## Federally Identified Schools - Targeted Support and Improvement

**Region 3:**

- Belle View Elementary School
- Cameron Elementary School
- Groveton Elementary School
- Hollin Meadows Elementary School
- Hybla Valley Elementary School
- Riverside Elementary School
- Washington Mill Elementary School
- Woodlawn Elementary School

# Belle View Elementary School Multi-Year School Support Plan 2025-26

| Division and School Information | |
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| Information Needed | Enter Information Below |
| **School Year** | 2025-2026 |
| **Division Name** | Fairfax County Public Schools |
| **Division Superintendent** | Dr. Michelle C. Reid |
| **School Name** | Belle View Elementary School |
| **Grades Served** | PreK-6 |
| **Principal Name** | Katie Pluntke |
| **Principal Email** | kspluntke@fcps.edu |
| **Division Multi-Year School Support Plan Lead Name and Title** | Stephanie Jerauld<br>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 |
| Admin | Katie Pluntke | kspluntke@fcps.edu | BVES | Principal |
| Admin | Kristen Lehner | kmlehner@fcps.edu | BVES | Assistant Principal |
| Teacher | Katie Papagjika | kepapagjika@fcps.edu | BVES | ESOL Teacher |

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| Teacher | Mary Betz | mabetz@fcps.edu | BVES | ESOL Teacher |
| Teacher | Becca Borasky | rmborasky@fcps.edu | BVES | Reading Specialist |
| Parent/Community Member | Erin Baisly | erin@baisly.com | BVES PTA | PTA President |
| Parent/Family Liaison | Roselie Bartolome | rcbartolome@fcps.edu | FCPS/PTA/Parent | Family Liaison |

| **Multi-Year School Support Plan**<br>*Write your support plans based on at least 2 goal statements from your School Needs Assessment.* | | | |
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| 3-Year Goal Statement | For the 2028 Reading SOL, the simple pass rates for MLL, SWD, and Econ Disadvantaged students will increase by 9% under SPSF accountability. | | |
| School Performance and Support Framework Alignment | Reading Growth | | |
| Measurable Objectives<br>*Define objectives that support accomplishing the goal.* | Measurable Objective Year 1 | Measurable Objective Year 2 | Measurable Objective Year 3 |
| | For the 2026 Reading SOL, the simple pass rates for MLL, SWD, and Econ Disadvantaged students will increase by 5 percentage points. | For the 2027 Reading SOL, the simple pass rates for MLL, SWD, and Econ Disadvantaged students will increase by 2 additional percentage points. | For the 2028 Reading SOL, the simple pass rate for MLL, SWD, and Econ Disadvantaged students will increase by an additional 2 points. |
| Evidence-Based Strategy | *Teach students to decode words, analyze word parts, and write and recognize words. (Tier 1 EBI)*<br>*Build students decoding skills so they can read complex multisyllabic words. (Tier 1 EBI)*<br><br>[Root Cause: Systemic constraints in staffing and instructional time limit the school's ability to deliver targeted intervention supports, with the greatest impact on Multilingual Learners and economically disadvantaged | | |

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| | subgroups.] |
| Intended Outcomes | Teaching students to decode words, analyze word parts, and write and recognize words will strengthen their foundational reading skills. Students will read more accurately and fluently, expand their vocabulary, and improve comprehension, leading to higher achievement on classroom and Benchmark assessments and increased grade-level proficiency. |
| Lead Person | *Pluntke* |
| Team Members | *Lehner, Borasky, Betz, Papajika, Grade Level Team Representatives* |

| **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?)*** |
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| IMSE (OG) PD Comprehensive or Morphology | Pluntke<br>Boraksy<br>Lehner | April 10-May 8 2026 every Friday 8-3:30. | 40 hours virtual synchronous training completed. Implementation walkthroughs and feedback | Course completion certificates on file | Training costs per teacher | School Improvement Grant |
| OG/Morphology pre/post meetings | Borasky | Mar 27, 2026<br>May 11, 2026 | Teacher attendance, Implementation walkthroughs and feedback | Attendance | Hourly teacher | School Improvement Grant |
| ELD Walkthroughs during ELA | Pluntke<br>Lehner | Fall 2026 | Pre and post meetings | Increase of scores | Hourly teacher | School Improvement Grant |

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| Purposeful Teacher Planning/Backwards Design (Summer 2026) Reading | Pluntke Lehner | June 29-July 3 | Attendance sheets, agendas, team planning notes. Provide grade level teams with planning sessions led by school staff with intentional outcomes. Teachers engage in deep data analysis and learning to purposefully plan and unpack instruction. | Assessment data from 2026-2027 school year in all required unit assessments. | Hourly teacher | School Improvement Grant |
| Data-Informed Planning for SOL Reading Success | Pluntke Lehner | Feb-May 2026 Following each DMG assessment. | Attendance sheets, agendas, team planning notes. A collaborative team will engage in a data dialogue and develop short cycle intervention plans to accelerate the development of grade level reading skills. | SOL Reading Scores from 2026 | Hourly teacher | School Improvement Grant |
| Before School Remediation | Pluntke Lehner Betz | April 5-May 7 2026 | Attendance sheets. Provide students with opportunities for extended learning outside of the school day. The focus could include foundational skills (Tier 3) for | SOL reading Scores from 2026. | Hourly teacher | School Improvement Grant |

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| | | | students who need more time than what's available in the school day or a focus on reteaching (Tier 2) for students who may benefit from this focus. This could be utilized for a reading focus | | | |
| Multilingual Learner Programming Conversation | Pluntke<br>Lehner<br>Papajika | August 2026 | Meeting notes. Analyze 2026 WIDA ACCESS data to plan for ELD instruction for Multilingual Learners. (results will be available to schools in mid-May) | Grouping will be planned for the upcoming school year and intervention/Benchmark Express groups will begin on day 1 of school. | Hourly teacher | School Improvement Grant |

| Multi-Year School Support Plan | | | |
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| 3-Year Goal Statement | By Spring 2028, under SPSF accountability, ML, SWD, and Econ disadvantaged students passing the G 3-6 Mathematics SOL will increase by 10%. | | |
| School Performance and Support Framework Alignment | Math Growth | | |
| Measurable Objectives<br>*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, ML, SWD, Econ disadvantaged students passing the G 3-6 Mathematics SOL will | By the end of the 2027 school year, ML, SWD, Econ disadvantaged students passing the G 3-6 Mathematics SOL will | By the end of the 2028 school year, ML, SWD, Econ disadvantaged students passing the G 3-6 Mathematics SOL will increase an |

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| | increase 3%. | increase an additional 3%. | additional 4%. |
| Evidence-Based Strategy | Systematic Instruction: Provide systematic instruction during intervention to develop student understanding of mathematical ideas. (Tier 1 EBI)<br>[Root Cause: Inadequate time for teams to engage in data-informed collaborative planning to unpack standards and align Tier 1 instruction and interventions within MTSS.] | | |
| Intended Outcomes | Systematic instruction in Tier 1 math will improve student understanding of core mathematical concepts, increase problem-solving accuracy, and reduce learning gaps. Students will demonstrate measurable growth on systemwide common assessments, classroom assessments, improved confidence, and stronger ability to apply skills across math topics, resulting in more students meeting grade-level expectations. | | |
| Lead Person | Pluntke | | |
| Team Members | Lehner, Betz, Skaggs, Brown, Grade Level Teachers Representatives | | |

| **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 Tutors for SOL Prep/Intervention (after 4/30/25 HIIT Contract) | Pluntke<br>Lehner | May 1-June 5 | Spring 2026 math pass rates and math retake pass rates | SOL window ends on June 5, 2026 | Hourly teacher | School Improvement Grant |
| Purposeful Teacher Planning/Backwards Design (Summer 2026) | Pluntke<br>Lehner | June 29-July 3 | Attendance sheets, agendas, team planning notes. Provide grade level | Assessment data from 2026-2027 school year in all required unit | Hourly teacher | School Improvement Grant |

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| Math | | | teams with planning sessions led by school staff with intentional outcomes. Teachers engage in deep data analysis and learning to purposefully plan and unpack instruction. | assessments. | | |
| Before School Remediation | Pluntke<br>Lehner<br>Betz | April 5-May 7 2026 | Attendance sheets.<br>Provide students with opportunities for extended learning outside of the school day. The focus could include foundational skills (Tier 3) for students who need more time than what's available in the school day or a focus on reteaching (Tier 2) for students who may benefit from this focus. This could be utilized for a math focus | SOL Math Scores from 2026. | Hourly teacher | School Improvement Federal Grant |
| ELD Walkthroughs during math | Pluntke<br>Lehner | Fall 2026 | Pre and post meetings | Increase of scores | Hourly teacher<br>Resources | School Improvement Grant |

| **Multi-Year School Support Plan**<br>*Write your support plans based on at least 2 goal statements from your School Needs Assessment.* | | | |
|---|---|---|---|
| 3-Year Goal Statement | By Spring 2028, the simple pass rate of ML, SWD, and Econ Disadvantaged students on the 5th-grade Science SOL will increase by 10% under SPSF accountability. | | |
| School Performance and Support Framework Alignment | Other | | |
| Measurable Objectives<br>*Define objectives that support accomplishing the goal.* | Measurable Objective Year 1 | Measurable Objective Year 2 | Measurable Objective Year 3 |
| | By Spring 2026, ML, SWD, and Econ disadvantaged students passing the 5th-grade science SOL will increase by 3%. | By Spring 2027, ML, SWD, and Econ disadvantaged students passing the 5th-grade science SOL will increase an additional 3%. | By Spring 2028, ML, SWD, and Econ disadvantaged students passing the 5th-grade science SOL will increase by an additional 4% |
| Evidence-Based Strategy | *Systematic Instruction: Provide systematic instruction during intervention to develop student understanding of science ideas across 4th and 5th-grade science. (Tier 1 EBI)*<br>[Root Cause: Limited staffing and inadequate dedicated time during the instructional day to deliver Tier 2 and Tier 3 science interventions with fidelity, disproportionately impacting Multilingual Learners and economically disadvantaged students.] | | |
| Intended Outcomes | As a result of systematic, explicit science instruction across 4th and 5th grade, multilingual learners will increase their understanding and application of grade-level science concepts, scientific vocabulary, and inquiry practices, leading to improved classroom assessment outcomes and an increased percentage of students passing the 5th-grade Science SOL. | | |
| Lead Person | *Pluntke* | | |

| Team Members | *Lehner, Borasky, Betz, Papajika, Grade Level Team Representatives* | | | | | |
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| **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?)* |
| Purposeful Teacher Planning/Vertical Articulation (Summer 2026) Science | Pluntke<br>Lehner | June 29-July 3 | Attendance sheets, agendas, team planning notes. Provide grade level teams (4th & 5th) with a planning session led by school staff with intentional outcomes. Teachers engage in deep data analysis and learning to purposefully plan and unpack instruction and discuss cross-grade-level teaching science. | Assessment data from 2026-2027 school year in all required unit assessments. | Hourly band 14<br>$27.30 per hour<br><br>7 Teachers<br>4 hours a day.<br>1 day<br><br>$ 764.40 total | School Improvement Grant |
| ELD Walkthroughs during science | Pluntke<br>Lehner | Fall 2026 | Pre and post meetings | Increase of scores | Teacher Hourly (Band 14) Bundle 2 bundles<br>$ 1,092x2<br><br>$2184.00 | School Improvement Grant |

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| Before School Remediation | Pluntke<br>Lehner<br>Betz | April 5-May 7 2026 | Attendance sheets. Provide students with opportunities for extended learning outside of the school day. The focus could include foundational skills (Tier 3) for students who need more time than what's available in the school day or a focus on reteaching (Tier 2) for students who may benefit from this focus. This could be utilized for a Science focus. | SOL Science Scores from 2026. | Hourly Teacher Pay | 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** | Belle View Elementary |
| **Principal Name** | Katie Pluntke |
| **Principal Email** | kspluntke@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.

| Katie Pluntke | | 1-23-2026 |
|---|---|---|
| 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

# Cameron 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** | Cameron Elementary |
| **Grades Served** | PreK-6 |
| **Principal Name** | Christine Prahl |
| **Principal Email** | ccprahl@fcps.edu |
| **Division Multi-Year School Support Plan Lead Name and Title** | Stephanie Jerauld<br>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 |
| Admin | Christine Prahl | ccprah@fcps.edu | Cameron ES | Principal |
| Admin | Amanda Snyder | ajsnyder@fcps.edu | Cameron ES | Assistant Principal |
| Admin | Louise Robertson | larobertson2@fcps.edu | Cameron ES | Assistant Principal |
| Advanced Academics | Tiffany Reed | tlreed@fcps.edu | Cameron ES | AART |

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| Behavior and SEL | Fenia Camille | ffcamille@fcps.edu | Cameron ES | Behavior Resource Teacher |
| Math | Princess Swaby | pdswaby@fcps.edu | Cameron ES | EMRT |
| Special Education | Karina Handy | knhandy@fcps.edu | Cameron ES | Special Education Department Chair |
| ESOL | Julie Putnam | jlputnam@fcps.edu | Cameron ES | ESOL lead |
| Literacy | Natalie Gillies | njgilles@fcps.edu | Cameron ES | Reading Specialist |
| Instruction | Katelyn Randolph | kprandolph@fcps.edu | Cameron ES | Instructional Coach |
| Technology Integration | Caroline Weber | cweber@fcps.edu | Cameron ES | SBTS |
| PTA President | Amber Gonyea | president@cameronpta.org | Cameron ES | PTA President |

| **Multi-Year School Support Plan**<br>*Write your support plans based on at least 2 goal statements from your School Needs Assessment.* | | | |
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| 3-Year Goal Statement | Cameron will improve reading achievement to 75% for Students with Disabilities by implementing structured, evidence-based literacy practices that systematically address decoding, fluency, vocabulary, and comprehension while ensuring access to grade-level texts and instruction as measured by Spring SOL scores. | | |
| School Performance and Support Framework Alignment | Reading Mastery | | |
| Measurable Objectives<br>*Define objectives that support accomplishing the goal.* | Measurable Objective Year 1 | Measurable Objective Year 2 | Measurable Objective Year 3 |
| | SWD reading performance indicator measures 68% or above as measured by SOL scores. | SWD reading performance indicator measures 71.3% or above as measured by SOL scores. | SWD reading performance indicator measures 75% or above as measured by SOL scores. |

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| Evidence-Based Strategy | The tier 2 Evidence-Based strategy will be to 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.<br><br>The tier 1 Evidence-Based strategy of teaching students to decode words, analyze word parts, and write and recognize words will be used. 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<br>complex words. It will also help them to read with greater fluency, accuracy, and comprehension.<br>As word recognition becomes easier, students can focus more on word meaning when they read, ultimately supporting reading comprehension.<br><br>Research demonstrates that Students with Disabilities benefit from explicit, systematic, and cumulative literacy instruction that addresses foundational skills while maintaining access to grade-level texts. This strategy was selected based on the school's needs assessment data, which identified persistent skill gaps in decoding, fluency, and comprehension and variability in instructional practices across classrooms. Implementing a structured literacy framework ensures consistency, instructional coherence, and alignment between core instruction and intervention. |
| Intended Outcomes | As a result of implementing the tier 1 and tier 2 evidenced-based strategy structured, evidence-based literacy practices, Students with Disabilities will demonstrate improved mastery of foundational reading skills, increased fluency, and stronger comprehension of grade-level texts. These improvements will result in sustained growth on local progress monitoring measures and increased performance on the state reading accountability indicator, meeting or exceeding annual growth targets over the three-year period. Additionally, students will experience more consistent instruction across classrooms and greater access to grade-level literacy content. |
| Lead Person | *Christine Prahl* |
| Team Members | *Natalie Gillies, Katelyn Randolph, Karina Handy* |

| **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?)* |
|---|---|---|---|---|---|---|
| Implement SPIRE curriculum for special education students in grades 3-6 | Karina Handy | Feb-June Secure materials and training<br><br>SY26-27 Implementation | Program progress monitoring, reading plans in MTSS | Common and standardized assessments, quarterly progress reports | SPIRE Materials | TSI Grant |
| Staff members deliver strategic intervention for students by need | Katelyn Randolph, Louise Robertson | March - June | Intervention progress monitoring | Standardized assessments | Hourly funding for staff members | TSI Grant |
| Deliver instruction to SACC students before and after school | Tiffany Reed | March - June | Intervention progress monitoring | Standardized assessments | Hourly funding for staff members | TSI Grant |
| Two days of summer training for staff members in intervention programs | Admin | June | Intervention progress monitoring during 26-27SY | Standardized assessments | Hourly funding for staff members | TSI Grant |
| Coaching for special education and ESOL teachers to improve pedagogy | Karina Handy, Fenia Camille, Julie Putnam | March - June | Progress monitoring | Standardized assessments, growth on IEP goals, WIDA growth | Hourly funding for staff members | TSI Grant |

| Multi-Year School Support Plan | | | |
|---|---|---|---|
| 3-Year Goal Statement | Cameron will improve mathematics achievement to 75% for Students with Disabilities by strengthening conceptual understanding, procedural fluency, and problem-solving through explicit instruction, scaffolded practice, and frequent use of formative assessment within an inclusive math model as measured by SOLs. | | |
| School Performance and Support Framework Alignment | Math Mastery | | |
| Measurable Objectives<br>*Define objectives that support accomplishing the goal.* | Measurable Objective Year 1 | Measurable Objective Year 2 | Measurable Objective Year 3 |
| | SWD math performance indicator measures 71% or better as measured by SOLs. | SWD math performance indicator measures 74.51% or better as measured by SOLs. | SWD math performance indicator measures 75% or better as measured by SOLs. |
| Evidence-Based Strategy | The tier 1 evidenced-based strategy of representations, which is a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures, will be used to build student mastery. 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.<br><br>Data from the school's needs assessment indicate that Students with Disabilities demonstrate persistent gaps in mathematical reasoning, computation, and application of skills across settings. Research supports the use of explicit instruction, multiple representations, and ongoing formative assessment as effective practices for improving math outcomes for Students with Disabilities. This strategy was selected to increase instructional consistency, strengthen alignment between intervention and core instruction, and improve student access to grade-level mathematics content. | | |
| Intended Outcomes | As a result of implementing the tier 1 evidenced-based strategy of representation, Students with Disabilities will demonstrate increased conceptual understanding, improved procedural accuracy, and stronger problem-solving skills. These gains will be reflected in improved performance on local progress monitoring measures and sustained growth on the state mathematics accountability indicator, meeting or exceeding annual growth targets over the three-year period. Students will also experience greater instructional coherence and consistent access to grade-level mathematics instruction across classrooms. | | |
| Lead Person | *Christine Prahl* | | |

| Team Members | *Princess Swaby, Katelyn Randolph, Karina Handy, Fenia Camille* | | | | | |
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| **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?)* |
| Implement Pathways and Pitfalls intervention curriculum for grades 4-6 | Princess Swaby & Amanda Snyder & Fenia Camille | SY26-27 | Progress monitoring | Standardized assessments | Pathways and Pitfalls curriculum & training | TSI Grant |
| Staff members deliver strategic intervention for students by need | Katelyn Randolph & Louise Robertson | March - June | Progress monitoring | Standardized assessments | Hourly funding for staff members | TSI Grant |
| Deliver instruction to SACC students before and after school | Christine Prahl | March - June | Progress monitoring | Standardized assessments | Hourly funding for staff members | TSI Grant |
| Summer training for staff members in intervention programs | Admin, Natalie Gillies | June | SY26-27 progress monitoring | Standardized assessments | Hourly funding for staff members | TSI Grant |
| Coaching for special education and ML teachers to improve pedagogy | Karina Handy, Fenia Camille | March - June | Progress monitoring | Standardized assessments, growth on IEP goals | Hourly funding for staff members | TSI Grant |

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| Implement Do the Math with students in grades 3-6 | Princess Swaby | SY26-27 | Progress monitoring | Standardized assessments | Do the Math materials | 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** | Cameron Elementary School |
| **Principal Name** | Christine Prahl |
| **Principal Email** | ccprahl@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.

| Christine Prahl | Christine Prahl | 1/23/26 |
|---|---|---|
| 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

# Groveton 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** | Groveton Elementary |
| **Grades Served** | PreK-6 |
| **Principal Name** | Jim Swoger |
| **Principal Email** | jfswoger@fcps.edu |
| **Division Multi-Year School Support Plan Lead Name and Title** | Stephanie Jerauld<br>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 |
| Administrative Team | Jim Swoger | jfswoger@fcps.edu | Groveton Staff | Principal |
| Administrative Team | Erin Spera | ejspera@fcps.edu | Groveton Staff | Assistant Principal |
| Administrative Team | Anna Kobylski | aikobylski@fcps.edu | Groveton Staff | Assistant Principal |
| Administrative Team | Leeanne Pinski | lnpinski@fcps.edu | Groveton Staff | Assistant Principal |

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| Instructional Team | Amanda Wake-Ramos | ajwakeramos@fcps.edu | Groveton Staff | Instructional Coach |
| Instructional Team | Christina Gruschow | cagruschow@fcps.edu | Groveton Staff | Special Education Department Chair |
| Instructional Team | Carey Smith | casmith@fcps.edu | Groveton Staff | Elementary Math Resource Teacher |
| Instructional Team | Meaghan Heighes | mkheiges@fcps.edu | Groveton Staff | Reading Specialist |
| Parent | Amy Briceno | albriceno@fcps.edu | Groveton Staff/Community Member | Groveton Parent |

| **Multi-Year School Support Plan**<br>*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/SWDs will increase to 86 points. | | |
| School Performance and Support Framework Alignment | Reading Mastery | | |
| Measurable Objectives<br>*Define objectives that support accomplishing the goal.* | Measurable Objective Year 1: 2025- 2026 | Measurable Objective Year 2: 2026-2027 | Measurable Objective Year 3 2027-2028 |
| | The mastery performance for Multilingual Learners/SWD subgroups will increase to 52 points and the growth performance will increase to 21 points.<br><br>3rd Grade will implement the Walk to Read inte-rvention model by:<br>- Data-driven student groupings<br>- Program matching for each tier<br>- Flexible grouping across grade level | The mastery performance for Multilingual Learners/SWD subgroups will increase to 54 points and the growth performance will increase to 22 points.<br><br>2nd and 3rd Grades will implement the Walk to Read intervention model by:<br>- Data-driven student groupings<br>- Program matching for each tier<br>- Flexible grouping across grade level | The mastery performance for Multilingual Learners/SWD subgroups will increase to 56 points and the growth performance will increase to 23 points.<br><br>Kindergarten through 3rd Grades will implement the Walk to Read intervention model by:<br>- Data-driven student groupings<br>- Program matching for each tier<br>- Flexible grouping across grade level<br>- Consistent data progress monitoring |

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| | - Consistent data progress monitoring and adjustments in the implementation plan<br><br>**Progress will be measured by Benchmark Unit Assessments, District and State Assessments (VALLSS, i-Ready) and progress monitoring tools (PRF, Dibels) | - Consistent data progress monitoring and adjustments in the implementation plans<br><br>**Progress will be measured by Benchmark Unit Assessments, District and State Assessments (VALLSS, i-Ready) and progress monitoring tools (PRF, Dibels) | and adjustments in the implementation plans<br><br>**Progress will be measured by Benchmark Unit Assessments, District and State Assessments (VALLSS, i-Ready), and progress monitoring tools (PRF, Dibels) |
| 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* (evidence Tier 3)<br>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.<br>*Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension* (evidence Tier 2).<br>Reading connected text (multiple related sentences) poses different challenges than reading isolated words or phrases. Reading connected text accurately, fluently, and with appropriate phrasing and comprehension requires students to identify words quickly, integrate ideas in the text with their background knowledge, self-monitor their understanding, and apply strategies to support comprehension and repair misunderstandings. Having students read connected text daily, both with and without constructive feedback, facilitates the development of reading accuracy, fluency, and comprehension and should begin as soon as students can identify a few words.<br><br>*Routinely use a set of comprehension-building practices to help students in grades 4-6 make sense of the text (evidence Tier 1).*<br>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 | | |

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| | ideas that students are expected to learn and understand. When students are unable to understand these texts, they miss crucial opportunities to learn gradelevel 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. |
| Intended Outcomes | .<br>*The needs analysis revealed the following themes of root causes: tiers of instruction, implementation of instruction, and attendance. The selected evidence-based strategies are intended to support Students with Disabilities through program matching and daily reading intervention, which targets the need of tiers of instruction and implementation of instruction. For Multilingual Learners, the use of the Benchmark Express resource during small group instruction, teacher implementation of reading connected text, and routine use of comprehension-building strategies aligns with the root causes of tiers of instruction and implementation of instruction. For both student groups, ensuring these strategies are implemented daily and with fidelity helps address the barrier of student attendance.* |
| Lead Person | *Meaghan Heighes, Reading Specialist* |
| Team Members | *Administrative Team, Instructional Coaches, Reading Specialist, Grade Level CLTs, ESOL teachers, and Special Education 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 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?)* |
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| **Principal & Instructional Coach trained in Walk to Read** | Principal & Instructional Coach | Training dates:<br>October 13, 2025<br>January 29, 2026 | Weekly Walk to Read implementation walkthroughs:<br>Start date: November 7, 2025<br>End date: May 29, 2026 | Unit assessment completion rates | Administrator time | FCPS staffing budget |

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| **Walk to Read groups created based off data** | Instructional Coach, Reading Specialist Elementary, & Math Resource Teacher | Start date: November 2, 2025<br>End date: January 23, 2026<br>Start date: February 2, 2026<br>End date: March 27, 2026<br>Start date: April 7, 2026<br>End date: May 22, 2026 | CT agendas<br>Quarterly revisit/regrouping of data<br>March 27th and May 29th | VALLSS data<br>Benchmark unit assessments<br>Progress Monitors | Coaching time & High Impact Tutor' time | Title I funds<br>All-In VA funds |
| **Program matched groups to intervention program** | Instructional Coach, Reading Specialist Elementary, & Math Resource Teacher | Weekly CT meetings:<br>February 5, 12, 19, 26<br>March 5, 12, 19, 26,<br>April 9, 16, 23, 30<br>May 7, 14, 21, 28<br><br>Regrouping of data:<br>Start date: February 2, 2026<br>End date: March 27, 2026<br>Start date: April 7, 2026<br>End date: May 22, 2026 | -CT meetings<br><br>-Every 6-8 weeksregrouping of data | VALLSS data<br>Core Phonics Data | Spire<br>UFLI<br>Sounds Sensible<br>Lexia Lessons<br>Benchmark Extension Lessons<br>CCT lessons | Title I funds |
| **Teachers trained in intervention resources** | Instructional Coach, Reading Specialist Elementary, & Math Resource Teacher | February 5, 12, 19, 26<br>March 5, 12, 19, 26,<br>April 9, 16, 23, 30<br>May 7, 14, 21, 28 | Weekly HIT tutor meetings every Thursday starting Feb 5-April 30<br><br>Weekly CT MeetingsTuesdays starting Feb 3 ending June 9 | VALLS data & Benchmark unit assessments<br>Progress Monitors | Coaching time & CT Meeting Time | Title I funds<br><br>All-In VA funds |

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| **Before and after school tutoring** | Instructional Coach | February 6, 13, 20, 27<br>March 6, 13, 27<br>April 10, 17, 24<br>May 1, 8, 15, 22, 29 | Weekly Progress Monitoring<br>February 6, 13, 20, 27<br>March 6, 13, 27<br>April 10, 17, 24<br>May 1, 8, 15, 22, 29 | VALLS data & Benchmark unit assessments<br>Progress Monitors | Teachers & Hourly tutor | VDOE TSI grant |
| **Professional Development for Instructional Programs** | Coaching team | Start date: March 2, 2026<br>End date: March 13, 2026 | CT Meetings<br>Tuesdays Starting Feb 3 ending June 9 | Coaching conversation on implementation | Coaching time & CT Meeting time<br>Program materials<br>Instructional Supplies | Title I funds<br><br>VDOE TSI grant |

## Multi-Year School Support Plan

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| 3-Year Goal Statement | By Spring 2028, the overall framework score for Multilingual Learners/SWDs will increase to 86 points. | | |
| School Performance and Support Framework Alignment | Math Mastery | | |
| Measurable Objectives<br>*Define objectives that support accomplishing the goal.* | Measurable Objective Year 1: 2025-2026 | Measurable Objective Year 2: 2026-2027 | Measurable Objective Year 3: 2027-2028 |
| | The mastery performance for Multilingual Learners/SWD subgroups will increase to 52 points and the growth performance will increase to 21 points.<br><br>Introduced common formative assessments in 3rd grade.<br><br>Use of common study guides aligned to common systemwide assessments. | The mastery performance for Multilingual Learners/SWD subgroups will increase to 54 points and the growth performance will increase to 22 points.<br><br>Strategic planning of common formative assessments and common study guides aligned to the common systemwide assessments across grades 3-6. | The mastery performance for Multilingual Learners/SWD subgroups will increase to 56 points and the growth performance will increase to 23 points.<br><br>Strategic planning of common formative assessments and common study guides aligned to common systemwide assessments across K,1,2. |
| Evidence-Based Strategy | Systematic Instruction: Provide systematic instruction during intervention to develop student understanding of mathematical ideas (evidence Tier 1). | | |

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| | 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 | *The needs analysis revealed the following themes of root causes: tiers of instruction, implementation of instruction, and attendance. The selected evidence-based strategy will support Students with Disabilities through matching curricular concepts with identified areas of need, which targets the need of tiers of instruction and implementation of instruction. For Multilingual Learners, identifying areas of need and providing targeted, systematic instruction aligns with the root causes of tiers of instruction and implementation of instruction. For both student groups, ensuring that math intervention is implemented daily and with fidelity helps address the barrier of student attendance.* |
| Lead Person | *Carey Smith, Elementary Math Resource Teacher* |
| Team Members | *Amanda Wake-Ramos & Meaghan Heiges* |

| **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?)* |
|---|---|---|---|---|---|---|
| **Coach/ Specialists Training on Common Assessments** | Instructional Coach, Elementary Math Resource Teacher | Training date: November 10, 2025 | Monthly calibration on: February 27, March 27, May 1, May 29, 2026common assessments | Student scores are input in schoolwide datawalls<br>Verify assessment completion in EDSL | Coaching time | Title I funds<br><br>FCPS staffing budget |
| **Creation of Common Formative** | Instructional Coach & Elementary Math | Start date: November 10, 2025 | Progress checks for creation of the common formative | Common Systemwide Assessments | Coaching time | Title 1 Funds |

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| **Assessments & Study Guides** | Resource Teacher | End date: April 6, 2026 | assessments & study guides per unit of study on February 27, March 27, May 1, May 29, 2026<br><br>FCPS testing windows | completion rate<br><br>Common Formative Assessments completion rate<br><br>MAP completion rate (by May 22, 2026) | | |
| **Professional Development for CLTs on Common Formative Assessments & Study Guides (3rd grade)** | Instructional Coach & Elementary Math Resource Teacher | Start date: November 18<br>End date: June 9, 2026 | CT agendas<br><br>Quarterly revisit/regrouping of data on February 6, March 27, and May 29, 2026 | CLTs agendas and planning tools on February 6, March 27, and May 29, 2026<br><br>Common Formative Assessments | Collaborative Learning Team time | Title I funds<br><br>FCPS staffing budget |
| **Creation of Study Guides and Common Assessments (K-2nd grade)** | Instructional Coach, Elementary Math Resource Teacher, Grade level teachers | Start date: August 31, 2027<br>End date: December 14, 2027 | Quarterly data dialogues:<br>October 30, 2026<br>January 28, April 16, and May 28, 2027 | Common Formative Assessment data reviewed on:<br>October 30, 2026<br>January 28, April 16, and May 28, 2027 | Coaching time<br><br>CT Meeting Time | Title I funds<br>FCPS staffing budget |
| **Professional Development for CLTS on Common Formative Assessment & Study Guides (K-2nd grade)** | Instructional Coach & Elementary Math Resource Teacher | Start date: August 16, 2027<br>End date: August 20, 2027 | CT agendas<br><br>Quarterly data dialogues:<br>October 30, 2026<br>January 28, April 16, and May 28, 2027 | Coaching conversation on implementation | Coaching time<br><br>Grade level CT meeting time | Title I funds<br>FCPS staffing budget |
| **Data Dialogue Discussions/Creati** | Instructional Coach, Reading Specialist | Start date: March 2, 2026<br>End date: March 13, | Utilize MAP data and common assessment data to determine | Creation of student group and SOL review instructional | Coaching time<br>Grade level CT meeting time | Title I funds<br>FCPS staffing budget |

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| **on of Groups** | & Elementary Math Resource Teacher | 2026 | strategic SOL review groupings (by March 6, 2026) | plan | | |
| **Before or After School Tutoring** | Instructional Coach | Start date: March 2, 2026<br>End date: April 30, 2026 | Weekly Progress Monitoring on March 6, 13, 27, April 10, 17, 24, May 1, 8 15, 29, 2026 | VALLS data<br>Benchmark unit assessments<br>Progress Monitors | Teachers<br>Hourly tutor<br>Program Materials<br>Instructional Supplies | VDOE 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** | Groveton Elementary School |
| **Principal Name** | James F. Swoger |
| **Principal Email** | jfswoger@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)).

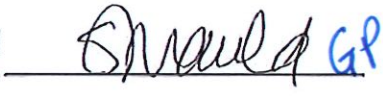
For **Targeted Support and Improvement** and **Additional Targeted Support and Improvement** schools, the Multi-year School Support Plan must be written by the school and include two evidence-based interventions. The proposed plan must be approved by school division and the local school board. The approved 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.

| Principal Name | Principal Signature | Date Approved |
|---|---|---|
| Jim Swoger |  | 1/23/26 |

| Division-Level Lead Name | Division-Level Lead Signature | Date Approved |
|---|---|---|
| Stephanie Jerauld |  | 1/30/26 |

| Division Superintendent Name | Division Superintendent Signature | Date Approved |
|---|---|---|
| Dr. Michelle C. Reid |  | 2/10/26 |

Date Reviewed/Approved

per School Board Minutes

# Hollin Meadows 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** | Hollin Meadows Elementary School |
| **Grades Served** | PreK-6 |
| **Principal Name** | Jasibi Crews |
| **Principal Email** | jcrews1@fcps.edu |
| **Division Multi-Year School Support Plan Lead Name and Title** | Stephanie Jerauld<br>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 Administration | Jasibi Crews | jcrews1@fcps.edu | Hollin Meadows Elementary School | Principal |
| School Administration | Francesca Gilley | flgilley@fcps.edu | Hollin Meadows Elementary School | Assistant Principal |
| School Administration | Daniel Seidenberg | dpseidenberg@fcps.edu | Hollin Meadows Elementary School | Assistant Principal |

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| School Instructional Leadership | Rachael Jamil | rkjamil@fcps.edu | Hollin Meadows Elementary School | Instructional Coach |
| School Special Education Leadership | Keisha Smith | kysmith@fcps.edu | Hollin Meadows Elementary School | Special Education Chairperson |
| School Office and Finance Support | Silvia Sandoval | sxsandoval@fcps.edu | Hollin Meadows Elementary School | Finance Assistant |
| PTA Executive Board | Chris Wolff | hollinmeadowsespta@gmail.com | Hollin Meadows PTA | PTA President |
| Parent | Donya Wright | dawright1@fcps.edu | Hollin Meadows PTA | Parent |

| **Multi-Year School Support Plan**<br>*Write your support plans based on at least 2 goal statements from your School Needs Assessment.* | | | |
|---|---|---|---|
| 3-Year Goal Statement | *By Spring 2028 the performance indicator for students with disabilities will increase by 8 percent from the Spring 2025 performance indicator (63.81%) as measured on the Reading SOL performance indicator.* | | |
| School Performance and Support Framework Alignment | Reading Mastery | | |
| Measurable Objectives<br>*Define objectives that support accomplishing the goal.* | Measurable Objective Year 1 | Measurable Objective Year 2 | Measurable Objective Year 3 |
| | Students with disabilities will demonstrate SOL mastery at 55% and growth at 60% by the end of SY 25-26. | Students with disabilities will demonstrate SOL mastery at 60% and growth at 65% by the end of SY 26-27. | Students with disabilities will demonstrate SOL mastery at 65% and growth at 70% by the end of SY 27-28. |
| Evidence-Based Strategy | Tier 1: Teach students to decode words, analyze word parts, and write and recognize words.<br>Tier 1: Provide purposeful fluency-building activities to help students read effortlessly | | |

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| | Through intentional teacher planning (special education teachers and inclusion general education teachers) and targeted tutoring, students with disabilities will receive evidence -based interventions based on the selected evidence-based strategies in the language arts blocks, intervention blocks, and in after school sessions. |
| Intended Outcomes | As a result of this evidence based strategy, students will receive direct instruction, practice, and regular progress monitoring in foundational reading skills, in turn improving the comprehension of grade-level texts. Students will improve in their ability to decode, read with fluency, and better comprehend texts, thus improving student SOL scores for students with disabilities. |
| Lead Person | Jasibi Crews, Principal |
| Team Members | Jasibi Crews, Principal; Francesca Gilley, Assistant Principal; Daniel Seidenberg, Assistant Principal; Rachael Jamil, Instructional Coach; Keisha Smith, Special Education Chairperson |

| **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?)* |
|---|---|---|---|---|---|---|
| Generate a master list of students with IEPs, their ELP level if applicable, and document intervention needs to determine staffing and scheduling needs. | Keisha Smith | Quarterly starting Feb 2026 | ILT Meetings | Master list completed | No cost, will require time for staff | No funding required |
| Determine intervention programming that | Rachael Jamil | Quarterly starting Feb 2026 | ILT Meetings | Master list completed | No cost, will require time for staff | No funding required |

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| aligns to EBIs. | | | | | | |
| Invite students to afterschool programs. | Classroom Teachers | Quarterly starting Feb 2026 | CLT Meetings | Invites sent and responded to | No cost, will require time for staff | No funding required |
| Implement and progress monitor after school interventions. | Administration Team | Quarterly starting Feb 2026 | Administration Team Meeting | Students are meeting projected growth according to PM and screener data. | Teacher hourly rate | TSI Grant |
| Determine co-teaching cohorts and meeting cadence for ½ day planning; plan for sub coverage. | Administration Team and Special Education Chair | Quarterly starting Feb 2026 | Administration Team Meeting | Walkthrough observation data, progress monitoring data. | Substitute daily pay rate | TSI Grant |
| Determine coplanning objectives for math and reading for co-teaching cohorts; Determine PD/training focus. | Administration Team and Rachael Jamil | Quarterly starting Feb 2026 | Administration Team Meeting | Successful implementation of PD, walkthrough data, progress monitoring data. | No cost | No funding required |
| Reassess coteaching pairs and scheduling for SWDs, prioritize SWDs in scheduling. | Administration Team, Instructional Coach, ILT | May-June 2026 | Administration Team Meeting, ILT | Improved student-teacher ratio in inclusion classes. | No cost | No funding required. |
| Continue professional development for | Administration Team Instructional Coach | Quarterly starting August 2026 | Administration Team Meeting, ILT | Progress monitoring data | Teacher hourly rate, materials for PD | TSI grant |

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| co-teaching pairs. | | | | | | |

| Multi-Year School Support Plan | | | |
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| 3-Year Goal Statement | By Spring 2028 the performance indicator for students with disabilities will increase by 7 percent from the Spring 2025 performance indicator (69.73%) as measured on the Math SOL performance indicator. | | |
| School Performance and Support Framework Alignment | Math Mastery | | |
| Measurable Objectives<br>*Define objectives that support accomplishing the goal.* | Measurable Objective Year 1 | Measurable Objective Year 2 | Measurable Objective Year 3 |
| | Students with disabilities will demonstrate SOL mastery at 60% and growth at 65% by the end of SY 25-26. | Students with disabilities will demonstrate SOL mastery at 65% and growth at 70% by the end of SY 26-27. | Students with disabilities will demonstrate SOL mastery at 70% and growth at 75% by the end of SY 27-28. |
| 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.<br>Tier 1: Word Problems: Provide deliberate instruction on word problems to deepen students' mathematical understanding and support their capacity to apply mathematical ideas.<br>Tier 1: Timed Activities: Regularly include timed activities as one way to build fluency in mathematics.<br><br>Through intentional teacher planning (special education teachers and inclusion general education teachers) and targeted tutoring, students with disabilities will receive evidence -based interventions based on the selected evidence-based strategies in the math blocks, intervention blocks, and in after school sessions. | | |
| Intended Outcomes | As a result of this evidence based strategy, students will receive direct systematic instruction, guided practice, and regular progress monitoring in foundational math skills and math fluency, in turn improving the accuracy of mathematical computation and algebraic thinking needed to solve grade level math problems, thus improving student SOL scores for students with disabilities. | | |
| Lead Person | Jasibi Crews, Principal | | |
| Team Members | Jasibi Crews, Principal; Francesca Gilley, Assistant Principal; Daniel Seidenberg, Assistant Principal; Rachael Jamil, | | |

| | Instructional Coach; Keisha Smith, Special Education Chairperson | | | | | |
|---|---|---|---|---|---|---|
| **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?)* |
| Generate a master list of students with IEPs, their ELP level if applicable, and document intervention needs to determine staffing and scheduling needs. | Keisha Smith | Quarterly starting Feb 2026 | ILT Meetings | Master list completed | No cost | No funding required |
| Determine intervention programming that aligns to EBIs. | Rachael Jamil | Quarterly starting Feb 2026 | ILT Meetings | Master list completed | No cost | No funding required |
| Invite students to afterschool programs. | Classroom Teachers | Quarterly starting Feb 2026 | CLT Meetings | Invites sent and responded to | No cost, | No funding required |
| Implement and progress monitor after school interventions. | Administration Team | Quarterly starting Feb 2026 | Administration Team Meeting | Students are meeting projected growth according to PM and screener data. | Teacher hourly rate | TSI Grant |
| Determine | Administration | Quarterly starting | Administration | Walkthrough | Substitute daily pay | TSI Grant |

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| co-teaching cohorts and meeting cadence for ½ day planning; plan for sub coverage. | Team and Special Education Chair | Feb 2026 | Team Meeting | observation data, progress monitoring data. | rate | |
| Determine coplanning objectives for math and reading for co-teaching cohorts; Determine PD/training focus. | Administration Team and Rachael Jamil | Quarterly starting Feb 2026 | Administration Team Meeting | Successful implementation of PD, walkthrough data, progress monitoring data. | No cost | No funding required |
| Reassess coteaching pairs and scheduling for SWDs, prioritize SWDs in scheduling. | Administration Team, Instructional Coach, ILT | May-June 2026 | Administration Team Meeting, ILT | Improved student-teacher ratio in inclusion classes. | No cost | No funding required. |
| Continue professional development for co-teaching pairs. | Administration Team Instructional Coach | Quarterly starting August 2026 | Administration Team Meeting, ILT | Progress monitoring data | Teacher hourly rate | TSI grant |
| Implement IXL for standards-based intervention | Instructional Coach | Quarterly starting February 2026 | Instructional Leadership Team | Progress monitoring data | IXL subscription cost | 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** | Hollin Meadows Elementary School |
| **Principal Name** | Jasibi Crews |
| **Principal Email** | jcrews1@fcps.edu |
| **School Performance Category** | Off Track |
| **School Federal Designation** | Targeted Support and Improvement |

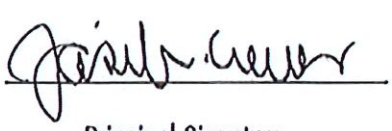
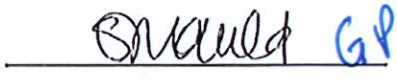
For **Comprehensive Support and Improvement** Schools, the Multi-year School Support Plan must be written by the school division for the school and include four evidence-based interventions. The proposed plan must be approved by the principal and division, reviewed by the local school board, and submitted 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.

| Jasibi Crews |  | 1/26/26 |
|---|---|---|
| Principal Name | Principal Signature | Date Approved |
| Stephanie Jerauld |  GP | 1/26/26 |
| 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

# Hybla Valley 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** | Hybla Valley Elementary School |
| **Grades Served** | PreK-6 |
| **Principal Name** | Kathleen Sain |
| **Principal Email** | kbsain@fcps.edu |
| **Division Multi-Year School Support Plan Lead Name and Title** | Stephanie Jerauld<br>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 |
| Team Lead | Kathleen Sain | kbsain@fcps.edu | Hybla Valley ES | Principal |
| Literacy | Katrina Simmons | kgeichner@fcps.edu | Hybla Valley ES | Reading Specialist |
| Cross-Content Instructional Coach | Shelby Giraldi | spgiraldi@fcps.edu | Hybla Valley ES | Instructional Coach |
| ESOL Lead | Jill Minter Cherry | jmintercherr@fcps.edu | Hybla Valley ES | ESOL Team Co-Lead |
| SPED and ESOL Instructor | Rachel Hudgens | rhudgens@fcps.edu | Hybla Valley ES | ESOL Team Co-Lead/ Former |

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|---|---|---|---|---|
| | | | | SPED Teacher |
| School Leadership | Erica LoMonaco | erlomonaco@fcps.edu | Hybla Valley ES | Assistant Principal |
| Community Title I Parent Council Representative Hybla Valley | Marian Tadrous | metadrous@fcps.edu | Hybla Valley ES | Parent, Special Education Teacher |
| Parent and Community Member | Zakia Ziaie | zzaiaie@fcps.edu | Hybla Valley ES | Parent, Kindergarten Instructional Assistant |

| **Multi-Year School Support Plan**<br>*Write your support plans based on at least 2 goal statements from your School Needs Assessment.* | | | |
|---|---|---|---|
| 3-Year Goal Statement | By Spring 2028 the simple pass rate for Students with Disabilities will increase from 52.50% (2025 simple pass rate) to at least an 80% simple pass rate on the 2028 Reading SOL.<br><br>By Spring 2028 the simple pass rate for Black students will increase from 66.07% (2025 simple pass rate) to at least an 85% simple pass rate on the 2028 Reading SOL. | | |
| School Performance and Support Framework Alignment | Reading Mastery | | |
| Measurable Objectives<br>*Define objectives that support accomplishing the goal.* | Measurable Objective Year 1 | Measurable Objective Year 2 | Measurable Objective Year 3 |
| | On the 2026 Reading SOL the simple pass rate for SWD's will increase by 10 points (%) in comparison to the 2025 simple pass rate for SWD's ( moving from a 52.50% pass rate to 62.50% pass rate). | On the 2027 Reading SOL the simple pass rate for SWD's will increase by 10 points (%) in comparison to the 2026 simple pass rate for SWD's ( moving from a 62.50% pass rate to 72.50% pass rate). | On the 2027 Reading SOL the simple pass rate for SWD's will increase by 10 points (%) in comparison to the 2025 simple pass rate for SWD's ( moving from a 72.50% pass rate to 82.50% pass rate).<br><br>On the 2027 Reading SOL the simple pass |

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| | On the 2026 Reading SOL the simple pass rate for our Black students will increase by 10 points (%) in comparison to the 2025 simple pass rate for black students ( moving from a 66.07% pass rate to 76.07% pass rate). | On the 2027 Reading SOL the simple pass rate for our Black students will increase by at least 5 points (%) in comparison to the 2026 simple pass rate for black students ( moving from a 76.07% pass rate to 81.07% pass rate). | rate for our Black students will increase by at least 4 points (%) in comparison to the 2026 simple pass rate for black students ( moving from a 81.07% pass rate to 85% pass rate). |
| Evidence-Based Strategy | **Tier 1: Provide purposeful fluency-building activities to help students read effortlessly**<br>By prioritizing strong inclusion practices and building capacity in Tier 1 and Tier 2 instructional delivery, the school directly addresses School Needs Assessment (SNA) findings regarding the misalignment of pull-out hours and the critical need for a unified schoolwide mindset on the inclusion model. This systematic focus on fluency—improving a student's ability to read accurately and with appropriate pacing—allows learners to shift their cognitive energy from decoding multisyllabic words to higher-level comprehension, but its success relies on resolving root causes such as the disconnect between general and special education training and the need for clearer data-driven assessments. By ensuring that fluency instruction is incremental and aligned with the new core curriculum, educators can construct IEP goals based on recent, relevant data that mirrors VA standards, replacing ineffective instructional decision-making with evidence-based practices. Ultimately, strengthening the delivery of these "bundled" instructional elements across all tiers ensures that students with disabilities and Black students receive the consistent, high-quality support necessary to close the achievement gap, while simultaneously improving classroom management and reducing disproportionate discipline through increased student engagement and mastery.<br><br>**Tier 1: Routinely use a set of comprehension-building practices to help students make sense of the text**<br>By prioritizing strong inclusion practices and building capacity for both Tier 1 and Tier 2 instructional delivery, the school directly addresses School Needs Assessment (SNA) findings regarding the misalignment of pull-out hours and the urgent need to align general and special education training. Developing reading comprehension routines for students who view reading as a frustrating task is not merely an instructional choice, but a strategic response to root causes such as the lack of a unified schoolwide mindset on the inclusion model and the challenge of learning the new reading core curriculum. By implementing systematic comprehension habits that are gradually withdrawn as students gain competence, educators ensure that IEP goals are constructed on relevant, recent data aligned to VA standards rather than static observations of frustration. This data-driven approach to ELA needs transforms the classroom environment, addressing disproportionate discipline by reducing the task-avoidance behaviors that stem from a lack of access to grade-level content. Ultimately, by ensuring that special education teachers have the capacity to deliver high-leverage comprehension strategies within both inclusive and small-group settings, the school bridges the | | |

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| | foundational gaps identified in the SNA, fostering a culture where targeted effort leads directly to increased mastery and the elimination of the achievement gap for students with disabilities and Black students.<br><br>**Tier 1: Teach students to decode words, analyze word parts, and write and recognize words**<br>To close the achievement gap for students with disabilities and Black students, the school implements targeted Tier 2 literacy interventions that provide systematic instruction in decoding, morphology, and word recognition, directly addressing School Needs Assessment (SNA) findings regarding the lack of clear, data-driven assessments and the need for alignment between general and special education training. By utilizing formative assessments and Benchmark Advance data to group students for focused, small-group instruction, this model ensures that IEP goals are constructed on relevant, recent data aligned to VA standards rather than static historical metrics. This approach resolves identified root causes such as inconsistent access to Tier 1 instruction and the misalignment of pull-out hours by integrating evidence-based strategies—like segmenting complex words and increasing guided practice—within a consistent, inclusion-based schedule. Furthermore, by building teacher capacity in both the new core curriculum and Tier 2 delivery, the school fosters a unified schoolwide mindset on push-in supports and effective classroom management, replacing disproportionate disciplinary trends with a student-centered framework where increased decoding accuracy and fluency directly empower learners to shift their focus to comprehension and grade-level mastery. |
| Intended Outcomes | By implementing consistent Tier 2 and 3 small-group instruction alongside strengthened Tier 1 co-teaching practices, the school directly addresses the root causes identified in the School Needs Assessment (SNA), specifically the need to align general and special education training and resolve the historical misalignment of pull-out hours. This strategic focus on oral reading fluency and meaningful, leveled texts ensures that students with disabilities and Black students receive the rigorous, standards-aligned literacy instruction required to bridge achievement gaps, directly countering SNA findings related to inconsistent access to the new core reading curriculum. Furthermore, by utilizing data-informed instructional adjustments and clearer assessments to drive these groups, educators ensure that IEP goals are constructed on relevant, recent data aligned to VA standards rather than static metrics. Ultimately, this comprehensive approach transforms the schoolwide mindset regarding inclusion and Tier 2 delivery, replacing fragmented instructional decision-making and disproportionate discipline with a culture of high expectations that aims for sustained increases in Reading SOL performance, culminating in at least 80% simple pass rates for Students with Disabilities and 85% simple pass rates for Black students by Spring 2028. |
| Lead Person | Katrina Simmons |
| Team Members | Becca Bagley, Jill Minter-Cherry, Rachel Hudgens, Katie Keating, Shelby Giraldi, Debbie Purcell, Bridget Weisel |

| **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?)* |
|---|---|---|---|---|---|---|
| Implement faculty professional learning on providing meaningful access to Tier 1 reading instruction for Students with Disabilities (UDL, scaffolding, accommodations) | Katrina Simmons, Shelby Giraldi, Debbie Purcell | SY 2025–26 (Quarterly sessions) | · PLC agendas and attendance<br>· Walkthrough observation data | · Increased evidence of Tier 1 access in walkthroughs<br>· Teacher implementation of accommodations | PD materials, consultant fees | VDOE School Improvement Grants |
| Design and offer SPIRE training for teachers supporting students in grades 4-6 | Katrina Simmons, Becca Bagely, Katie Keating | In the second semester 25-26 SY. | Select teachers in grades 4-6 to attend training. | Successful teacher completion of SPIRE training and begin implementation with students groups identified | PD materials, SPIRE kits for trained teachers, sub coverage for teachers to attend this one day training. | VDOE School Improvement Grants |
| Offer additional staff members from grades K-6 OG Training opportunities | Katrina Simmons | In the second semester 25-26 SY. | Send out form in February of 25-26 school year. | Successful teacher completion of the OG Comprehensive + or OG Morphology Training | To be determined by FCPS Literacy Office | VDOE School Improvement Grants |
| Create a focus group of current teachers to create scaffolds and supports for Tier 1 and Tier 2 instruction to support strong co-teaching. | Katrina Simmons | In the second semester 25-26 SY. | Design a calendar for the focus group to meet and develop tangible resources for grades 3-6 to support this action item | Documented implementation of teacher-created Tier 1 and Tier 2 scaffolds in co-taught classrooms, as evidenced by lesson | Funds to compensate teachers hourly outside of contract obligations | VDOE School Improvement Grants |

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| | | | | plans, shared instructional resources, and walkthrough observation data showing increased fidelity of co-teaching practices. | | |
| Establish consistent co-teaching structures with shared planning time and defined instructional roles. | Katrina Simmons | SY 2025–26 through SY 2027–28 | Co-teaching schedules<br>Lesson plans | Improved co-teaching fidelity<br>Increased student engagement | Planning Coverage | Local Funds |
| Ensure IEP goals are standards-aligned and progress monitored regularly. | Katrina Simmons, Debbie Purcell | SY 2025–26 through SY 2027–28 | IEP audits<br>Progress monitoring data | Improved progress toward IEP goals<br>Timely instructional adjustments | Assessment tools | VDOE School Improvement Grants |
| Implement structured onboarding and mentoring for new Special Education teachers. | Katrina Simmons, Shelby Giraldi, Debbie Purcell | Annually (SY 2025–26 to SY 2027–28) | Mentor logs<br>Teacher feedback surveys | Improved instructional consistency<br>Increased retention | Mentor Stipends | VDOE School Improvement Grants |
| Use quarterly data cycles to identify SWD needing targeted reading interventions. | Katrina Simmons, Shelby Giraldi | Quarterly | Data meeting minutes<br>Intervention Rosters | Increased benchmark achievement<br>Reduced intensive intervention need | Intervention Materials | N/A |
| Conduct quarterly fidelity checks of Tier 1 instruction, co-teaching, and accommodations. | Admin Team | Quarterly | Observation Tools<br>Feedback Notes | Increased instructional fidelity over time | None | N/A |

| Multi-Year School Support Plan | | | |
|---|---|---|---|
| 3-Year Goal Statement | By Spring 2028 the simple pass rate for Students with Disabilities will increase from 53.84% (2025 simple pass rate) to at least an 80% simple pass rate on the 2028 Math SOL.<br><br>By Spring 2028 the simple pass rate for Students with Black Students will increase from 62.19% (2025 simple pass rate) to at least an 80% simple pass rate on the 2028 Math SOL. | | |
| School Performance and Support Framework Alignment | Math Mastery | | |
| Measurable Objectives<br>*Define objectives that support accomplishing the goal.* | Measurable Objective Year 1 | Measurable Objective Year 2 | Measurable Objective Year 3 |
| | On the 2026 Grades 3-6 Math SOL Tests, the simple pass rate for SWDs will increase by 10 points (%) in comparison to 2025 (moving from a 53.84% pass rate to a 63.84% pass rate)<br><br>On the 2026 Grades 3-6 Math SOL Tests, the simple pass rate for Black students will increase by | On the 2027 Grades 3-6 Math SOL Tests, the simple pass rate for SWDs will increase by 10 points (%) in comparison to 2026 (moving from a 63.84% pass rate to a 73.84% pass rate)<br><br>On the 2027 Grades 3-6 Math SOL Tests, the simple pass rate for Black students will increase by | On the 2028 Grades 3-6 Math SOL Tests, the simple pass rate for SWDs will increase by 7 points (%) in comparison to 2027 (moving from a 80.84% pass rate to a % pass rate)<br><br>On the 2028 Grades 3-6 Math SOL Tests, the simple pass rate for Black students will increase by |
| Evidence-Based Strategy | **Systematic Instruction: Provide systematic instruction during intervention to develop student understanding of mathematical ideas.**<br>To improve outcomes for students with disabilities and Black students, educators must provide systematic instruction that intentionally builds mathematical understanding through flexible, data-driven grouping. This approach ensures that interventions are tailored to each learner's evolving needs, using real-time Tier 1 assessment performance to deliver responsive and equitable support.<br>By utilizing flexible grouping to provide tailored, data-driven instruction that adapts to each learner's evolving needs, the school directly addresses the root causes identified in the School Needs Assessment (SNA), particularly the current misalignment between IEP goals and recent VA standards. This dynamic approach ensures that math support remains responsive rather than static, moving away from fixed ability tracking to acknowledge that a student's proficiency varies by concept. By aligning general education and special education training through this model, the school resolves SNA | | |

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| | findings regarding inconsistent Tier 1 access and the lack of a unified schoolwide mindset on inclusion and small-group instruction. This strategic shift facilitates the successful implementation of the new core curriculum while ensuring that pull-out hours and push-in support are dictated by real-time assessment data rather than rigid scheduling. Ultimately, this framework replaces ineffective instructional decision-making and disproportionate disciplinary trends with a culture of targeted effort and growth, fostering an environment where both general and special education students see their progress as a continuous journey toward mastery.<br>To improve mathematics achievement for Students with Disabilities and Black students, educators provide systematic, data-driven Tier 2 interventions that use intentionally sequenced curricular materials to bridge foundational gaps. By bundling evidence-based practices with explicit instruction, this approach ensures that learning is an incremental, strategic process tailored to each student's evolving needs toward mastery of grade-level standards.<br>To improve mathematics achievement for students with disabilities and Black students, educators provide systematic, data-driven Tier 2 interventions that utilize intentionally sequenced curricular materials and bundled evidence-based practices to bridge foundational gaps. This approach ensures that instruction is delivered through targeted, small-group sessions focused on priority skills identified via SOL-aligned performance tasks, directly addressing School Needs Assessment (SNA) findings regarding the need for consistent Tier 1 access and the alignment of pull-out hours. By implementing a student-centered learning model that provides immediate feedback and frequent progress monitoring, the school moves away from static ability tracking toward a schoolwide mindset that values flexible, inclusive Tier 2 supports. These interventions ensure that IEP goals are constructed on relevant, recent data aligned to VA standards, effectively resolving root causes identified in the SNA such as instructional decision-making misalignment and the disconnect between general and special education training. Ultimately, this strategic framework facilitates the mastery of the new core curriculum while promoting equitable access and sustained growth, transforming mathematical instruction into an incremental, strategic process tailored to each learner's evolving needs. |
| Intended Outcomes | Through the implementation of flexible math grouping, strengthened Tier 1 instruction, and effective co-teaching, the school directly addresses the root causes identified in the School Needs Assessment (SNA), specifically the historical lack of access to Tier 1 instruction and the misalignment of pull-out hours. By aligning general and special education training and fostering a unified schoolwide mindset on inclusion and Tier 2 small-group delivery, this approach ensures that instructional adjustments are driven by recent, relevant data rather than static placement. This systematic alignment ensures that IEP goals are constructed on VA standards-aligned performance tasks and that the new core math curriculum is delivered with consistency, resolving root causes linked to limited teacher capacity and ineffective instructional decision-making. As these evidence-based practices and data-informed adjustments bridge foundational gaps, students with disabilities and Black students will experience the rigorous, standards-aligned instruction necessary to improve engagement and conceptual understanding. Ultimately, by addressing the root causes of disproportionate discipline through improved classroom management and targeted scaffolding, this framework creates the equitable conditions required to sustain mathematical growth and achieve an 80% Math SOL simple pass rate for both subgroups |

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| | by Spring 2028. |
| Lead Person | *Shelby Giraldi* |
| Team Members | *Marianne Hayes* |

| **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?)* |
|---|---|---|---|---|---|---|
| Implement faculty professional learning on providing meaningful access to Tier 1 math instruction for Students with Disabilities (UDL, scaffolding, accommodations) | Shelby Giraldi, Marianne Hayes, Debbie Purcell | SY 2025–26 (Quarterly sessions) | · PLC agendas and attendance<br>· Walkthrough observation data | · Increased evidence of Tier 1 access in walkthroughs<br>· Teacher implementation of accommodations | PD materials, consultant fees | VDOE School Improvement Grants |
| Create a focus group of current teachers to create scaffolds and supports for Tier 1 and Tier 2 instruction to support strong co-teaching. | Shelby Giraldi | In the second semester 25-26 SY. | Design a calendar for the focus group to meet and develop tangible resources for grades 3-6 to support this action item | Documented implementation of teacher-created Tier 1 and Tier 2 scaffolds in co-taught classrooms, as evidenced by lesson plans, shared instructional resources, and walkthrough observation data showing increased fidelity of co-teaching | Funds to compensate teachers hourly outside of contract obligations | VDOE School Improvement Grants |

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| | | | | practices. | | |
| Establish consistent co-teaching structures with shared planning time and defined instructional roles. | Shelby Giraldi | SY 2025–26 through SY 2027–28 | Co-teaching schedules<br>Lesson plans | Improved co-teaching fidelity<br>Increased student engagement | Planning Coverage | Local Funds |
| Ensure IEP goals are standards-aligned and progress monitored regularly. | Marianne Hayes, Debbie Purcell | SY 2025–26 through SY 2027–28 | IEP audits<br>Progress monitoring data | Improved progress toward IEP goals<br>Timely instructional adjustments | Assessment tools | VDOE School Improvement Grants |
| Implement structured onboarding and mentoring for new Special Education teachers. | Shelby Giraldi, Marianne Hayes, Debbie Purcell | Annually (SY 2025–26 to SY 2027–28) | Mentor logs<br>Teacher feedback surveys | Improved instructional consistency<br>Increased retention | Mentor Stipends | VDOE School Improvement Grants |
| Use quarterly data cycles to identify SWD needing targeted math interventions. | Shelby Giraldi, Marianne Hayes | Quarterly | Data meeting minutes<br>Intervention Rosters | Increased Performance Matters (unit assessments) achievement<br>Reduced intensive intervention need | Intervention Materials | VDOE School IMprovement Grants |
| Conduct quarterly fidelity checks of Tier 1 instruction, co-teaching, and accommodations. | Admin Team | Quarterly | Observation Tools<br>Feedback Notes | Increased instructional fidelity over time | None | 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** | Hybla Valley Elementary School |
| **Principal Name** | Kathleen Sain |
| **Principal Email** | kbsain@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.

| Kathleen Sain | Kathleen Sain | 1-21-2026 |
|---|---|---|
| Principal Name | Principal Signature | Date Approved |
| Stephanie Jerauld | SJerauld GP | 1/30/26 |
| 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

# Riverside 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** | Riverside Elementary School |
| **Grades Served** | PreK–6 |
| **Principal Name** | LaRonda Peterson |
| **Principal Email** | lapeterson@fcps.edu |
| **Division Multi-Year School Support Plan Lead Name and Title** | Stephanie Jerauld<br>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 | LaRonda Peterson | lapeterson@fcps.edu | Riverside ES | Principal |
| Administration | Tiffani Triplett | tltriplett@fcps.edu | Riverside ES | Assistant Principal |
| Instructional Coach | Kayla Lee | kelee@fcps.edu | Riverside ES | Instructional Coach |
| Literacy | Marion Eckhause | maeckhause@fcps.edu | Riverside ES | Reading Specialist |

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|---|---|---|---|---|
| Math | Suzi Jolevski | sjolevski@fcps.edu | Riverside ES | EMRT |
| Special Education | Sherrika Money | smoney@fcps.edu | Riverside ES | Special Education Teacher |
| External Stakeholder | Families of Riverside | | Riverside Community | Families of Riverside |

| **Multi-Year School Support Plan**<br>*Write your support plans based on at least 2 goal statements from your School Needs Assessment.* | | | |
|---|---|---|---|
| 3-Year Goal Statement | By Spring 2028, SWD student group will increase simple pass rate by 10 points from 64 points to 74 points, as measured by the Grade 3-6 Reading SOL, according to the Framework Score, compared to the previous year. | | |
| School Performance and Support Framework Alignment | Reading Mastery | | |
| Measurable Objectives<br>*Define objectives that support accomplishing the goal.* | Measurable Objective Year 1 | Measurable Objective Year 2 | Measurable Objective Year 3 |
| | By Spring 2026, the SWD student group will increase the simple pass rate on the Grade 3–6 Reading SOL by 5 points from 64 to 69 points, as measured by the Framework Score, through targeted Tier 2 interventions and progress monitoring aligned with IEP goals. | By Spring 2027, the SWD student group will increase the simple pass rate on the Grade 3–6 Reading SOL by an additional 3 points from 69 to 72 points, as measured by the Framework Score, through continued implementation of research-based interventions, co-teaching strategies, and data-driven instructional adjustments. | By Spring 2028, the SWD student group will increase the simple pass rate on the Grade 3–6 Reading SOL by a final 2 points from 72 to 74, as measured by the Framework Score, through sustained intervention fidelity, strengthened teacher capacity, and ongoing progress monitoring aligned with rigorous, research-based IEP goals. |
| Evidence-Based Strategy | Evidence-Based Intervention 1: Build Students' Decoding Skills for Reading Complex Multisyllabic Words Tier | | |

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| | 1<br>Evidence-Based Intervention 2: Teach Word Decoding, Word Analysis, and Word Recognition Through Morphological Instruction Tier 1<br>Our comprehensive tiered reading strategy integrates strong Tier 1 core instruction with Tier 2 and Tier 3 interventions grounded in evidence-based literacy practices supported by experimental research (Tier 1 EBI). This approach ensures that students with disabilities (SWD) receive consistent, standards-aligned reading instruction while providing increasing levels of intensity based on individual student need. Instruction across all tiers emphasizes explicit and systematic teaching of foundational reading skills, including phonics, decoding, fluency, vocabulary, and comprehension, aligned with the Science of Reading. Evidence-based interventions focus on building students' decoding skills for reading complex multisyllabic words and developing word analysis through phonics and morphology instruction, including syllable types, prefixes, suffixes, and root words. Instruction follows intentional learning progressions that align IEP reading goals with grade-level standards and multiple data sources, directly addressing SNA findings related to IEP goal misalignment and limited data-driven decision-making. Small-group targeted instruction provides additional opportunities for guided practice, immediate corrective feedback, and mastery-based progression, while collaborative co-teaching between general and special education teachers ensures consistent instructional language, shared planning, and coordinated delivery of reading interventions within the general education classroom. Accommodations such as extended time, visual supports, scaffolded texts, and audio access are systematically embedded within daily instruction and explicitly taught to students to increase independence and access to grade-level content. Ongoing progress monitoring supports timely instructional adjustments, informs tier movement, and promotes continuity of instruction for students impacted by chronic absenteeism. Together, these evidence-based reading interventions address the root causes identified in the SNA, including inconsistent co-teaching practices, insufficient use of accommodations, gaps in teacher professional knowledge, and inconsistent instructional practices, while increasing access to grade-level literacy instruction, strengthening foundational reading skills, and promoting sustained academic growth for students with disabilities. |
| Intended Outcomes | By implementing tiered reading interventions with co-teaching support and systematic use of accommodations, students with disabilities (SWD) are expected to make measurable gains in reading proficiency:<br>- Increased academic achievement: Targeted small-group instruction in decoding, fluency, and comprehension will address skill gaps, leading to higher simple pass rates on the Grade 3–6 Reading |

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| | SOL assessments.<br>- Improved access to grade-level content: Co-teaching and accommodations (e.g., extended time, audio, visual supports) will allow students to fully engage with reading instruction and demonstrate mastery of standards.<br>- Greater instructional responsiveness: Regular progress monitoring will enable teachers to adjust reading instruction based on student data, ensuring interventions meet individual needs.<br>- Enhanced student independence and confidence: Use of accommodations and differentiated supports will help students access content independently, promoting self-efficacy and persistence in reading tasks.<br>- Sustained growth over time: Research-aligned instruction, data-driven decision-making, and collaborative practices will support continuous improvement, helping SWD meet Year 1–3 objectives and ultimately achieve the 10-point growth goal on the Reading SOL by Spring 2028. |
| Lead Person | LaRonda Peterson, Principal |
| Team Members | Tiffani Triplett (AP), Kayla Lee (Instructional Coach), Marion Eckhause (Reading Specialist), Laurel Baldwin (Reading Resource Teacher), Lorri Hallenbeck (Special Education Department Chair) |

| **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 targeted, research-based small-group reading instruction in decoding, fluency, and comprehension across Tier 1, Tier 2, | Special Education Teachers, General Education Teachers, Reading Coaches | Start: September 2025<br>End: May 2027<br>Key Milestones:<br>Sept–Oct: Assess baseline reading levels and group | Monthly review of reading intervention data in team meetings<br>Weekly benchmark assessments<br>Co-teaching | Students show measurable growth in benchmark assessments and interventions<br>Small-group interventions are | Intervention Materials<br><br>Teacher Training | TSI Grant |

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| and Tier 3. Ensure alignment to grade-level standards and IEP goals. | | students by intervention needs<br>Nov–Feb: Implement Tier 2 and Tier 3 small-group instruction<br>Mar–May: Conduct post-assessments and adjust groups as needed | check-ins to monitor fidelity | implemented consistently across classrooms<br>Data documentation reflects differentiated instruction aligned to IEP goals | | |
| Develop and implement structured co-teaching practices between general education and special education teachers to support SWD in reading | MTSS Lead, Literacy Coaches, Special Education Department Chair | Start: September 2025<br>End: May 2027<br>Key Milestones:<br>Sept–Feb: Co-teaching professional learning sessions<br>Feb-April: Observe and provide feedback on co-teaching sessions<br>April-June: Adjust co-teaching models based on student progress and teacher feedback | Monthly co-teaching observation logs<br>Teacher surveys on co-planning and classroom support<br>Quarterly review of student engagement and reading data | Co-teaching plans implemented with fidelity in classrooms<br>Documented increase in student participation in grade-level reading instruction<br>Co-teacher Walkthroughs<br>Positive feedback from teachers on collaboration and instructional support | Teacher planning days<br><br>Professional Development | TSI Grant |
| Ensure SWD consistently use accommodations (e.g., extended time, audio, organizers) during reading instruction and assessments. Train teachers and students in effective use. | Special Education Teacher Case Manger, Special Education Department Chair, Literacy Coaches | Start: September 2025<br>End: May 2027<br>Key Milestones:<br>Sept: Review IEP accommodations for all SWD<br>Oct–Dec: Train teachers and students in using | Monthly classroom observations<br>Teacher and student surveys<br>Review of assessment data to confirm accommodations were applied | Evidence of accommodations in daily instruction and assessment<br>Students demonstrate increased engagement and ability to access grade-level content<br>IEP documentation | Teacher planning days | |

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| | | accommodations Jan–May: Monitor implementation and adjust as needed | | reflects consistent use of accommodations | | |

## Multi-Year School Support Plan

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| 3-Year Goal Statement | By Spring 2028, SWD passing the Grade 3-6 Mathematics SOL will increase by ten points from 69 to 79, according to the Framework Score, compared to the previous year. | | |
| School Performance and Support Framework Alignment | Math Mastery | | |
| Measurable Objectives<br>*Define objectives that support accomplishing the goal.* | Measurable Objective Year 1 | Measurable Objective Year 2 | Measurable Objective Year 3 |
| | By Spring 2026, the SWD student group will increase the simple pass rate on the Grade 3–6 Math SOL by 5 points from 69 to 74 points, as measured by the Framework Score, through targeted Tier 2 interventions and progress monitoring aligned with IEP goals. | By Spring 2027, the SWD student group will increase the simple pass rate on the Grade 3–6 Math SOL by an additional 3 points from 74 to 77 points, as measured by the Framework Score, through continued implementation of research-based interventions, co-teaching strategies, and data-driven instructional adjustments. | By Spring 2028, the SWD student group will increase the simple pass rate on the Grade 3–6 Math SOL by a final 2 points from 77 to 79 points, as measured by the Framework Score, through sustained intervention fidelity, strengthened teacher capacity, and ongoing progress monitoring aligned with rigorous, research-based IEP goals. |
| Evidence-Based Strategy | Evidence-Based Intervention 1: Provide systematic instruction during intervention to develop student understanding of mathematical ideas. Tier 1<br>Evidence-Based Intervention 2: Use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures. Tier 1<br><br>Our comprehensive tiered math strategy integrates strong Tier 1 core instruction with Tier 2 and Tier 3 interventions using two evidence-based interventions: systematic instruction and the purposeful use of | | |

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| | concrete and semi-concrete representations. Supported by strong experimental research(Tier 1 EBI), this approach ensures students with disabilities (SWD) receive consistent, standards-aligned mathematics instruction while providing increasing levels of intensity based on individual need. Systematic instruction is implemented across all tiers through explicit modeling, intentional sequencing of skills, guided practice, cumulative review, and frequent progress monitoring to build mathematical understanding over time toward clearly defined learning outcomes. Instructional materials and lessons follow research-based learning progressions that align IEP math goals with grade-level standards and multiple data points, directly addressing SNA findings related to IEP goal misalignment and instructional decision-making. The use of representations is embedded throughout instruction using the Concrete–Representational–Abstract (CRA) framework, allowing students to engage with manipulatives, visual models, and mathematical symbols while making explicit connections between each level of understanding. These representations serve as instructional supports and accommodations, increasing access to grade-level math content and strengthening conceptual understanding for SWD. Collaborative co-teaching between general and special education teachers ensures consistent instructional language, shared responsibility for planning and data analysis, and effective implementation of accommodations within the general education classroom. Frequent progress monitoring and structured data-review cycles guide instructional adjustments, tier placement, and intervention intensity, supporting continuity of learning for students impacted by chronic absenteeism. Together, systematic instruction and the strategic use of representations address the root causes identified in the SNA,including inconsistent co-teaching practices, limited teacher capacity, and ineffective accommodation use, while promoting equitable access, improved problem-solving skills, and sustained mathematical growth for students with disabilities. |
| Intended Outcomes | By implementing tiered math interventions with co-teaching support and systematic use of accommodations, students with disabilities (SWD) are expected to make measurable gains in math proficiency:<br>- Increased academic achievement: Targeted small-group instruction in number sense, computation, and problem-solving will address skill gaps, leading to higher simple pass rates on the Grade 3–6 Math SOL assessments.<br>- Improved access to grade-level content: Co-teaching and accommodations (e.g., manipulatives, calculators, visual models) will allow students to fully engage with math instruction and demonstrate mastery of standards.<br>- Greater instructional responsiveness: Regular progress monitoring will enable teachers to adjust math instruction based on student data, ensuring interventions meet individual needs. |

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| | - Enhanced student independence and confidence: Use of accommodations and differentiated supports will help students access content independently, promoting self-efficacy and persistence in math tasks.<br>- Sustained growth over time: Research-aligned instruction, data-driven decision-making, and collaborative practices will support continuous improvement, helping SWD meet Year 1–3 objectives and ultimately achieve the 10-point growth goal on the Math SOL by Spring 2028. |
| Lead Person | LaRonda Peterson, Principal |
| Team Members | Tiffani Triplett (AP), Kayla Lee (Instructional Coach), Suzi Jolevski (Elementary Math Resource Teacher), Shala Ott (Elementary Math Resource Teacher), Lorri Hallenbeck (Special Education Department Chair) |

| **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 targeted, research-based small-group math instruction in number sense, computation, and problem-solving across Tier 1, Tier 2, and Tier 3, aligned to grade-level standards and IEP goals. | Special Education Teachers, General Education Teachers, Math Coaches | Start: September 2025<br>End: May 2027<br>Key Milestones:<br>Sept–Oct: Assess baseline MAP math levels and group students by intervention needs<br>Nov–Feb: Implement Tier 2 and Tier 3 small-group instruction<br>Mar–May: Conduct post-assessments and | Monthly review of math intervention data in team meetings<br>Bi-weekly assessments<br>Co-teaching check-ins to monitor fidelity | Students show measurable growth in assessments and interventions<br>Small-group interventions are implemented consistently across classrooms<br>Data documentation reflects differentiated instruction aligned to IEP goals | Intervention Materials<br><br>Teacher Planning Days<br><br>Professional development focused on supporting teachers in understanding numeracy development | TSI Grant |

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| | | adjust groups as needed | | | | |
| Develop and implement structured co-teaching practices between general education and special education teachers to support SWD in math | MTSS Lead, Math Coaches, Special Education Department Chair | Start: September 2025<br>End: May 2027<br>Key Milestones:<br>Sept–Feb: Co-teaching professional learning sessions<br>Feb-April: Observe and provide feedback on co-teaching sessions<br>April-June: Adjust co-teaching models based on student progress and teacher feedback | Monthly co-teaching observation logs<br>Teacher surveys on co-planning and classroom support<br>Quarterly review of student engagement and math data | Co-teaching plans implemented with fidelity in classrooms<br>Documented increase in student participation in grade-level math instruction<br>Co-teacher Walkthroughs<br>Positive feedback from teachers on collaboration and instructional support | Teacher planning days<br><br>Professional Development | TSI Grant |
| Ensure SWD consistently use accommodations (e.g. extended time, calculators, visuals, organizers) during math instruction and assessments. Train teachers and students in effective use. | Special Education Teacher Case Manger, Special Education Department Chair, Math Coaches | Start: September 2025<br>End: May 2027<br>Key Milestones:<br>Sept: Review IEP accommodations for all SWD<br>Oct–Dec: Train teachers and students in using accommodations<br>Jan–May: Monitor implementation and adjust as needed | Monthly classroom observations<br>Teacher and student surveys<br>Review of assessment data to confirm accommodations were applied | Evidence of accommodations in daily instruction and assessment<br>Students demonstrate increased engagement and ability to access grade-level content<br>IEP documentation reflects consistent use of accommodations | Teacher planning days | 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** | Riverside Elementary School |
| **Principal Name** | LaRonda Peterson |
| **Principal Email** | lapeterson@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.

| Principal Name | Principal Signature | Date Approved |
|---|---|---|
| LaRonda Peterson | LaRonda Peterson | 1/23/2026 |

| Division-Level Lead Name | Division-Level Lead Signature | Date Approved |
|---|---|---|
| Stephanie Jerauld | GP | 1/30/2026 |

| Division Superintendent Name | Division Superintendent Signature | Date Approved |
|---|---|---|
| Dr. Michelle C. Reid | | 2/10/26 |

Date Reviewed/Approved

per School Board Minutes

# Washington Mill 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** | Washington Mill Elementary School |
| **Grades Served** | PreK–6 |
| **Principal Name** | Brad Bennink |
| **Principal Email** | blbennink@fcps.edu |
| **Division Multi-Year School Support Plan Lead Name and Title** | Stephanie Jerauld<br>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 Leadership | Brad Bennink | blbennink@fcps.edu | Administration | Principal |
| School Leadership | Tara Pensiero | TNPensiero@fcps.edu | Administration | Assistant Principal |
| School Leadership | Jasmine Piernas | jmpiernas@fcps.edu | Administration | Assistant Principal |
| Literacy Instruction | Toni Gonzales | tlgonzales@fcps.edu | Reading | Reading Specialist |
| Math Instruction | Lisa Bearman | ljbearman@fcps.edu | Math | Math Specialist |
| Students With Disabilities | Karen Conaway | ksconaway@fcps.edu | Special Education | Special Education Lead |

| | | | | |
|---|---|---|---|---|
| English Learners | Lisa Peck | empeck@fcps.edu | ESOL | ESOL Lead |
| Parents and Families | Evan Saaty | esaaty@gmail.com | Parent | Title I Parent Advisory Committee |

| **Multi-Year School Support Plan**<br>*Write your support plans based on at least 2 goal statements from your School Needs Assessment.* | | | |
|---|---|---|---|
| 3-Year Goal Statement | By Spring 2028, Washington Mill Elementary will improve Reading outcomes for Students with Disabilities such that the SOL Reading simple pass rate increases by 20 percentage points, from 28.36% to 48.36%, and the Reading Performance Indicator Percentage increases from 68.66% to at least 75%. | | |
| School Performance and Support Framework Alignment | Reading Mastery | | |
| Measurable Objectives<br>*Define objectives that support accomplishing the goal.* | Measurable Objective Year 1 | Measurable Objective Year 2 | Measurable Objective Year 3 |
| | Increase the SOL Reading simple pass rate for Students with Disabilities to 35% and increase the Reading Performance Indicator Percentage to at least 71%. | Increase the SOL Reading simple pass rate for Students with Disabilities to 42% and increase the Reading Performance Indicator Percentage to at least 73%. | Increase the SOL Reading simple pass rate for Students with Disabilities to 48.36% and increase the Reading Performance Indicator Percentage to at least 75%. |
| *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<br><br>Connection to School Needs Analysis: The School Needs Analysis identified persistent deficits in foundational reading skills for Students with Disabilities, along with inconsistent fidelity of Tier II and Tier III interventions and limited use of progress monitoring data. This Tier 3 intervention addresses these root causes by providing targeted, systematic small-group instruction aligned to screening data, strengthening intervention fidelity, and supporting data-driven instructional adjustments.<br><br>Routinely use a set of comprehension-building practices to help students make sense of the text. Tier 1<br><br>Connection to School Needs Analysis: The School Needs Analysis identified insufficient alignment between core instruction and special education services and variability in instructional expectations for Students with Disabilities. Implementing consistent, evidence-based comprehension practices within Tier 1 instruction strengthens instructional coherence across classrooms and supports access to grade-level text, directly addressing these system-level gaps. | | |

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| Intended Outcomes | Students with Disabilities will demonstrate improved foundational literacy skills, increased reading proficiency, and sustained academic growth as a result of consistent, aligned, and data-informed literacy instruction. |
| Lead Person | Brad Bennink, Principal |
| Team Members | Assistant Principals, Reading Specialist, Special Education Teachers, MTSS Core 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?)* |
|---|---|---|---|---|---|---|
| Establish clear expectations for Tier II and Tier III literacy instruction for SWD | Principal | Aug 2025–Sept 2025 | MTSS Core Team review | Written expectations and protocols implemented and documented in MTSS guidance documents and shared with staff | None | N/A |
| Standardize progress monitoring tools and timelines | Reading Specialist | Sept 2025–June 2026 | Weekly MTSS meetings | Consistent progress monitoring data collected and reviewed using division-approved assessment tools, as documented in MTSS data recording data collected | Assessment tools | Existing resources |
| Add 3 additional High Intensity Tutors to current staffing | Principal | February-May 2026 | MTSS Core Team review | Written expectations and protocols implemented and documented in MTSS guidance documents and shared with staff | Hourly wages for 3 High Intensity Tutors (HITs) | SIG |

| | | | | | | |
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| Conduct regular data reviews to adjust instruction | MTSS Core Team | Monthly | MTSS agendas and notes | Instructional adjustments documented in MTSS meeting notes and intervention plans | None | N/A |
| Provide targeted feedback and support to staff | Assistant Principals | Ongoing | Walkthroughs and coaching cycles | Increased fidelity of intervention implementation as measured through walkthrough observations and coaching documentation | Coaching time | Title I / SIG |

**Multi-Year School Support Plan**

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|---|---|---|---|
| 3-Year Goal Statement | By Spring 2028, Washington Mill Elementary will improve Mathematics outcomes for Students with Disabilities such that the SOL Mathematics simple pass rate increases by 20 percentage points, from 24.62% to 44.62%, and the Math Performance Indicator Percentage increases from 72.33% to at least 78%. | | |
| School Performance and Support Framework Alignment | Math Mastery | | |
| Measurable Objectives<br>*Define objectives that support accomplishing the goal.* | Measurable Objective Year 1 | Measurable Objective Year 2 | Measurable Objective Year 3 |
| | Increase the SOL Math simple pass rate for Students with Disabilities to 31% and increase the Math Performance Indicator Percentage to at least 74%. | Increase the SOL Math simple pass rate for Students with Disabilities to 38% and increase the Math Performance Indicator Percentage to at least 76%. | Increase the SOL Math simple pass rate for Students with Disabilities to 44.62% and increase the Math Performance Indicator Percentage to at least 78%. |
| Evidence-Based Strategy | Screen all students to identify those at risk for potential mathematics difficulties and provide interventions to students as at risk. - Tier 3<br><br>Connection to School Needs Analysis: The School Needs Analysis identified that Students with Disabilities at Washington Mill Elementary consistently underperform in Mathematics, with inconsistent growth patterns and variability in the fidelity of Tier II and Tier III interventions. This Tier 3 intervention addresses these root causes by using universal screening to accurately identify students in need of intensive support and by providing targeted interventions informed by data, strengthening intervention consistency and supporting more responsive, data-driven instructional decisions. | | |

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| Intended Outcomes | Students with Disabilities will demonstrate improved conceptual understanding and procedural fluency in Mathematics, resulting in increased proficiency and sustained growth. |
| Lead Person | Brad Bennink, Principal |
| Team Members | Assistant Principals, Math Specialist, Special Education Teachers, MTSS Core 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?)* |
|---|---|---|---|---|---|---|
| Establish expectations for Tier II and Tier III math instruction | Principal | Aug 2025–Sept 2025 | MTSS Core Team review | Written math intervention expectations | None | N/A |
| Align math interventions to progress monitoring data | Math Specialist | Sept 2025–June 2026 | Weekly data reviews | Targeted intervention groupings | Intervention materials | Existing resources |
| Add 3 additional High Intensity Tutors to current staffing | Principal | February-May 2026 | MTSS Core Team review | Written math intervention expectations | Hourly wages for 3 High Intensity Tutors (HITs) | SIG |
| Monitor fidelity of math intervention implementation | Assistant Principals | Ongoing | Walkthroughs and coaching | Increased instructional consistency | Coaching time | Title I |
| Adjust instruction based on data | MTSS Core Team | Monthly | MTSS documentation | Documented instructional adjustments | None | 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** | Washington Mill Elementary School |
| **Principal Name** | Brad Bennink |
| **Principal Email** | blbennink@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.

| Brad Bennink | Brad Bennink | 1.23.26 |
|---|---|---|
| Principal Name | Principal Signature | Date Approved |
| Stephanie Jerauld | GP | 1/30/26 |
| Division-Level Lead Name | Division-Level Lead Signature | Date Approved |
| Michelle Reid | | 2/10/26 |
| Division Superintendent Name | Division Superintendent Signature | Date Approved |

Date Reviewed/Approved

per School Board Minutes

# Woodlawn 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** | Woodlawn Elementary School |
| **Grades Served** | PreK-6 |
| **Principal Name** | Laura Elliott |
| **Principal Email** | lcelliott@fcps.edu |
| **Division Multi-Year School Support Plan Lead Name and Title** | Stephanie Jerauld<br>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 Staff | Laura Elliott | lcelliott@fcps.edu | Woodlawn ES | Principal |
| School Staff | Tracy Lee | talee@fcps.edu | Woodlawn ES | Asst. Principal |
| School Staff | Erica Jones | ejones1@fcps.edu | Woodlawn ES | Asst. Principal |
| School Staff | Jameka Jones | jjones@fcps.edu | Woodlawn ES | Reading Specialist |
| School Staff | Heidi Cox | hjcox@fcps.edu | Woodlawn ES | SPED Dept. Chair |

| | | | | |
|---|---|---|---|---|
| Parent | Eric Harrington | president@woodlawn-pta.org | Woodlawn PTA | PTA President |
| Parent | Shana Donchatz | shanamd09@gmail.com | Woodlawn ES | Parent |

| **Multi-Year School Support Plan**<br>*Write your support plans based on at least 2 goal statements from your School Needs Assessment.* | | | |
|---|---|---|---|
| 3-Year Goal Statement | **GOAL STATEMENT:** By June 2028, the percentage of **Students with Disabilities (SWD)** achieving **Pass/Proficient** status on the Reading SOL assessment will increase from **63.25%** to **75.00%.** | | |
| School Performance and Support Framework Alignment | Reading Mastery | | |
| Measurable Objectives<br>*Define objectives that support accomplishing the goal.* | Measurable Objective Year 1 | Measurable Objective Year 2 | Measurable Objective Year 3 |
| | 67% Pass Rate | 71% Pass Rate | 75% Pass Rate |
| Evidence-Based Strategy | ***EBI:*** *Build students' decoding skills so they can read complex multisyllabic words (Gr. 4-6)*<br>***EBI:*** *Teach students to decode words, analyze word parts, and write and recognize words (Gr. K-3)*<br>***Rationale:*** As students progress from early elementary to middle school, the linguistic demand shifts from simple monosyllabic words to complex academic terms essential for understanding grade-level text. To support this transition, instruction must move beyond basic phonics to include explicit training in decoding, analyzing word parts (morphemes), and the simultaneous writing and recognition of patterns. Mastering these systematic word-analysis skills in the K-3 years reduces the cognitive "Double Processing" burden, allowing upper elementary students to accurately break down and comprehend high-level multisyllabic words. | | |
| Intended Outcomes | Implementing these integrated decoding and word-analysis strategies will improve student outcomes by directly closing the **"Generalization Gap"** between foundational phonics and the complex reading demands of the **Virginia SOLs.** By mastering the ability to analyze word parts and recognize patterns in the K–3 years, students develop the | | |

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| | **automaticity** required to navigate the dense, multisyllabic academic language found in Grades 4–6 texts. This systematic approach transforms reading from a labor-intensive decoding task into a vehicle for **reading comprehension**. By reducing the **"Double Processing" burden**—where the cognitive effort to decode a word like *equilibrium* consumes the mental energy needed to understand the sentence—SWD students can devote their full "bandwidth" to the higher-order inference and analysis required to reach the **75% proficiency target**. |
| Lead Person | Jameka Jones, Reading Specialist |
| Team Members | Laura Elliott, Principal, Tracy Lee, Assistant Principal, Erica Jones, SPED Assistant Principal |

| **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?)* |
|---|---|---|---|---|---|---|
| Implement S.P.I.R.E. scripted curriculum for intensive, systematic small-group instruction (3–4 students) focusing on decoding and word analysis. | Reading Specialist / Instructional Coach | Sept 2025 – June 2028 | Monthly review of S.P.I.R.E. mastery tests and lesson progress. | 75% of SWD subgroup meeting or exceeding individualized growth targets on universal screeners. | S.P.I.R.E. Workbooks, Teacher Sets, and manipulatives. | TSI Grant funding |
| Schedule and deliver foundational reading intervention 3–5 times per week for 20–40 minutes per session. | Reading Specialist / Instructional Coach | Daily (Ongoing) | Quarterly data meetings to review student grouping based on screening scores. | Reduction in "Double Processing" errors during oral reading fluency checks. | Anchor chart paper and markers for visual scaffolds. | School Funds/Title 1 Funds |
| Provide professional development on multisyllabic word analysis (Gr. 4-6) and foundational decoding patterns (K-3). | Reading Specialist / Instructional Coach | Bi-annually (Fall/Spring) | Classroom walkthrough logs focusing on explicit teacher-student interaction and feedback. | 11.06% increase in SWD growth (from 63.94% baseline to 75.00% target). | Substitute teacher coverage for training days. | School Funds |

| Multi-Year School Support Plan | | | |
|---|---|---|---|
| 3-Year Goal Statement | **GOAL STATEMENT:** By June 2028, the percentage of Students with Disabilities (SWD) achieving Pass/Proficient status on the Mathematics SOL assessment will increase from 57.30% to 75.00%. | | |
| School Performance and Support Framework Alignment | Math Mastery | | |
| Measurable Objectives<br>*Define objectives that support accomplishing the goal.* | Measurable Objective Year 1 | Measurable Objective Year 2 | Measurable Objective Year 3 |
| | 63% Pass Rate | 69% Pass Rate | 75% Pass Rate |
| Evidence-Based Strategy | **EBI:** 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.<br>***Rationale:*** *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* | | |
| Intended Outcomes | The explicit focus on mathematical language will empower students to precisely communicate their conceptual understanding. The purchase of **anchor chart paper and markers** will allow teachers to create permanent visual scaffolds of vocabulary and language structures, making the academic language of math visible and accessible during daily instruction. Furthermore, the use of **computer-based instructional materials for tutoring** provides interactive, adaptive opportunities for students to hear and practice this language, while **accommodation bags**—filled with manipulatives and reference tools—ensure that Students with Disabilities (SWD) have the "just-in-time" tactile support needed to bridge the gap between concrete concepts and abstract terminology. These resources are critical levers in achieving the target of increasing the percentage of **SWD** who achieve Pass/Proficient status on the **Mathematics SOL** from **57.30% to 75.00%.** By ensuring that both language and decoding act as bridges rather than barriers, these strategies foster improved academic performance and communicative competence across all core subjects. | | |
| Lead Person | Tracy Lee, Assistant Principal | | |
| Team Members | Laura Elliott, Principal, Erica Jones, Assistant Principal | | |

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

| *sequenced steps required to complete the activity.* | *is complete?) Identify a single, accountability lead.* | *end dates for each action step, including any key milestones.* | *Define key dates to review process, make adjustments, and confirm the work remains on track.* | *if the action step is complete?) Define clear, observable indicators of completion.* | *action step?)* | |
|---|---|---|---|---|---|---|
| Explicitly teach clear and concise mathematical vocabulary and language structures during core instruction and tutoring. | Tracy Lee, Assistant Principal | Sept 2025 – June 2028 | Monthly classroom walkthroughs to observe student use of academic math language. | Increase in pass rate from 57.30% to 63% in Year 1. | We will need the Connecting Math Concepts instructional materials for intervention | TSI Grant |
| Create and display anchor charts as permanent visual scaffolds for math terminology and language structures. | Instructional Coach | Ongoing (Daily) | Quarterly review of student work samples for correct use of terminology. | Cumulative growth toward the final 75% pass rate target. | Anchor chart paper and markers. | TSI Grant |
| Utilize accommodation bags containing reference tools and manipulatives to bridge concrete concepts and abstract terminology. | Special Education Dept. Chair | | Bi-annual inventory and student usage surveys. | Observable student ability to communicate conceptual understanding effectively. | Accommodation bags and reference materials. | TSI Grant |

| Multi-Year School Support Plan | | | |
|---|---|---|---|
| 3-Year Goal Statement | **GOAL STATEMENT:** By June 2028, the percentage of SWD demonstrating growth in Reading will increase from 63.94% to 75.00%. | | |
| 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 |
| | 67% Pass Rate | 71.08% Pass Rate | 75% Pass Rate |

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| Evidence-Based Strategy | **EBI:** Provide intensive, systematic instruction on up to three foundational reading skills in small groups<br>***Rationale:*** 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 |
| Intended Outcomes | Implementing this evidence-based strategy will drive student outcomes toward the stated goals by systematically removing decoding and linguistic barriers to comprehension. The schoolwide use of **SPIRE materials and workbooks** provides a scripted, proven curriculum that addresses the "Generalization Gap" through intensive, small-group instruction. By delivering this systematic instruction three to five times per week for 30 minutes, teachers can ensure that Tier 3 and Tier 2 interventions are both explicit and frequent. Mastering the ability to decode and analyze complex multisyllabic word parts reduces the cognitive load spent on word recognition. This mechanical automaticity allows mental "bandwidth" to shift toward deep reading comprehension, directly supporting the goal of increasing the percentage of English Learners demonstrating growth in Reading from **63.94%% to 75.00%.** |
| Lead Person | *Jameka Jones, Reading Specialist* |
| Team Members | *Laura Elliott, Principal, Tracy Lee, Assistant Principal, Erica Jones, SPED Assistant Principal* |

| **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?)* |
|---|---|---|---|---|---|---|
| Implement S.P.I.R.E. scripted curriculum for intensive, systematic small-group instruction (3–4 students) focusing on decoding and word analysis. | Reading Specialist / Instructional Coach | Sept 2025 – June 2028 | Monthly review of S.P.I.R.E. mastery tests and lesson progress. | 75% of SWD subgroup meeting or exceeding individualized growth targets on universal screeners. | S.P.I.R.E. Workbooks, Teacher Sets, and manipulatives. | TSI Grant funding |

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| Schedule and deliver foundational reading intervention 3–5 times per week for 20–40 minutes per session. | Reading Specialist / Instructional Coach | Daily (Ongoing) | Quarterly data meetings to define key dates for review and confirm work remains on track. | Increased ability for students to decode and analyze complex multisyllabic words. | Staffing/Substitutes for intervention blocks. | School Funds/Title 1 FundsSchool Funds/Title 1 Funds |
| Explicit instruction focusing on teacher-student interaction with specific and comprehensible feedback. | Principal | Bi-annually (Fall/Spring) | Classroom walkthroughs to define clear, observable indicators of completion. | 6.10% increase in SWD growth in Year 1 (targeting 75% by June 2028). | Training materials for explicit instruction techniques. | School funds |

| Multi-Year School Support Plan | | | |
|---|---|---|---|
| 3-Year Goal Statement | **GOAL STATEMENT:** By June 2028, the percentage of SWD demonstrating growth in Math will increase from 56.86% to 75.00%. | | |
| School Performance and Support Framework Alignment | Math Growth | | |
| Measurable Objectives<br>*Define objectives that support accomplishing the goal.* | Measurable Objective Year 1 | Measurable Objective Year 2 | Measurable Objective Year 3 |
| | 63% Pass Rate | 69% Pass Rate | 75% Pass Rate |
| Evidence-Based Strategy | ***EBI:*** *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.* | | |
| Intended Outcomes | *Implementing the* ***Mathematical Language*** *evidence-based strategy will drive significant student outcomes by transforming language from a barrier into a bridge for conceptual mastery. By explicitly teaching concise vocabulary and terminology, students gain the tools necessary to navigate the complex academic language found in textbooks, assessments, and teacher-led instruction. The strategic use of* ***anchor chart paper, markers, and computer-based materials*** *provides the visual and interactive scaffolding required to reduce the "Double Processing" burden for* ***Students with Disabilities (SWD)****. Furthermore, tactile support from* ***accommodation bags*** *ensures students can connect concrete manipulatives to abstract mathematical language. These integrated supports are critical levers for reaching the target of increasing the percentage of* ***SWD*** *achieving Pass/Proficient status on the* ***Mathematics SOL*** *from* ***57.30% to 75.00%****.* | | |

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|---|---|
| Lead Person | *Tracy Lee, Assistant Principal* |
| Team Members | *Laura Elliott, Principal, Erica Jones, Assistant Principal* |

| **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?)* |
|---|---|---|---|---|---|---|
| Explicitly teach clear and concise mathematical vocabulary and language structures during core instruction. | Tracy Lee, Assistant Principal | Sept 2025 – June 2028 | Monthly walkthroughs to observe student use of academic math language. | Increase in pass rate from 57.30% to 63% in Year 1. | Computer-based instructional materials for tutoring. | School funds |
| Create and display anchor charts as permanent visual scaffolds for math terminology and language structures. | Instructional Coach | Ongoing (Daily) | Quarterly review of student work samples for correct use of terminology. | Cumulative growth toward the final 75.00% growth rate. | Anchor chart paper and markers. | TSI Grant |
| Utilize accommodation bags containing reference tools and manipulatives to bridge concrete concepts and abstract terminology. | Special Education Dept. Chair | Sept 2025 – June 2028 | Bi-annual inventory and student usage surveys. | Observable student ability to effectively communicate conceptual understanding. | Accommodation bags and reference materials. | 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** | Woodlawn Elementary School |
| **Principal Name** | Laura C. Elliott |
| **Principal Email** | lcelliott@fcps.edu |
| **School Performance Category** | Needs Intensive Support |
| **School Federal Designation** | Targeted Support and Improvement |

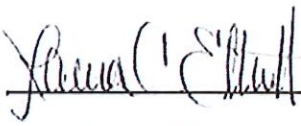
For **Comprehensive Support and Improvement** Schools, the Multi-year School Support Plan must be written by the school division for the school and include four evidence-based interventions. The proposed plan must be approved by the principal and division, reviewed by the local school board, and submitted 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.

| Laura C. Elliott |  | 1-26-26 |
|---|---|---|
| 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