The term systematic indicates that instructional elements intentionally build students' knowledge over time toward an identified learning outcome(s). Systematic intervention materials are designed to cover topics in an incremental and intentional way. Systematic interventions most often include a "bundle" of practices used to build and support student learning strategically. 2. Tier 1 - Word Problems: Provide deliberate instruction on word problems to deepen students' mathematical understanding and support their capacity to apply mathematical ideas. Learning to solve word problems is an important part of the elementary mathematics curriculum because word problems help students apply the mathematics they are learning, develop critical thinking skills, and begin to connect mathematics to a variety of scenarios or contexts. Becoming successful at solving word problems can deepen students' understanding of grade-level content and set students up for success in advanced mathematics courses and the workforce. Unfortunately, learning calculations alone does not necessarily help students successfully solve word problems. To set up and solve word problems successfully, students need to read and understand the problem's narrative, determine what the problem is asking them to find, and identify one or more mathematical operations that will solve the problem. Students who struggle with mathematics often have difficulty with one or more of these steps.
Intended Outcomes	The intended outcome of implementing these systematic Tier 1 supports is to move Students with Disabilities and Hispanic learners from procedural uncertainty to conceptual mastery, ensuring they possess the analytical tools necessary to achieve proficiency on the Standards of Learning (SOL) assessments and grade level mathematics tasks. Students will develop the cognitive flexibility to decode complex word problems and perform accurate computations.
Lead Person	Natalie Sebastian, Math Resource Teacher
Team Members	Natalie Sebastian, Felicia Usher, Michelle Doyle, Elisa Alexander, Lesley Bates, Aaron Groves

Action Step *(What will be accomplished?) List the specific,*	**Process Owner** *(Who is responsible for ensuring the action step is*	**Time Frame** *(How long will it take?) Identify the start and end dates*	**Progress Checks** *(How will the team monitor progress?) Define key dates to*	**Measures of Success** *(How will the team know if the*	**Cost Elements** *(What resources are needed to complete the action step?)*	**Funding Source** *(Where will the money come from?)*

sequenced steps required to complete the activity.	*complete?) Identify a single, accountability lead.*	*for each action step, including any key milestones.*	*review process, make adjustments, and confirm the work remains on track.*	*action step is complete?) Define clear, observable indicators of completion.*		
EBI 1: Systematic Instruction: Provide systematic instruction during intervention to develop student understanding of mathematical ideas.						
Conduct professional development sessions with teachers on how to use math programs (i.e. Ready Set Math, ST Math,etc.) for targeted small group instruction and progress monitoring. Purchase math intervention materials.	Math Resource Team	February 2026 through July 2026: Pay teachers to attend training beyond contract hours focused on implementing math intervention	Self-Assessment to be completed before and after our initial and final meeting. Instructional leadership team will analyze and plan using at following meetings dates: 3/13/26 4/16/26 5/29/26 Ensure kits are ordered and organized in the CLT room for easy access and inventoried	Teacher attendance and confirmation of training completion. Monitor student progress data from Ready, Set, Math. Kits are successfully purchased and put into use by July 2026.	Ready, Set, Math Professional Development - Hourly Teacher pay Ready, Set, Math Teacher Kits	TSI Grant
EBI 2: Word Problems: Provide deliberate instruction on word problems to deepen students' mathematical understanding and support their capacity to apply mathematical ideas.						
Provide teachers with professional learning on evidence-based strategies for math for students with disabilities (SWDs) to include time to plan for an upcoming math unit/lesson.	Math Resource Team	February 2026 through July 2026: Pay teachers to attend training beyond contract hours focused on implementing math intervention	The team will check in with the Math department monthly to schedule the session to take place by July 2026.	Positive growth on common assessment data for students in the identified groups. Student task work samples.	Math Strategies Professional Learning and Planning Workshop - Hourly Teacher pay	TSI Grant

Assurances

Assurance of Review and Approval	
Information Needed	Enter Information Below
Division Name	Fairfax County Public Schools
Division-Level Team Lead Name	Stephanie Jerauld
Division-Level Team Lead Email	sajerauld@fcps.edu
School Name	Weyanoke Elementary School
Principal Name	Felicia Usher
Principal Email	fcusher@fcps.edu
School Performance Category	Needs Intensive Support
School Federal Designation	Targeted Support and Improvement

For **Comprehensive Support and Improvement** Schools, the Multi-year School Support Plan must be written by the school division for the school and include four evidence-based interventions. The proposed plan must be approved by the principal and division, reviewed by the local school board, and submitted to the Virginia Department of Education (the Department) by the Division Superintendent for final approval. The Virginia Department of Education will review the plan and may request revisions before approving the plan. The Department-approved plan must be published on the division website and the school website. The Multi-year School Support Plan will be incorporated as a component of the school's comprehensive, unified, long-range plan. (8VAC20-132-280(C)(1)) (ESEA Section 1111(d)(1)(B)(v)).

For **Targeted Support and Improvement** and **Additional Targeted Support and Improvement** schools, the Multi-year School Support Plan must be written by the school and include two evidence-based interventions. The proposed plan must be approved by school division and the local school board. The approved plan must be published on the division website and the school website. The Multi-year School Support Plan will be incorporated as a component of the school's comprehensive, unified, long-range plan. (8VAC20-132-280(B)) (ESEA Section 1111(d)(2)(B)(iii)).

By signing below, I certify that I have thoroughly reviewed the Multi-year School Support Plan for the federally identified school named in this document. I affirm that the plan:

- Aligns with federal and state requirements for school improvement;
- Addresses the needs identified through a school needs assessment;
- Includes the minimum number of required evidence-based interventions;
- Reflects stakeholder input and collaboration; and
- Establishes clear goals, timelines, and progress monitoring processes.

I approve the contents of this plan and commit to supporting its implementation with fidelity to ensure improved outcomes for all students.

Felicia Usher	Felicia Usher	1/26/26
Principal Name	Principal Signature	Date Approved
Stephanie Jerauld	[signature]	1/30/26
Division-Level Lead Name	Division-Level Lead Signature	Date Approved
Dr. Michelle C. Reid	[signature]	2/10/26
Division Superintendent Name	Division Superintendent Signature	Date Approved

Date Reviewed/Approved

per School Board Minutes