Federally Identified Schools - Targeted Support and Improvement

Region 1:

- Dogwood Elementary School
- Dranesville Elementary School
- Forest Edge Elementary School
- Hutchison Elementary School
- Lake Anne Elementary School

Dogwood 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	Dogwood Elementary School
Grades Served	PreK - 6
Principal Name	Kate Beckner
Principal Email	kabeckner@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
Staff	Elise Warden	emwarden@fcps.edu	Dogwood ES	Instructional Coach
Staff	Adrienne Schumer	acschumer@fcps.edu	Dogwood ES	IB coordinator
Staff	Courtney White	clwhite1@fcps.edu	Dogwood ES	Assistant Principal
Staff	Kate Beckner	kabeckner@fcps.edu	Dogwood ES	Principal
Parent	Shanna Del Rosario	smdelrosario@fcps.edu	Title I Parent Advisory Committee Representative	Parent

Parent	Jonathan Barrera	jbarrera@dogwoodpta.org	PTA President	Parent
Community	Taralyn Kohler	tkohler@nwfcu.org	Northwest Federal Credit Union	Community Member
Staff	Jillian Bell	jmbell@fcps.edu	Dogwood ES	Assistant Principal
Staff	Jennie Skerker	jpskerker@fcps.edu	Dogwood ES	Assistant Principal
Staff	Christie Freeman	clfreeman1@fcps.edu	Dogwood ES	Math Resource Teacher
Staff	Caitlin Simpson	cmsimpson@fcps.edu	Dogwood ES	Reading Specialist

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 percentage of Multilingual Learners meeting reading mastery annual growth and proficiency targets will increase from 65.53% to 80%. By Spring 2028, the percentage of Hispanic students meeting reading mastery targets will increase from 68.55% to 80%.		
School Performance and Support Framework Alignment	Reading Mastery		
Measurable Objectives *Define objectives that support accomplishing the goal.*	Measurable Objective Year 1 (This year)	Measurable Objective Year 2 2026 - 2027	Measurable Objective Year 3 2027 - 2028
	Targeted Measurable Objective: By Spring 2026, 50% of Multilingual Learners and Hispanic students in K-3 will meet the screener expectation in Spring (VALLSS/iReady)	Targeted Measurable Objective: By Spring 2027, 65% of Multilingual Learners and Hispanic students in K-3 will meet the screener expectation in Spring (VALLSS/iReady)	Targeted Measurable Objective: By Spring 2028, 80% of Multilingual Learners and Hispanic students in K-3 will meet the screener expectation in Spring (VALLSS/iReady)

Evidence-Based Strategy	Tier 1: Strong Build Students' decoding skills so they can read complex multisyllabic words. We chose this EBI due to an emerging theme of improvement in our Tier 1 instruction (teacher knowledge, student background knowledge, and parent knowledge on literacy). 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.
Intended Outcomes	By strengthening Tier 1 decoding instruction, teachers gain the specialized knowledge needed to help students move beyond simple phonics to mastering complex, multisyllabic words, which is particularly vital for **multilingual learners** navigating academic English. This increased expertise ensures that **Hispanic and multilingual students** build a robust linguistic foundation, directly leading to higher reading fluency and equitable access to grade-level content. Furthermore, bridging the knowledge gap for parents through inclusive outreach creates a unified support system that reinforces these foundational skills in the home language and English. As these specific student groups gain independence in decoding, they experience less academic friction, resulting in narrowed achievement gaps and measurable improvements in literacy benchmarks and state assessment scores.
Lead Person	Elise Warden
Team Members	Kate Beckner, Jennie Skerker, Jillian Bell, Courtney White, Adrienne Schumer, Heather Millnick and Caitlin Simpson

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?)*

Win Groups	Heather Millnick	Ongoing through each school year	Quarterly assessments	Increased WIDA levels, growth on the VALLS, and iReady growth	Enough teachers for the number of groups, consistent and sustainable schedule	N/A
Dragon's Den Summer Learning Program	Courtney White	July 6th - July 24th, 2026	Weekly Assessments	Increased WIDA levels, growth on the VALLS, and iReady growth	Teachers, programs, space, student materials, possibly transportation	TSI grant + any Title I funds we may have left
Benchmark Express groups	Jillian Bell	Ongoing throughout each school year	Quarterly Assessments	Increased WIDA levels, growth on the VALLS, and iReady growth	Enough teachers for the number of groups, a creative, consistent, and sustainable schedule	N/A
Literacy CLTs	Elise Warden	Weekly throughout each school year	Successfully following the CLT cycle - planning, implementing, assessing, reviewing data, and remediation	Increased WIDA levels, growth on the VALLS, and iReady growth	CLT coverage for any meetings before or after school	N/A
Team Planning Days (Data Dialogues)	Adrienne Schumer	Quarterly	Quarterly Team Data Dialogues	Increased WIDA levels, growth on the VALLS, and iReady growth	Substitutes for Quarterly Team Data Dialogues	Title I Funding
High Impact Tutors	Heather Millnick	Ongoing	Quarterly	Increased WIDA levels, growth on the VALLS, and iReady growth	Hourly Tutor Pay	Division funding through *the All In Grant*

Multi-Year School Support Plan			
3-Year Goal Statement	By Spring 2028, the percentage of Multilingual Learners meeting math mastery targets will increase from 71.41% to 80%. By Spring 2028, the percentage of Hispanic students meeting math mastery will increase from 73.56% to 80%.		
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
	Targeted Measurable Objective: By Spring 2026, 42% of Multilingual Learners and Hispanic students in K-3 will meet the spring math benchmark (EMAS/MAP).	Targeted Measurable Objective: By Spring 2027, 65% of Multilingual Learners and Hispanic students in K-3 will meet the spring math benchmark (EMAS/MAP).	Targeted Measurable Objective: By Spring 2027, 80% of Multilingual Learners and Hispanic students in K-3 will meet the spring math benchmark (EMAS/MAP).
Evidence-Based Strategy	Tier 1: Strong Provide systematic instruction during the intervention to develop student understanding of mathematical ideas, including mathematical language. 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	Systematic math intervention improves outcomes by explicitly teaching the specialized language and logic students need to articulate mathematical reasoning, which is essential for **Hispanic students and multilingual learners** to bridge the gap between social and academic English. By moving beyond rote computational procedures toward conceptual understanding, these students develop the cognitive flexibility required to navigate complex, multi-step problems and express their findings confidently. This intentional focus on mathematical discourse ensures that students can decode dense word problems and		

	participate as active leaders in grade-level discussions. As a result, we expect to see a significant increase in accuracy and higher proficiency on standardized assessments for our **Hispanic and multilingual populations**, closing the achievement gap. Ultimately, these targeted interventions provide the foundational confidence and linguistic tools necessary for long-term success and representation in higher-level mathematics.
Lead Person	Adrienne Schumer
Team Members	Kate Beckner, Jennie Skerker, Jillian Bell, Courtney White, Elise Warden, and Christie Freeman

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?)*
Small Group Instruction	Christie Freeman	Ongoing through each school year	Exit Tickets, Unit Assessments	Growth on the MAP Assessment	Student materials	N/A
Dragon's Den Summer Learning Program	Courtney White	July 6th - July 24th, 2026	Weekly Assessments	Increased WIDA levels and growth on the MAP	Teachers, programs, space, student materials, and possibly transportation	TSI grant + any Title I funds we may have left
Math CLTs	Elise Warden	Weekly throughout each school year	Successfully following the CLT cycle - planning, implementing, assessing, reviewing data, and remediation	Increased WIDA levels and growth on the MAP	CLT coverage for any meetings before or after school	N/A
Team Planning	Adrienne Schumer	Quarterly	Quarterly Team	Increased WIDA	Substitutes for	Title I Funding

Days (Data Dialogues)			Data Dialogues	levels and growth on the MAP	Quarterly Team Data Dialogues	

Assurances

Assurance of Review and Approval	
Information Needed	Enter Information Below
Division Name	2025-2026
Division-Level Team Lead Name	Stephanie Jerauld
Division-Level Team Lead Email	sajerauld@fcps.edu
School Name	Dogwood Elementary School
Principal Name	Kate Beckner
Principal Email	kabeckner@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 the 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.

Kate Beckner	Katherine Beckner	1/26/26
Principal Name	Principal Signature	Date Approved
Stephanie Jerauld	Jerauld GP	1/31/26
Division-Level Lead Name	Division-Level Lead Signature	Date Approved
Michelle C. Reid		2/10/2026
Division Superintendent Name	Division Superintendent Signature	Date Approved

Date Reviewed/Approved

per School Board Minutes

Dranesville 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	Dranesville Elementary School
Grades Served	PreK-6
Principal Name	Jamie Gadley
Principal Email	jcgadley@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	Jamie Gadley	jcgadley@fcps.edu	Dranesville ES	Principal
Instructional	Megan Kowalczik	mkkowalczik@fcps.edu	Dranesville ES	Academic Dean
Instructional	Jaclyn Young	jmyoung@fcps.edu	Dranesville ES	SBTS
Special Education Dept.	Carrie Hester	cmhester@fcps.edu	Dranesville ES	Special Education Dept.

Chair				Chair
ELD Teacher	Susan Kipp	spkipp@fcps.edu	Dranesville ES	ELD Teacher
Parent	Suzanne Gallo	president@dranesvillepta.com	PTA	PTA President/ Parent
Family Liaison	Paulina Hidalgo	pchidalgo@fcps.edu	Dranesville ES	Family Liaison
Reading Specialist	Peggy Hillman	mdhillman@fcps.edu	Dranesville ES	Reading Specialist
Instructional	Chrissy Williams	cwilliams1@fcps.edu	Dranesville ES	3rd grade Teacher
Instructional	Kris Petersen	kdpetersen@fcps.edu	Dranesville ES	4th grade Teacher

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, 75% of Multilingual Learners in grades 3-6 will score pass proficient/ advanced on the Virginia Standards of Learning reading assessment.		
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, 55% of Multilingual Learners in grades 3-6 will score pass proficient/ advanced on the Virginia Standards of Learning reading assessment.	By Spring 2027, 65% of Multilingual Learners in grades 3-6 will score pass proficient/ advanced on the Virginia Standards of Learning reading assessment.	By Spring 2028, 75% of Multilingual Learners in grades 3-6 will score pass proficient/ advanced on the Virginia Standards of Learning reading assessment.

Evidence-Based Strategy	Tier 2 - Provide small-group instructional intervention to students struggling in areas of literacy and English language development. Some students require literacy and/or English high-quality small-group instruction to support language development support above and beyond English learners. Teacher-directed instruction what typical classroom instruction provides. Use with ample scaffolds that make learning easier systems (such as Response to Intervention and should be provided daily, along with plenty of others) that emphasize early intervention and opportunities to practice what is being learned. As part of our school needs assessment, including an analysis of WIDA and SOL data, stakeholders identified the need for systematic tier 1 small group instruction with scaffolds for multilingual learners.
Intended Outcomes	As a result of providing small-group instructional intervention to students struggling in areas of literacy and English Language Development, including ample scaffolds that make learning easier and opportunities to practice what is being learned, we expect to see 55% or more of MLL will demonstrate 80% proficiency on weekly and unit assessments.
Lead Person	*Peggy Hillman- Reading Specialist*
Team Members	*Jamie Gadley, Peggy Hillman, Megan Kowalczik, Susan Kipp, Caroline Hester, Paulina Hidalgo, Jaclyn Young, Kris Petersen, Christina Williams*

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?)*
SPIRE Training	Peggy Hillman	February 6 - September 30,	March 27, 2026 June 17, 2026	We will know that this action step is	Curriculum Consumable	VDOE School Improvement Grant

SPIRE Materials		2026	October 30, 2026	complete when we have materials purchased and training delivered for all Grades K-6 teachers.	Workbook Teacher Training	
REWARDS Training REWARDS Materials	Peggy Hillman	February 6 - September 30, 2026	March 27, 2026 June 17, 2026 October 30, 2026	We will know that this action step is complete when we have materials purchased and training delivered for all Grades 4-6 teachers.	Curriculum Consumable Workbook Teacher Training	VDOE School Improvement Grant

Multi-Year School Support Plan			
3-Year Goal Statement	By Spring 2028, 75% of Multilingual Learners in grades 3-6 will score pass proficient/ advanced on the Virginia Standards of Learning Math assessment.		
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, 55% of Multilingual Learners in grades 3-6 will score pass proficient/ advanced on the Virginia Standards of Learning Math assessment.	By Spring 2027, 65% of Multilingual Learners in grades 3-6 will score pass proficient/ advanced on the Virginia Standards of Learning Math assessment.	By Spring 2028, 75% of Multilingual Learners in grades 3-6 will score pass proficient/ advanced on the Virginia Standards of Learning Math assessment.
Evidence-Based Strategy	Tier 1 - Integrate oral and written English language instruction into content-area teaching.		

	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 provides 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. As part of our school needs assessment, including an analysis of WIDA and SOL data, stakeholders identified the need for systematic tier 1 language instruction across content areas with intentional vocabulary structures to provide access for multilingual learners.
Intended Outcomes	As a result of integrating oral and written English language instruction into content-area teaching, 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, we expect to see 65% or more of MLL demonstrating 80% proficiency on systemwide common math assessments.
Lead Person	Dana Ricci- ELD Teacher
Team Members	Jamie Gadley, Peggy Hillman, Megan Kowalczik, Dana Ricci, Susan Kipp, Caroline Hester, Paulina Hidalgo, Jaclyn Young, Kris Petersen, Christina Williams

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?)*
GLAD Training	Dana Ricci	February 6 - September 30, 2026	March 27, 2026 June 17, 2026 October 30,	We will know that this action step is complete when	Teacher Training	VDOE School Improvement Grant

			2026	training has been completed.		
Dragon After-School Academy 4-6	Jamie Gadley	March 2- May 4, 2026	Weekly	We will know that this action step is complete when we have completed the Spring 2026 Dragon Academy.	Hourly Teacher Materials	VDOE School Improvement 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	Dranesville Elementary School
Principal Name	Jamie Gadley
Principal Email	jcgadley@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.

Jamie Gadley	Jamie Gadley	1/26/26
Principal Name	Principal Signature	Date Approved
Stephanie Jerauld	SJerauld GP	2/2/26
Division-Level Lead Name	Division-Level Lead Signature	Date Approved
Michelle Reid	MReid	2/10/26
Division Superintendent Name	Division Superintendent Signature	Date Approved

Date Reviewed/Approved

per School Board Minutes

Forest Edge 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	Forest Edge Elementary School
Grades Served	PreK - 6
Principal Name	Dr. Brittany Rogers
Principal Email	brogers2@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 Based	Dr. Brittany Rogers	brogers2@fcps.edu	Forest Edge ES	Principal
School Based	Ashley Fisher	aefisher1@fcps.edu	Forest Edge ES	Assistant Principal
School Based	Stephanie Guffain	saguffain@fcps.edu	Forest Edge ES	Instructional Dean
School Based	Rebecca Hirschman	rwhirschman@fcps.edu	Forest Edge ES	Instructional Coach

School Based	Tricia Russell	tmrussell@fcps.edu	Forest Edge ES	Special Education Department Chair
School Based	Damien Ettere	djettere@fcps.edu	Forest Edge ES	Math Resource Teacher
School Based	Elisabeth (Ellie) Gillette	egillette@fcps.edu	Forest Edge ES	Reading Specialist
School Based	Meghan Hanson	mhanson@fcps.edu	Forest Edge ES	Advanced Academics Resource Teacher
School Based	April Bynum	anbynum@fcps.edu	Forest Edge ES	ESOL Lead Teacher
School Based	Christina Arnberg	crarnberg@fcps.edu	Forest Edge ES	School Based Technology Specialist
Community Based	Emily Vaughn	fees.president@gmail.com	Parent	PTA 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 June 2027-2028 the percentage of Students with Disabilities in grades K - 3 in the low risk band for VALLSS will increase to 60% or higher.		
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 June 2025-2026 the percentage of Students with Disabilities in grades K - 3 in the low risk band for VALLSS will increase from 36.1% to 50% or higher and the unadjusted pass rate for students with disabilities on the Spring Reading	By June 2026-2027 the percentage of Students with Disabilities in grades K - 3 in the low risk band for VALLSS will increase to 55% or higher and the unadjusted pass rate for students with disabilities on the Spring Reading SOL will increase to	By June 2027-2028 the percentage of Students with Disabilities in grades K - 3 in the low risk band for VALLSS will increase to 60% or higher and the unadjusted pass rate for students with disabilities on the Spring Reading SOL will increase to 42.7% or higher.

	SOL will increase from 27.7% to 32.7% or higher.	37.7% or higher.	
Evidence-Based Strategy	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)		
Intended Outcomes	Tier 2 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. Based on our current school data, if foundational skills are improved, we will have better outcomes when teaching reading comprehension thereby increasing student performance.		
Lead Person	Ellie Gillette		
Team Members	Brittany Rogers, Ashley Fisher, Stephanie Guffain, Rebecca Hirschman, Damien Ettere, Tricia Russell		

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?)*
Engage in Data Dialogues at the end of a screening window to group students based on area of need.	Ellie Gillette	February 2026	By March 1, 2026, Data Dialogue Reflection and Next Steps	-Data dialogues scheduled and placed on master calendar -Agendas created -Reflection and Next Steps added to Coaching Team Meeting Agenda	Substitute teachers	School Funds

Hire an additional Tutor to provide additional intervention time for students.	Stephanie Guffain	Before March 31, 2026	Before March 31, 2026 a High Impact Tutor will be interviewed, hired, and trained	-Interviews -Hire/Onboarding	Hourly Funds	Grant
Provide professional learning and planning opportunities for staff on evidence-based programs over the summer.	Elisabeth Gillette Damien Ettere Rebecca Hirschman	Before July 30, 2026	Before July 30, 2026 determine dates for training and add them to the master calendar.	-Training Dates	Hourly Funds	Grant
Provide after school tutoring to students using data driven decision making	Stephanie Guffain	Before May 2026	Before May 2026, data will be used to group students and provide teachers with evidence based materials to provide target intervention.	-After school program	Hourly Funds Transportation Funds	Grant
Purchase evidence based programs	Brittany Rogers	March 2026	By March 2026 we will purchase additional resources to provide intervention.	-Materials ordered and received	Evidence-based Programs	Grant

Multi-Year School Support Plan	
3-Year Goal Statement	By the end of the 2027-28 school year the unadjusted percentage of students with disabilities passing the M3-6ADV Mathematics SOL will increase to 50% or higher.
School Performance and Support	Math Mastery

Framework Alignment			
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 2025-26 school year the unadjusted percentage of students with disabilities passing the M3-6ADV Mathematics SOL will increase from 34.55% to 40% or higher.	By the end of the 2026-27 school year the unadjusted percentage of students with disabilities passing the M3-6ADV Mathematics SOL will increase to 45% or higher.	By the end of the 2027-28 school year the unadjusted percentage of students with disabilities passing the M3-6ADV Mathematics SOL will increase to 50% or higher.
Evidence-Based Strategy	Systematic Instruction: Provide systematic instruction during intervention to develop student understanding of mathematical ideas (Tier 1) Ready, Set, Math - Targeted instruction for grades K-5 Math Pathways & Pitfalls - Targeted instruction for grades 4-9		
Intended Outcomes	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. Ready, Set, Math: Suggested variations that can be tailored for students' needs through differentiation, modifying curricular materials, and scaffolding questions to promote continual growth. The scaffolds will support Students with Disabilities so they can better access instruction and increase performance. Math Pathways & Pitfalls: Address essential number and numeration standards with a focus on error analysis. Emphasis on fostering academic language development with a focus on rational number concepts and operations: fractions, decimals, percents, ratios and proportions with algebraic reason woven throughout. The development of academic language and number concepts will improve understanding for Students with Disabilities and increase performance.		
Lead Person	Damien Ettere		
Team Members	Brittany Rogers, Ashley Fisher, Stephanie Guffain, Rebecca Hirschman, Ellie Gillette, Trisha Russell		

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?)*
Engage in Data Dialogues at the end of a screening window to group students based on area of need.	Damien Ettere	February 2026	By March 1, 2026, Data Dialogue Reflection and Next Steps	-Data dialogues scheduled and placed on master calendar -Agendas created -Reflection and Next Steps added to Coaching Team Meeting Agenda	Substitute teachers	Grant
Provide after school tutoring to students using data driven decision making	Stephanie Guffain	Before May 2026	Before May 2026, data will be used to group students and provide teachers with evidence based materials to provide target intervention.	-After school program	Hourly Funds Transportation Funds	Grant
Purchase evidence based programs	Brittany Rogers	March 2026	By March 2026 we will purchase additional resources to provide intervention.	-Materials ordered and received	Evidence-based Programs	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	Forest Edge Elementary School
Principal Name	Brittany Rogers, Ed.D
Principal Email	brogers2@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.

Brittany Rogers	Brittany M. Rogers	1/23/2026
Principal Name	Principal Signature	Date Approved
Stephanie Jerauld	S Jerauld GP	1/29/26
Division-Level Lead Name	Division-Level Lead Signature	Date Approved
Dr. Michelle C. Reid	MC Reid	2/10/26
Division Superintendent Name	Division Superintendent Signature	Date Approved

Date Reviewed/Approved

per School Board Minutes

Hutchison 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	Hutchison Elementary School
Grades Served	PreK-6
Principal Name	Sarah Aiello
Principal Email	scaiello@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	Sarah Aiello	scaiello@fcps.edu	Hutchison ES	Principal
Administrator	Mikaela Antonio	mantonio@fcps.edu	Hutchison ES	Assistant Principal
Multilingual Learners	Katty Rodriguez	kbrodriguez@fcps.edu	Hutchison ES	ESOL Lead
Literacy / General Ed	Amanda Salvo	amsalvo@fcps.edu	Hutchison ES	Reading Specialist
Math / General Ed	Brittany Good	blgood@fcps.edu	Hutchison ES	Elementary Math Resource

				Teacher
Equity	Carly Le Blanc	clleblanc@fcps.edu	Hutchison ES	SBTS
Special Education	Katherine Delgrande	kdelgrande@fcps.edu	Hutchison ES	Special Education Department Chair
Parent	Michael Gueltig	president@hutchisonespta.org	Hutchison ES PTA	Hutchison ES PTA Executive Board

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, SWD will increase their Reading performance from 53% to 75% based on the Mastery Index Performance of 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
	SWD will increase their scores on the Benchmark unit assessments by 5 or more points each unit assessment.	SWD will decrease their risk bands on VALLSS from the beginning of year to middle of year assessment.	SWD will increase their Reading performance from 53% to 75% based on the Mastery Index Performance of the SPSF.
Evidence-Based Strategy	Tier 1 - Develop awareness of the segments of sounds in speech and how they link to letters. (K-3) Tier 1 - Build students' decoding skills so they can read complex multisyllabic words. (4-6) Using these strategies for students will improve their decoding skills which will allow grade level texts to be more accessible.% on the mastery Tier 1 - Routinely use a set of comprehension-building practices to help students make sense of the text. SWD continue to score well below their grade level peers on common assessments and SOLs. Specifically in the upper grades, SWD require the skills to understand what they read across all content areas. This evidence-base strategy will		

	support and increase reading comprehension skills for our SWD subgroup across all content areas in the upper grades.
Intended Outcomes	SWD will receive targeted instruction on Phonemic Awareness/decoding, which will decrease their overall risk in VALLSS and increase their fluency with grade level texts. As SWD continue to improve their comprehension practices, their overall scores on common assessments will increase leading them to proficiency of grade level content.
Lead Person	Sarah Aiello
Team Members	Mikaela Antonio, Katty Rodriguez, Kate Delgrande, Amanda Salvo, Andrea DeSilva

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?)*
Provide PD for Special Ed and inclusive teachers	Mikaela Antonio	Initial PD before the end of 3rd quarter (2026), beginning of year PD before the start of the school year, provide additional PD sessions during weekly special ed CLTs	Conduct walkthrough observations to observe Special ed teachers' support during Benchmark, small group, and intervention blocks	Special ed teachers will transfer the strategies and professional development they learned to apply in their teaching practices / specialized instruction	Time and/or compensation to receive adequate PD	Federal Identification Grant
Provide time for collaboration and planning between inclusive partnerships	Sarah Aiello	Weekly	Quarterly walkthroughs to observe inclusive classrooms	Through walkthrough observations, Special Ed teachers will be active participants in the	Identify time within the instructional schedule to allow intentional planning between gen ed and special	N/A

				the inclusive classrooms	ed teacher	
Check for SWD progress on Benchmark assessments	Amanda Salvo Andrea DeSilva	Throughout the school year	At the end of each Benchmark unit, team will review assessment data for SWD.	SWD will continue to increase their scores on the Benchmark unit assessments	N/A	N/A
Conduct classroom observations during Tier 1 instruction and Tier 3 intervention	Mikaela Antonio	Each quarter, the team will conduct walkthroughs in inclusive classrooms and during Tier 3 instruction across K-6 classrooms.	The team will review look-fors checklist and compare with class/subgroup Benchmark unit assessment data.	SWD will continue to increase their scores on the Benchmark unit assessments	N/A	N/A

Multi-Year School Support Plan			
3-Year Goal Statement	By Spring 2028, SWD will increase their Math performance from 55% to 75% based on the Mastery Index Performance of 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
	SWD will increase their scores on grade level math common assessments by 5 points or more on each common assessment throughout the year	SWD increase their MAP Growth scores from BOY to MOY (use MAP criteria for expected growth ranges)	SWD will increase their Math performance from 55% to 75% based on the Mastery Index Performance of the SPSF.
Evidence-Based Strategy	Tier 1 – 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 instruction with an intentional focus on using representations to model mathematical ideas. This strategy will allow students to conceptualize between the representations and math content.
Intended Outcomes	By using concrete and semi-concrete representations to support students' learning, SWD are provided opportunities to use representations and better understand the abstract nature of mathematics. Using concrete and semi-concrete representations will help SWD problem solve more successfully as it helps students understand the logic behind mathematical concepts and procedures. This will overall support teachers in providing strategies and tools for SWD to support their overall learning and understanding of the grade level content.
Lead Person	Sarah Aiello
Team Members	Mikaela Antonio, Kate Delgrande, Brittany Good, Wendy West

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?)*
Provide PD for Special Ed teachers	Mikaela Antonio	Initial PD at the end of 3rd quarter (2026), beginning of year PD before the start of the school year, provide additional PD sessions during weekly special ed CLTs	Conduct walkthrough observations to observe Special ed teachers during the math block	Special ed teachers will transfer the strategies and professional development they learned to apply in their teaching practices / specialized instruction	Time and/or compensation to receive adequate PD	Federal Identification Grant
Provide time for collaboration and	Sarah Aiello	Weekly	Quarterly walkthroughs to	Through walkthrough	Identify time within the instructional	N/A

planning between inclusive partnerships			observe inclusive classrooms	observations, Special Ed teachers will be active participants in the the inclusive classrooms	schedule to allow intentional planning between gen ed and special ed teacher	
Check for SWD progress on common assessments	Brittany Good	Throughout the school year	At the end of each math unit, the team will review common assessment data for SWD	SWD will continue to increase their scores on math common assessments	N/A	N/A
Conduct classroom observations during Tier 1 instruction	Mikaela Antonio	Beginning February 2026, each quarter, the team will conduct walkthroughs in inclusive classrooms across K-6 classrooms.	During walkthrough observations, use of scaffolds and high leverage practices will be implemented during the math block for SWD to access Tier 1	SWD will continue to increase their scores on math common assessments	N/A	N/A

Multi-Year School Support Plan			
3-Year Goal Statement	By Spring 2028, 50% of Multilingual learners with disabilities will reach the VDOE language target growth.		
School Performance and Support Framework Alignment	Other ML Growth		
Measurable Objectives *Define objectives that support accomplishing the goal.*	Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3
	MLWD will make progress in their ELD groups based on Benchmark Express assignments using a rubric	100% of MLWD will make progress on their overall domains on the MOY assessment from their BOY	At least 50% of Multilingual learners with disabilities will reach the VDOE language target growth.

	criteria. Specifically targeted oral and writing domains	assessment based on Summit K-12 platform.	
Evidence-Based Strategy	Tier 1 - Integrate oral and written english language instruction into content-area teaching. MLWD have historically not made expected growth on their WIDA. Based on data, their Speaking and Writing domains remain stagnant with very little progress. This evidence-based strategy will target the specific oral and language skills MLWD require in order to make progress.		
Intended Outcomes	MLWD will be provided opportunities to integrate oral and written English language instruction into content-area teaching. This will strengthen their speaking and writing skills across contents which will in result make progress towards their overall EL progress and while accessing the rigor of Tier 1 instruction.		
Lead Person	Sarah Aiello		
Team Members	Mikaela Antonio, Amanda Salvo, Brittany Good, Kate Delgrande, Katty Rodriguez		

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?)*
Provide strategies for Special Ed teachers to utilize to strengthen MLWD's use of academic language	Katty Rodriguez	March 2026	May/June 2026 - Review Summit K-12 data Fall 2026 - Review WIDA scores/progress & BOY Summit K-12 assessment	MLWD will continue to increase their time on Summit K-12 and make progress from their BOY to MOY assessments	N/A	N/A

Ensure SWD receives adequate instruction for ELD.	Kate Delgrande	August 2026 - end of quarter 1	Team will review ML teacher's schedules at the beginning of the 26-27 school year. Team will review MLWD progress in ELD groups based on Benchmark Express.	MLWD will make progress on their Express lessons using rubric/criteria.	N/A	N/A

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	Hutchison Elementary School
Principal Name	Sarah Aiello
Principal Email	scaiello@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.

Sarah Aiello		January 29 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

Lake Anne 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	Lake Anne Elementary School
Grades Served	PreK-6
Principal Name	Jill Stewart
Principal Email	JDStewart1@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
Staff	Jill Stewart	jdstewart1@fcps.edu	Lake Anne ES	Principal
Staff	Valencia Chenier	vmchenier@fcps.edu	Lake Anne ES	Assistant Principal
Staff	Leslie Grumbach	lcgrumbach@fcps.edu	Lake Anne ES	Assistant Principal
Staff	Michelle Taylor	mltaylor1@fcps.edu	Lake Anne ES	Reading Specialist
Staff	Sandra Ogden	smogden@fcps.edu	Lake Anne ES	Reading Specialist

Staff	Erin Kemp	emkemp1@fcps.edu	Lake Anne ES	Special Education Department Chair
Staff	Stephanie Drinkwine	sadrinkwine@fcps.edu	Lake Anne ES	Elementary Mathematics Resource Teacher
Staff	Meg Bieleski	mbieleski@fcps.edu	Lake Anne ES	Instructional Coach
Staff	Abigail Goldman	algoldman@fcps.edu	Lake Anne ES	Special Education Support Staff
Parent	Kevin Watson	kevinleewatson@gmail.com	Lake Anne ES	Special Education Teacher
Parents/Community	Lake Anne PTA Board	n/a	Lake Anne ES	PTA Board

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 80% of students with disabilities will pass the reading standards of learning assessment.*		
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 70% of students with disabilities will pass the reading standards of learning assessment.	By Spring 2027 75% of students with disabilities will pass the reading standards of learning assessment.	By Spring 2028 80% of students with disabilities will pass the reading standards of learning assessment.
Evidence-Based Strategy	*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 support, and on occasion technological support, students can read and understand challenging texts. This Tier 2 strategy provides targeted support to address the root cause by increasing*		

	students' access to and practice with complex text, strengthening comprehension skills, and building confidence with grade-level rigor. *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.* *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. Need analysis indicates that some students experience difficulty accurately decoding and recognizing words, which impacts reading fluency and limits their ability to focus on meaning and comprehension. As a Tier 1 strategy, this approach strengthens core literacy instruction for all students by building automaticity in word recognition, increasing fluency and accuracy, and enabling students to devote more cognitive energy to understanding word meaning and overall text comprehension.*
Intended Outcomes	*Implementing AVID instructional practices will provide students with disabilities structured opportunities to engage with and make sense of complex, grade-level texts. Through AVID-aligned WICOR strategies such as close reading, text annotation, inquiry-based questioning, and collaborative discussion, students will strengthen comprehension of complex ideas, academic vocabulary, and text structures. As teachers apply AVID strategies learned through targeted professional development, students will increase reading stamina, confidence, and independence, leading to improved performance on classroom assessments and increased pass rates on the Reading Standards of Learning assessment by Spring 2028.*
Lead Person	*Michelle Taylor*
Team Members	*Jill Stewart, Valencia Chenier, Leslie Grumbach, Sandra Ogden, Meg Bieleski, Erin Kemp*

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*	**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?)*

			remains on track.			
Transitioning to schoolwide implementation of AVID to support EBI strategies- Materials needed	Melinda Rivas	February-May	February- Order supplies March 1- inventory of supplies March 15- Distribution of supplies	Grade levels have the supplies needed to support schoolwide implementation.	-Folders (red,blue, yellow, green) -Binders -Dividers -Mesh pouches -Pencil pouches -Story Journals -Mini White boards -Sheet protectors -Loose leaf paper	TSI Grant
Dolphin Academy to support EBI strategies	Valencia Chenier Leslie Grumbach Melinda Rivas	February -May	February 1- Feb 28 (Planning for Dolphin Academy) March 7- Start of Dolphin Academy May 30 - End of dolphin academy	Staff identified to lead and support Dolphin Academy Students identified to attend Dolphin Academy Transportation secured Teachers planning instruction based on student needs Students and teachers have the supplies they need	-Teachers - Coordinator -Instructional assistants -Snacks -Bus transportation -Pencils -Paper -Folders -Notebooks -Expo markers -Mini dry erase boards -Pouches -Easel Pad Chart	TSI Grant- Teachers, Coordinator(s), IA, snacks C.A Budget-Transportation

					Paper -Flip chart markers	
Benchmark Steps to Advance Kits and student readers	Michelle Taylor				4 kits (1 per grade level) at	Title I funds
Math Pathways & Pitfalls Book with Lessons and Teaching Manual	Stephanie Drinkwine				10 books units 2-3 and 10 books units 4-5, each book is about $80	Title I funds
Team Planning Days (Data Dialogues)	Meg Bieleski	Quarterly	Quarterly Team Data Dialogues	Increased WIDA levels, growth on the VALLS, and iReady growth	Substitutes for Quarterly Team Data Dialogues	School Budget
High Impact Tutors	Valencia Chenier	Ongoing	Quarterly	Increased WIDA levels, growth on the VALLS, and iReady growth	Hourly Tutor Pay	All in VA

Multi-Year School Support Plan

3-Year Goal Statement	*By Spring 2028 80% of students with disabilities will pass the math standards of learning assessment.*		
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 70% of students	By Spring 2027 75% of students	By Spring 2028 80% of students with

	with disabilities will pass the math standards of learning assessment.	with disabilities will pass the math standards of learning assessment.	disabilities will pass the math standards of learning assessment.
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. Need analysis indicates that students experience difficulty accessing and expressing mathematical understanding due to gaps in academic vocabulary, terminology, and language structures embedded in mathematics instruction, assessments, and problem-solving tasks.* *Mathematical language is an 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* *As a Tier 1 strategy, this approach strengthens core instruction for all students by ensuring equitable access to mathematical concepts and reducing language-based barriers to understanding.*		
Intended Outcomes	*Implementing AVID instructional practices with an emphasis on mathematical language will support students with disabilities in both communicating their thinking and strengthening problem-solving skills. Through explicit instruction in mathematical vocabulary, structured academic discourse, and inquiry-based questioning, students will learn to clearly explain, justify, and apply mathematical concepts when solving problems. As teachers implement AVID strategies learned through targeted professional development, students will demonstrate increased precision in mathematical language, deeper conceptual understanding, and improved accuracy on problem-solving tasks, resulting in higher performance on classroom assessments and increased pass rates on the Mathematics Standards of Learning assessment, with 80% of students meeting or exceeding expectations by Spring 2028.*		
Lead Person	*Stephanie Drinkwine*		
Team Members	*Jill Stewart, Valencia Chenier, Leslie Grumbach, Meg Bieleski, Erin Kemp*		

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*	**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?)*

remains on track.						
Small Group Instruction	Meg Bieleski	Ongoing through each school year	Exit Tickets, Unit Assessments	Growth on the MAP Assessment, Special Education Process Reports	Student materials	N/A
Dolphin Academy Saturday School	Valencia Chenier	March 2026 - May 2026	Weekly Assessments	Increased WIDA levels and growth on the MAP, Special Education Progress Reports	Teachers, programs, space, student materials, and possibly transportation	TSI grant + any Title I funds we may have left
Math CLTs	Stephanie Drinkwine	Weekly throughout each school year	Successfully following the CLT cycle - planning, implementing, assessing, reviewing data, and remediation	Increased WIDA levels and growth on the MAP, Special Education Progress Reports	CLT coverage for any meetings before or after school	N/A
Grade Level Planning Days	Meg Bieleski Michelle Taylor Stephanie Drinkwine	June 2026 - July 2026	Reflections, Planning Calendar	Increased WIDA levels and growth on the MAP, Special Education Progress Reports	Teachers	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	Lake Anne Elementary School
Principal Name	Jill Stewart
Principal Email	JDStewart1@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.

Jill D. Stewart	Jill D. Stewart	1/26/26
Principal Name	Principal Signature	Date Approved
Stephanie Gerald	Gerald GP	1/29/26
Division-Level Lead Name	Division-Level Lead Signature	Date Approved
Dr. Michelle C. Reid	MMC Reid	2/10/26
Division Superintendent Name	Division Superintendent Signature	Date Approved

Date Reviewed/Approved

per School Board Minutes