Federally Identified Schools - Targeted Support and Improvement

Region 5:

- Brookfield Elementary School
- Coates Elementary School
- London Towne Elementary School
- McNair Elementary School
- McNair Upper Elementary School
- Shrevewood Elementary School

Brookfield 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	Brookfield Elementary School
Grades Served	PreK-6
Principal Name	Lesley Hassen
Principal Email	lhhassen@fcps.edu
Division Multi-Year School Support Plan Lead Name and Title	Stephanie Jerauld Executive Director, Office of School Support
Division Multi-Year School Support Plan Lead Email	sajerauld@fcps.edu

Stakeholder Engagement				
Stakeholder Representation	Name	Email	Organization, Department, or Office	Title
Principal	Lesley Hassen	lhhassen@fcps.edu	Brookfield ES	Principal
Assistant Principal	Margaret Sisler	masisler@fcps.edu	Brookfield ES	Assistant Principal
Assistant Principal	Anthony Ramakis	amramakis@fcps.edu	Brookfield ES	Assistant Principal

Reading Specialist	Anna Lyn Copeland	alcopeland@fcps.edu	Brookfield ES	Reading Specialist
Instructional Coach	Amber Jawaid	afjawaid@fcps.edu	Brookfield ES	Instructional Coach
Math Resource Teacher	Nicole Jones	nmjones1@fcps.edu	Brookfield ES	Elementary Math Resource Teacher
Special Education Teacher	Caleb Serrano Sanchez	cjserranosan@fcps.edu	Brookfield ES	Special Education Teacher/ Admin Intern
Parent and Family Liaison	Maria Canedo Toledo	mdcanedotole@fcps.edu	Brookfield ES	Family Liaison

Multi-Year School Support Plan *Write your support plans based on at least 2 goal statements from your School Needs Assessment.*			
3-Year Goal Statement	By Spring 2028 the reading performance for students with disabilities will improve from 69.81% to 80% as measured by the Virginia Standards of Learning Assessment.		
School Performance and Support Framework Alignment	Reading Mastery		
Measurable Objectives *Define objectives that support accomplishing the goal.*	Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3
	By Spring 2026, the reading performance for students with disabilities will improve from 69.81% to 73.21% as measured by the Virginia Standards of Learning Assessment.	By Spring 2027 the reading performance for students with disabilities will improve from 73.21% to 76.61% as measured by the Virginia Standards of Learning Assessment.	By Spring 2028 the reading performance for students with disabilities will improve from 76.61% to 80% as measured by the Virginia Standards of Learning Assessment.

Evidence-Based Strategy	Tier 1: Build students' decoding skills so they can read complex multisyllabic words As students progress in school, words that appear in grade-level texts become more difficult to read. In early-elementary grades, texts often include monosyllabic words, such as bat and ball, as well as simpler multisyllabic words, such as outside and under. By upper-elementary and middle school grades, texts include more complex multisyllabic words, such as disorganization and equilibrium. Many of these difficult multisyllabic words are essential for understanding the meaning of the texts. For that reason, adequate word-reading skills are essential for understanding the more complex texts that appear in these higher grade levels. The goal of this recommendation is to prepare students with the skills needed to break apart and accurately sound out multisyllabic words. Tier 1: Teach students to decode words, analyze word parts, and write and recognize words. Once students know a few consonants and vowels, they can begin to apply their letter—sound knowledge to decode and read words in isolation or in connected text.3 Students also need to learn how to break down and read complex words by segmenting the words into pronounceable word parts. To do this, students must understand morphology, or the knowledge of meaningful word parts in the language. Learning to recognize letter patterns and word parts, and understanding that sounds relate to letters in predictable and unpredictable ways,will help students decode and read increasingly complex words. It will also help them to read with greater fluency, accuracy, and comprehension. As word recognition becomes easier, students can focus more on word meaning when they read, ultimately supporting reading comprehension.
Intended Outcomes	Our needs analysis revealed a need for supporting students as they develop and build foundational skills across content areas. Our schoolwide schedule provides time for this intensive support and still the analysis shows that teachers have a need to build their own efficacy. Systematic interventions and scaffolds provide the opportunity for teachers to build this efficacy, coupled with the time dedicated to support students in building and strengthening these foundational skills and closing systemic gaps. As students with disabilities learn and develop the skills to decode complex words, students' abilities to read and understand more complex texts will improve as well as their performance on the Virginia Standards of Learning Assessments.
Lead Person	Anna Lyn Copeland

Team Members	Anna Lyn Copeland, Amber Jawaid, Lesley Hassen, Margaret Sisler, Anthony Ramakis, special education teachers, ESOL teachers, and general 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?)*
Attend workshop for 10 teachers on intensive academic vocabulary instruction. Teachers will plan units that introduce a small set of words over several days with opportunities for speaking and writing.	Amber Jawaid	Feb 2026 - July 2027	Once trained, teams will engage in quarterly check-ins	10 teachers completed training and increased use of academic vocabulary as observed by the leadership team.	Hourly teacher pay	Federal funding
Implement SPIRE (Specialized Program Individualizing Reading Excellence) for	Anna Lyn Copeland	Oct 2025 - July 2026	Ensure teachers are trained and groups are formed to utilize data.	Progress Monitoring by teachers utilizing SIS and school data wall		Federal funding and school funds

identified SWD and ML students						
ECRI: Utilization of ECRI's explicit instructional routines. Teachers will focus on the "Signal-Pause-Response" cycle and corrective feedback.	Anna Lyn Copeland	Sept 2025 - June 2026	Provide turn around training as needed, and engage in quarterly dialogue during CLTs	Implementation of routines are evident during leadership walkthroughs	Paper to support ECRI materials, chart paper, and whiteboard.	Federal funding

Multi-Year School Support Plan			
3-Year Goal Statement	By Spring 2028, the math performance for students with disabilities will improve from 73.49% to 85% as measured by the Virginia Standards of Learning Assessment.		
School Performance and Support Framework Alignment	Math Mastery		
Measurable Objectives *Define objectives that support accomplishing the goal.*	Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3
	By Spring 2026, the math performance for students with disabilities will improve from 73.49% to 77.33% as measured by the Virginia Standards of Learning Assessment.	By Spring 2027 the math performance for students with disabilities will improve from 77.33% to 81.17% as measured by the Virginia Standards of Learning Assessment.	By Spring 2028 the math performance for students with disabilities will improve from 81.17% to 85% as measured by the Virginia Standards of Learning Assessment.
Evidence-Based Strategy	Tier 1: Systematic Instruction: Provide systematic instruction during intervention to develop student understanding of mathematical ideas. Effective interventions for improving mathematics achievement for students struggling with mathematics share one key feature: the design of the curricular materials and the instruction provided are systematic. The term		

	systematic indicates that instructional elements intentionally build students' knowledge over time toward an identified learning outcome(s). Systematic intervention materials are designed to cover topics in an incremental and intentional way. Systematic interventions most often include a "bundle" of practices used to build and support student learning strategically.
Intended Outcomes	Our needs analysis revealed a need for supporting students as they develop and build foundational skills across content areas. Our schoolwide schedule provides time for this intensive support and still the analysis shows that teachers have a need to build their own efficacy. Systematic interventions provide the opportunity for teachers to build this efficacy, coupled with the time dedicated to support students in building and strengthening these foundational skills and closing systemic gaps. Systematic intervention instruction will support students with disabilities in closing gaps and building achievement in more complex mathematical concepts. Students with disabilities will improve their performance on math unit assessments and Virginia Standards of Learning Assessments.
Lead Person	Nicole Jones
Team Members	Nicole Jones, Amber Jawaid, Lesley Hassen, Margaret Sisler, Anthony Ramakis, special education teachers, ESOL teachers, and general 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?)*
Implementation of "Math Pathways & Pitfalls": Utilize purchased Teacher Editions	Nicole Jones	June 2026-June 2027	Dialogue during MTSS meetings and CLTs	85% of participating students show mastery on unit-based	Math Pathways and Pitfalls Kits	Federal Funding

and student materials to provide systematic instruction on rational number concepts (fractions, decimals, ratios)				"Pitfall" assessments.		
Use math kits to build conceptual understanding and practice for students	Nicole Jones	Summer 2026	Observe use of math kits during planning and teaching time	85% of classes will be observed using math materials	Cost of materials (bins, base 10 blocks, 100s pocket chart, dice, cards, counters, calculators, number lines, spinners)	Federal Funding

Multi-Year School Support Plan			
3-Year Goal Statement	By Spring 2028, the science performance for students with disabilities will improve from 80.0% to 85% as measured by the Virginia Standards of Learning assessment.		
School Performance and Support Framework Alignment	Other		
Measurable Objectives *Define objectives that support accomplishing the goal.*	Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3
	By Spring 2026, the math performance for students with	By Spring 2027, the math performance for students with	By Spring 2028, the math performance for students with

	disabilities will improve from 80.0% to 81.7% as measured by the Virginia Standards of Learning Assessment.	disabilities will improve from 81.7% to 83.4% as measured by the Virginia Standards of Learning Assessment.	disabilities will improve from 83.4% to 85% as measured by the Virginia Standards of Learning Assessment.
Evidence-Based Strategy	Tier 1: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. State and district standards for English Language Arts emphasize teaching students academic language and, in particular, academic vocabulary. Academic vocabulary represents words that are used primarily in academic disciplines. Teachers can introduce and teach academic vocabulary along with content material in science, history, mathematics, and writing to English learners during regular classroom instruction. Many English learners lack opportunities to develop the academic vocabulary necessary to support reading, writing, and discussion of the academic topics covered in school. This can often lead to struggles with complex texts that are loaded with abstract content and academic vocabulary. Instructional activities that are focused on a small set of words over several lessons and that provide various opportunities for students to use the words in writing, speaking, and listening can help students learn and correctly use grade-level general academic and domain-specific vocabulary.		
Intended Outcomes	Our needs analysis revealed a need for supporting students as they develop and build foundational skills across content areas. Our schoolwide schedule provides time for this intensive support and still the analysis shows that teachers have a need to build their own efficacy. Systematic interventions and vocabulary instructions and scaffolds provide the opportunity for teachers to build this efficacy, coupled with the time dedicated to support students in building and strengthening these foundational skills and closing systemic gaps. Science understanding hinges on complex academic vocabulary. Many of our students with disabilities are also multilingual learners developing their English skills. Students with disabilities will use these vocabulary strategies and scaffolds to increase their understanding and performance on science unit assessments as well as the Virginia Standards of Learning Assessments.		
Lead Person	Amber Jawaid		
Team Members	Amber Jawaid, Lesley Hassen, Margaret Sisler, Anthony Ramakis, special education teachers, ESOL teachers,		

	and general 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?)*
10 teachers will participate in a workshop planning and learning to scaffold academic vocabulary	Amber Jawaid	Workshop will take place July 2026	Dialogue during CLT meetings	85% of teams will plan and implement vocabulary scaffolds	Hourly pay for staff to attend workshop in July 2026	Federal Funding
AVID training for 6 teachers to structure learning opportunities for students	Anthony Ramakis	AVID training in Summer 2026 (date to be determined)	Dialogue during AVID meetings and CLT meetings	85% of teams will plan and implement AVID strategies	Registration fees for AVID workshop	Federal Funding

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	Brookfield Elementary School
Principal Name	Lesley Hassen
Principal Email	lhhassen@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.

Lesley Hassen		1/21/26
Principal Name	Principal Signature	Date Approved
Stephanie Gerald	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

Coates 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	Coates Elementary School
Grades Served	K-6
Principal Name	Paul Basdekis
Principal Email	PDBasdekis@fcps.edu
Division Multi-Year School Support Plan Lead Name and Title	Stephanie Jerauld Executive Director, Office of School Support
Division Multi-Year School Support Plan Lead Email	sajerauld@fcps.edu

Stakeholder Engagement				
Stakeholder Representation	Name	Email	Organization, Department, or Office	Title
Reading	Meghan Brennan	mebrennan@fcps.edu	Coates ES	Literacy Specialist
Math	Lili Jackson	lajackson1@fcps.edu	Coates ES	Elementary Math Resource Teacher
Science	Mikayla Rowe	mrowe@fcps.edu	Coates ES	Instructional Coach

Admin	Paul Basdekis	pdbasdekis@fcps.edu	Coates ES	Principal
Parent Teacher Association	Valina Kelly	V_Kelly2004@yahoo.com	Coates ES	PTA President

Multi-Year School Support Plan *Write your support plans based on at least 2 goal statements from your School Needs Assessment.*			
3-Year Goal Statement	By Spring of 2028, the percentage of total SPSF mastery points awarded within the students with disabilities subgroup in grades 3-6 as measured by performance on the reading SOL will increase from 48.86% to 63.86%. By Spring of 2028, the percentage of total SPSF mastery points awarded within the Hispanic subgroup in grades 3-6 as measured by performance on the reading SOL will increase from 64.88% to 79.88%.		
School Performance and Support Framework Alignment	Reading Mastery By Spring of 2028, the percentage of total SPSF mastery points awarded within the students with disabilities subgroup in grades 3-6 as measured by performance on the reading SOL will increase from 48.86% to 63.86%.		
Measurable Objectives *Define objectives that support accomplishing the goal.*	Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3
	By Spring of 2026, the percentage of total SPSF mastery points awarded within the students with disabilities subgroup in grades 3-6 as measured by performance on the reading SOL will increase from 48.86% to 53.86%. By Spring of 2026, the percentage of total SPSF mastery	By Spring of 2027, the percentage of total SPSF mastery points awarded within the students with disabilities subgroup in grades 3-6 as measured by performance on the reading SOL will increase from 48.86% to 58.86%. By Spring of 2027, the percentage of total SPSF mastery	By Spring of 2028, the percentage of total SPSF mastery points awarded within the students with disabilities subgroup in grades 3-6 as measured by performance on the reading SOL will increase from 48.86% to 63.86%. By Spring of 2028, the percentage of total SPSF mastery points awarded within the Hispanic subgroup in grades 3-6 as measured by

	points awarded within the Hispanic subgroup in grades 3-6 as measured by performance on the reading SOL will increase from 64.88% to 69.88%.	points awarded within the Hispanic subgroup in grades 3-6 as measured by performance on the reading SOL will increase from 64.88% to 74.88%.	performance on the reading SOL will increase from 64.88% to 79.88%.
Evidence-Based Strategy	• Build students' decoding skills so they can read complex multisyllabic words. (Tier 1) • Routinely use a set of comprehension-building practices to help students make sense of the text. (Tier 1)		
Intended Outcomes	Strengthening Tier 1 decoding instruction will improve ALL students' ability to accurately read complex multisyllabic words, increasing access to grade-level texts. As decoding automaticity improves, students will demonstrate stronger performance on reading unit assessments and iReady Reading measures, particularly in word recognition and comprehension domains. Over time, improved decoding skills will support sustained growth on state reading assessments by enabling students to more effectively comprehend increasingly complex texts across grade levels. This will be especially crucial for our students w/ disabilities who have decoding goals on their IEP and for our Multi-lingual Learners (predominately from our Hispanic subgroup) who are still needing support with decoding as they acquire more language. Additionally, routinely using comprehension-building practices in Tier 1 instruction will improve ALL students' ability to make meaning from grade-level texts across content areas. As students develop stronger reading habits and strategies, they will demonstrate improved performance on reading unit assessments and iReady Reading comprehension domains. Over time, increased comprehension stamina and skill application will support higher achievement on state reading assessments and improved access to grade-level content. Our focus in these areas will lead to improvements in Tier 1 literacy instruction for all students, but in particular our Hispanic students, our Students w/ Disabilities and our dually identified Hispanic students with disabilities who are struggling to make the same gains as their peers.		
Lead Person	Meghan Brennan		
Team Members	Katy Knotts, Justine Barnes, Mikayla Rowe, Jenn Gray		

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 professional learning within CLTs and during School Planning Days on explicit multisyllabic decoding (syllable types, morphology, and word analysis), with intentional emphasis on instructional practices that support students with disabilities. The reading team will develop a year-long professional development plan focused on explicit multisyllabic word decoding, with intentional alignment to instructional practices that support students with disabilities.	Reading Specialist	Year 1: February-April 2026	CLT Grade Level Agendas and Notes Walk-through Observational Data at mid-year (February 1) focused on Phonics instruction (K-2) will help guide next steps until we see consistent implementation of explicit instruction meeting minimum standards. Action Plans will be reviewed quarterly in our Literacy Team meetings	Completion of PD plan by teachers/teams Increase in PCA data across grade levels.	Professional learning resources (LETRS-aligned) Assigned PD days outside our regular PD model to provide additional support for new staff and returning staff needs.	Title I Budget
Use the CLT to	Reading	Year 1:	CLT Grade Level	The reading team	Decodable texts	n/a

implement a consistent, research-based decoding routine aligned to the Science of Reading, with intentional emphasis on ensuring access and support for students with disabilities.	Specialist	Feb.-Apr. 2026	Agendas and Notes Action Plans will be reviewed quarterly in our Literacy Team meetings	will collaborate with region literacy support personnel to research and select a research-based decoding routine aligned to the Science of Reading to teach grade-level teams.	and multisyllabic word lists	
Identify students w/ disabilities for extended learning during the summer session (SOAR) in Literacy/Math	Instructional Coach	Year 1: May - July	Coordination of SOAR program in early May; List of identified students to invite	Students attending daily SOAR program and making gains toward Literacy/Math goals	Staffing, Supplies	TSI Grant
Use the CLT cycle to provide professional learning around explicit multisyllabic word instruction in Tier 1 and small-group settings, with a focus on increasing access and instructional consistency for students with disabilities.	Reading Specialist	Year 1 into Year 2: May-June, 2026 and Aug.-Dec. 2026	Walk-through evidence of explicit decoding instruction at mid-year (February 1) Action Plans will be reviewed quarterly in our Literacy Team meetings	100% of Grades 3–6 classrooms will implement decoding routines within their Tier 1 instruction and support that work within Tier 2 small groups.	Coaching support at the school level by reading team and instructional coaches	Operating Budget/ General Staffing and Title I budget to supplement staffing needs
Apply coaching cycles to support teachers in embedding daily application of decoding strategies within grade-level texts,	Reading Specialist	Year 2: Aug.- Sept. 2026	Teacher implementation checklists Walk-through data showing	Increased percentage of students demonstrating decoding growth.	Decoding and morphology intervention programs (UFLI, Orton-Gillingham, SPIRE, REWARDS)	Regular operating budget supplemented by Title I to fund Reading Resource staffing

with intentional focus on improving access and outcomes for students with disabilities..			differentiation and scaffolding Action Plans will be reviewed quarterly in our Literacy Team meetings		Supplemental/Replacement Materials	
Identify students needing additional decoding support using data and implement targeted small-group decoding interventions.	Reading Specialist	Year 2: Oct. 2026- May 2027	Quarterly decoding progress monitoring Small-group instructional plans Action Plans will be reviewed quarterly in our Literacy Team meetings	Decrease in students requiring intensive Tier 3 decoding intervention.	Progress monitoring tools (DIBELS, VALLSS Progress Monitoring, Oral Reading Fluency measures). Reading Resource staff to run additional groups at each grade level w/ reduced group sizes	Instructional resources provided centrally and staffing coming from the regular operating budget and Title I budget
Apply coaching cycles to support teachers in integrating multisyllabic decoding with vocabulary and comprehension instruction, with an intentional focus on improving access and outcomes for students with disabilities.	Reading Specialist	Year 2 and Year 3: ongoing	Longitudinal decoding and i-Ready Reading data Cohort and subgroup trend analysis	Sustained growth in decoding and reading comprehension. Reduced cohort dips and subgroup achievement gaps.	Vertically aligned pacing guides that support research-based instructional practices	Regular operating budget supplemented by Title I to fund Reading Resource staffing
Apply coaching cycles to help teachers embed comprehension routines into Tier 1 literacy instruction using grade-level texts	Reading Specialist	Year 1 and Year 2: Feb. 2026- June 2027	Walk-through data and lesson plans showing comprehension routines aligned to research-based	100% of Grades 3–6 classrooms implementing agreed-upon routines and increased student engagement	Professional learning resources that are research-based to include LETRS based routines and routines embedded within the	Regular operating budget supplemented by Title I to fund Reading Resource staffing

and ensure explicit modeling and guided practice for all students.			practices	in text discussion and explanation of thinking.	Benchmark Core Curriculum used in Fairfax County.	
Provide school- and team-level professional development to support the integration of consistent comprehension routines across content areas (science and social studies), with an intentional focus on improving access and outcomes for students with disabilities.	Reading Specialist	Year 2: School year 2026-2027	Teacher lesson plans. Walkthrough data focused on comprehension routine "look-fors".	Increased percentage of students demonstrating comprehension growth.	Graphic organizers and discussion protocols.	n/a
Use formative data to identify students needing additional support and provide targeted small-group instruction focused on inference, summarizing, and use of text evidence.	Reading Specialist	Year 2 and Year 3: School years 2026-2027 and 2027-2028	Unit assessment data dialogues. Small-group lesson plans.	Improved unit assessment and constructed-response performance and reduced subgroup performance gaps	Small-group comprehension materials sourced from Benchmark Universe and LEXIA curriculum resources.	Centrally provided

Multi-Year School Support Plan	
3-Year Goal Statement	By Spring of 2028, the percentage of total SPSF mastery points awarded within the students with disabilities subgroup in grades 3-6 as measured by performance on the math SOL will increase from 51.92% to 66.92%. By Spring of 2028, the percentage of total SPSF mastery points awarded within the Hispanic subgroup in grades 3-6 as measured by performance on the Math SOL will increase from 72.23% to 87.23%.
School Performance and	Math Mastery ▾

Support Framework Alignment			
Measurable Objectives *Define objectives that support accomplishing the goal.*	Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3
	By Spring 2026, the percentage of total SPSF mastery points awarded within the students with disabilities subgroup in grades 3-6 as measured by performance on the math SOL will increase from 51.92% to 56.92%. By Spring of 2026, the percentage of total SPSF mastery points awarded within the Hispanic subgroup in grades 3-6 as measured by performance on the Math SOL will increase from 72.23% to 77.23%.	By Spring 2027, the percentage of total SPSF mastery points awarded within the students with disabilities subgroup in grades 3-6 as measured by performance on the math SOL will increase from 51.92% to 61.92%. By Spring of 2027, the percentage of total SPSF mastery points awarded within the Hispanic subgroup in grades 3-6 as measured by performance on the Math SOL will increase from 72.23% to 82.23%.	By Spring 2028, the percentage of total SPSF mastery points awarded within the students with disabilities subgroup in grades 3-6 as measured by performance on the math SOL will increase from 51.92% to 66.92%. By Spring of 2028, the percentage of total SPSF mastery points awarded within the Hispanic subgroup in grades 3-6 as measured by performance on the Math SOL will increase from 72.23% to 87.23%.
Evidence-Based Strategy	• Representations: Use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures. (Tier 1) • Word Problems: Provide deliberate instruction on word problems to deepen students' mathematical understanding and support their capacity to apply mathematical ideas. (Tier 1)		
Intended Outcomes	**1. Implementing the C-R-A Framework (Concrete-Representational-Abstract)** To deepen conceptual understanding, we will mandate and support the systematic use of the **Concrete-Representational-Abstract (C-R-A)** sequence across all grade levels. • **The Strategy:** Teachers will increase the frequency of **concrete** (hands-on manipulatives like base-ten blocks, counters, and Rekenreks) and **semi-concrete/representational** (drawings, tallies, number lines) learning before moving students to abstract algorithms.		

	• **The Impact:** This scaffolding is critical for students struggling with number sense and quantities. By physically manipulating materials, students build the mental models necessary to understand why an algorithm works, rather than simply memorizing a procedure. This is particularly vital for our younger grades (1-2) to prevent gaps in foundational numeracy. Increasing the use of concrete-representational and abstract manipulatives will increase students' performance on unit assessments. Our focus in this area will lead to improvements in Tier 1 math instruction for all students, but in particular our Students with Disabilities and our Hispanic students who are struggling to make the same gains as their peers. The use of such manipulatives will support our Hispanic and Special Education subgroups by offering a kinesthetic learning approach that can help students conceptualize their learning when they may have significant language gaps. **2. Schema-Based Instruction for Word Problems** Data indicates that students consistently struggle to select the appropriate operation (addition, subtraction, multiplication, division) when presented with word problems. To address this, we will shift focus from keyword memorization to **Schema-Based Instruction**. • **The Strategy:** We will explicitly teach the underlying structure of different problem types, including **Join, Separate, Part-Part-Whole, and Compare** problems. • **The Impact:** By recognizing the "type" of problem (e.g., "This is a comparison problem where I need to find the difference"), students can move past guessing and confidently select the correct operation. This approach equips students with a repeatable toolkit for deconstructing complex narratives into solvable mathematical equations. Teaching the different problem types will increase students' performance on word problems within unit assessments. Our focus in this area will lead to improvements in Tier 1 math instruction for all students, but in particular our Students with Disabilities and our Hispanic students who are struggling to make the same gains as their peers. The use of a streamlined and accessible process for approaching multi-step math problems will support our Hispanic and Special Education subgroups. This approach can maintain the necessary alignment in our staff and will lead to students conceptualizing their learning when they may have significant language gaps.
Lead Person	Lili Jackson
Team Members	Lili Jackson, Mikayla Rowe, Lisa Buck, Tiffanie Wu, Paul Basdekis

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 professional development during CLTs and Staff Development days around how to use concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures. Continue training primary grade teachers (k-2) and special education primary teachers in AddVantage Math Recovery (now called Integrow Solutions) to support proper use of concrete and semi-concrete representations that have been researched to be effective tools to support learning.	Elementary Math Resource Specialist	Year 1: Ongoing, through June, 2026, year 2 and 3	CLT PDSA cycles Observational walkthrough data collected in October, 2026, January 2027 and April 2027	Consistently applying the Concrete-Representational-Abstract (CRA) framework will become evident as measured by classroom walk-through data.	We will need to purchase additional manipulatives and bookcases to ensure that all special education classrooms have all manipulatives needed for the year.	Title I Budget

Require special education teachers to regularly attend Math CLT PDSA cycles to improve understanding of how to use concrete and semi concrete representations in a meaningful way.						
During CLT PDSA cycles we will provide professional development to classroom teachers and special education teachers around the different word problem types, such as "result quantity unknown", "change quantity unknown". During Staff Development days we will plan meaningful practice around teaching solution methods for for solving each problem type	Elementary Math Resource Specialist	Year 2 and 3	Observational walkthrough data collected in October, 2026, January 2027 and April 2027 During data dialogues in CLT meetings conducted after unit assessments we will look at students' success on the word problems to see how to adjust instruction moving forward in the next math unit. Conduct observations of special education and general education teachers co-planning sessions to ensure proper planning is being given to teaching this new structure.	Consistently applying the Schema-Based Instruction for word problems framework will become evident as measured by classroom walk-through data.	N/A	Title I Budget

Identify students w/ disabilities for extended learning during the summer session (SOAR) in Literacy/Math	Instructional Coach	Year 1: May - July	Coordination of SOAR program in early May; List of identified students to invite	Students attending daily SOAR program and making gains toward Literacy/Math goals	Staffing, Supplies	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	Coates Elementary School
Principal Name	Paul Basdekis
Principal Email	PDBasdekis@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.

Paul Basdekis		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 Reed		2/10/26
Division Superintendent Name	Division Superintendent Signature	Date Approved

Date Reviewed/Approved

per School Board Minutes

London Towne 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	London Towne Elementary School
Grades Served	PK- 6
Principal Name	Shele Banford
Principal Email	sabanford@fcps.edu
Division Multi-Year School Support Plan Lead Name and Title	Stephanie Jerauld Executive Director, Office of School Support
Division Multi-Year School Support Plan Lead Email	sajerauld@fcps.edu

Stakeholder Engagement				
Stakeholder Representation	Name	Email	Organization, Department, or Office	Title
Principal	Shele Banford	sabanford@fcps.edu	London Towne Elementary	Principal
Assistant Principal	Lucy Zamora	lkzamora@fcps.edu	London Towne ES	Assistant Principal
Special Education	Stacey LaFountain	slafountain@fcps.edu	London Towne ES	Special Education

Department Chair				Department Chair
Reading Specialist	Marie Parker	emparrker@fcps.edu	London Towne ES	Reading Specialist
Instructional Coach	Darby Brasseur	dkbrasseur@fcps.edu	London Towne ES	Instructional Coach
Faith Partners	Wendy Crawford Lucille Marciano	wcrawford@gracecov.org lucille@cpceco.org	Grace Covenant Church Centreville Presbyterian Church	Church Outreach
Westfield Mentors Program (External)	Vanessa Hunter	vjhunter@fcps.edu	Westfield High School	Director of Student Services

Multi-Year School Support Plan *Write your support plans based on at least 2 goal statements from your School Needs Assessment.*			
3-Year Goal Statement	By Spring 2028, the Reading performance indicator percentage for Students with Disabilities will increase from 68.61% to 78%, as measured by the Spring 2028 Reading SOL test.		
School Performance and Support Framework Alignment	Reading Mastery		
Measurable Objectives *Define objectives that support accomplishing the goal.*	Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3
	Increase the SWD Reading performance indicator from 68.61% to 71.5% (a 2.89% gain), as measured by the Spring 2026 Reading SOL test.	Increase the SWD Reading performance indicator from 71.5% to 74.5% (a 3.0% gain), as measured by the Spring 2027 Reading SOL test.	Increase the SWD Reading performance indicator from 74.5% to 78.0% (a 3.5% gain) as measured by the Spring 2028 Reading SOL test.

Evidence-Based Strategy	EBI: Teach students to decode words, analyze word parts, and write and recognize words (grades K-3) Tier 1 Teach students to decode words, analyze word parts, and write and recognize words."Once students know a few consonants and vowels, they can begin to apply their letter–sound knowledge to decode and read words in isolation or in connected text.3 Students also need to learn how to break down and read complex words by segmenting the words into pronounceable word parts. To do this, students must understand morphology, or the knowledge of meaningful word parts in the language. Learning to recognize letter patterns and word parts, and understanding that sounds relate to letters in predictable and unpredictable ways,will help students decode and read increasingly. Teaching students to decode words, analyze word parts, and write and recognize words is foundational to developing strong, independent readers. Once students know a few consonants and vowels, they can begin to apply letter–sound knowledge to decode and read words in isolation and within connected text. This early decoding ability allows students to shift their cognitive energy from figuring out individual letters to focusing on meaning, fluency, and comprehension. As texts become more complex in upper elementary and beyond, students must also learn to read multisyllabic and morphologically complex words. Explicit instruction in breaking words into pronounceable parts—such as syllables, prefixes, suffixes, and roots—supports students in accurately decoding unfamiliar words. Developing morphological awareness helps students recognize meaningful word parts, enabling them to unlock the meaning and pronunciation of new vocabulary across content areas. Learning to recognize letter patterns and word parts, and understanding that sounds relate to letters in both predictable and less predictable ways, strengthens students' orthographic knowledge and automatic word recognition. This leads to improved reading accuracy, fluency, and confidence. As students become more efficient decoders, they are better able to access grade-level texts, engage in rigorous academic discussions, and demonstrate deeper comprehension. It will also help them to read with greater fluency, accuracy, and comprehension.As word recognition becomes easier, students can focus more on word meaning when they		

	read, ultimately supporting reading comprehension." EBI: Build students' decoding skills so they can read complex multisyllabic words (grades 4-6) Tier: 1 Needs assessment data indicate that a significant number of students experience difficulty decoding complex, multisyllabic words, which limits their ability to access grade-level texts across content areas. This challenge is evident in classroom assessments, progress monitoring data, and student performance on reading tasks that require accuracy, fluency, and comprehension of increasingly complex texts. Strengthening decoding instruction at Tier 1 is essential to ensure all students—particularly those receiving special education services—can successfully engage with rigorous instructional materials. The identified root causes highlight systemic barriers impacting instructional effectiveness. A capacity gap in co-teaching has resulted in inconsistent implementation of foundational reading practices within inclusive classrooms. Without a shared understanding of how to balance explicit decoding instruction with grade-level rigor, students do not consistently receive aligned, high-quality instruction during core reading blocks. Additionally, instructional efficacy and program integrity are impacted by limited opportunities for special education and general education teachers to collaboratively plan lessons that integrate evidence-based decoding strategies into Tier 1 instruction. The lack of protected collaborative planning time reduces teachers' ability to align instruction, use common language and routines, and monitor student progress collectively. Finally, time management challenges for special education teachers further constrain their ability to provide proactive support within Tier 1 settings, often shifting their role toward reactive intervention rather than preventative, core instruction support. As a result, foundational decoding skills are not always addressed early or consistently for students who need them most. By intentionally strengthening students' decoding skills—specifically their ability to read complex multisyllabic words—through evidence-based Tier 1 instruction, the school will address these root causes by improving co-teaching capacity, increasing instructional coherence, and ensuring all students have equitable access to rigorous, grade-level literacy instruction.

Intended Outcomes	Building students' ability to accurately decode complex multisyllabic words will directly improve reading proficiency and overall academic achievement across grade levels and content areas. As students progress into upper elementary and middle school, texts increasingly include discipline-specific and abstract vocabulary—such as *disorganization* and *equilibrium*—that are critical for understanding core concepts in English language arts, science, social studies, and mathematics. When students struggle to decode these words, their cognitive energy is diverted away from comprehension, limiting their ability to engage deeply with grade-level content. By explicitly preparing students to break apart and sound out multisyllabic words, students will demonstrate increased reading accuracy, fluency, and automaticity. These foundational skills enable students to access complex texts independently, resulting in improved comprehension and stronger performance on classroom assessments, benchmark measures, and state assessments. Improved decoding proficiency also reduces the need for repeated intervention, allowing students—particularly those with disabilities or learning gaps—to remain successfully engaged in Tier 1 instruction. As students gain confidence in decoding unfamiliar words, they are more likely to persist when reading challenging texts, apply strategies independently, and engage in academic discourse using precise vocabulary. Over time, this leads to measurable growth in reading achievement, increased mastery of grade-level standards, and improved outcomes across content areas that rely on text comprehension. Ultimately, strengthening multisyllabic word-reading skills equips students with the tools needed to meet the increased rigor of upper grades and supports long-term academic success.
Lead Person	Marie Parker
Team Members	Shele Banford, Stacey LaFountain, Lucy Zamora, Jordan Moore, Sarah Libeg

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

the specific, sequenced steps required to complete the activity.	*action step is complete?) Identify a single, accountability lead.*	*start and end dates for each action step, including any key milestones.*	*monitor progress?) Define key dates to review process, make adjustments, and confirm the work remains on track.*	*know if the action step is complete?) Define clear, observable indicators of completion.*	*the action step?)*	
Implementation of SPIRE and REWARDS with fidelity	Marie Parker	Start date: 1/20/26 Walk Throughs using fidelity checklist by teachers delivering program Monthly Coaching Visits Monthly after progress monitoring data	Progress Monitoring Dates: 2/6/26, 2/27/26 3/13/26 3/27/26 4/17/26 5/1/26 5/15/26 6/5/26	Students will increase their fluency score biweekly as recorded in MTSS SIS Students will make their reading goal as recorded in MTSS SIS in June.	Teacher Manual Student Manual	TSI Grant
Teacher Participation in grade-level summer planning days.	Shele Banford	Start Date: 6/22/26-7/30/26	6/22/26-7/30/26	Students will be meeting or exceeding VA Reading Plan goals.	Teacher Hourly Pay	TSI Grant
Additional staff members will receive AVID Training	Lucy Zamora	7/28/26-7/30/26	Fidelity Walk Throughs during the 2026-2027 school year	Use a "Cohesion Checklist" to verify that AVID/GLAD scaffolds are present in 85% of Tier 1 blocks.	Conference Registration: $699/participant	TSI Grant

Improve integrity of implementation of core curriculum: tailoring instruction to meet student needs aligned with evidence-based literacy instruction (ex. classroom walkthroughs, CT planning, coaching).	Marie Parker Darby Brasseur	February 2026 April 2026	FCPS Benchmark Implementation Walkthrough Tool	Create action plans from walkthrough data with teams	NA	NA

Multi-Year School Support Plan			
3-Year Goal Statement	By Spring 2028, the Math performance indicator for Students with Disabilities will increase from 68.54% to 75% as measured by the Spring 2028 Math SOL.		
School Performance and Support Framework Alignment	Math Mastery		
Measurable Objectives *Define objectives that support accomplishing the goal.*	Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3
	Increase the SWD Math performance indicator from 68.54% to 70.5% (a 1.96% gain) as measured by the Spring 2026 Math SOL.	Increase the SWD Math performance indicator from 70.5% to 72.5% (a 2.0% gain) as measured by the Spring 2027 Math SOL.	Increase the SWD Math performance indicator from 72.5% to 75.0% (a 2.5% gain) as measured by the Spring 2028 Math SOL.

Evidence-Based Strategy	EBI: Word Problems: Provide deliberate instruction on word problems to deepen students' mathematical understanding and support their capacity to apply mathematical ideas. Tier: 1 The needs assessment data indicate that students struggle during Tier 1 instruction to apply mathematical concepts in word problems, demonstrating gaps in conceptual understanding, problem representation, and strategic reasoning. These challenges are particularly evident for students with disabilities, who require explicit instruction and consistent access to grade-level tasks with appropriate scaffolds. As a result, students often rely on procedural approaches without understanding the underlying mathematical relationships. Providing deliberate, explicit instruction in word problems will directly address these gaps by strengthening students' ability to interpret problem contexts, identify relevant information, select appropriate strategies, and justify their reasoning with evidence. This approach supports deeper mathematical understanding while maintaining a balance between foundational skill development and rigorous, grade-level expectations. This strategy also addresses the capacity gap in co-teaching and instructional efficacy. Structured word-problem routines, shared planning templates, and common instructional practices will increase program integrity and coherence across classrooms. Additionally, embedding dedicated collaborative planning time will allow special education and general education teachers to co-design lessons, align scaffolds, and clarify roles, improving instructional consistency. Strengthening time-management practices for special education teachers will further ensure that targeted supports and small-group instruction are delivered as intended. Together, these actions build educator capacity, strengthen collaboration, and ensure that high-quality word-problem instruction is implemented with fidelity, leading to improved student outcomes in mathematical reasoning and application.
Intended Outcomes	When students learn to effectively solve word problems, they strengthen their ability to interpret mathematical situations, select appropriate strategies, and explain their reasoning. These skills move students beyond memorizing procedures toward developing a deeper conceptual understanding of mathematics. As a result, students are better able to transfer their knowledge across topics, leading to improved performance on

	classroom assessments, benchmarks, and state tests that emphasize problem solving and reasoning. Additionally, increased proficiency with word problems supports growth in critical thinking, perseverance, and mathematical communication. Students become more confident in approaching multi-step tasks, which reduces avoidance behaviors and increases engagement with rigorous grade-level content. This is especially impactful for students with disabilities, who benefit from explicit instruction and structured problem-solving routines that promote access and success. Over time, these outcomes contribute to stronger foundational skills, higher levels of mathematical reasoning, and improved readiness for advanced coursework. As students demonstrate greater accuracy and independence in solving real-world problems, overall achievement increases and achievement gaps are reduced.
Lead Person	Darby Brasseur
Team Members	Shele Banford, Stacey LaFountain, Lucy Zamora, Jordan Moore, Sarah Libeg

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?)*
Implementation of Cognitive Content Dictionary (GLAD Strategy) with fidelity	Darby Brasseur	10/2025-6/2026	Math Walk-Throughs on a quarterly basis	Evidence of CCD in every classroom.	NA	NA
Common Language for	Sarah Libeg	3/2026-6/2026	Math Walk-Throughs on	Evidence of Common	NA	NA

Attacking Word Problems			a quarterly basis	Language in every classroom.		
Increased usage of rich mathematical tasks	Lucy Zamora	2/2026- 6/2029	Teams will identify 3 math tasks to utilize per unit.	Teams will bring evidence of student work to CLTs to analyze and score.	NA	NA
Additional staff members will receive AVID Training	Lucy Zamora	7/28/26-7/30/26	Fidelity Walk Throughs during the 2026-2027 school year	Use a "Cohesion Checklist" to verify that AVID/GLAD scaffolds are present in 85% of Tier 1 blocks.	Conference Registration: $699/participant	TSI Grant
Teacher teams will systematically implement metacognition strategies, drawing upon UDL, GLAD, AVID, and POG methodologies, to strengthen students' abilities to break down and comprehend complex word problems, ensuring mastery	Darby Brausser	February 2026 to June 2026	Teams will incorporate agreed upon metacognition strategy in planning documents during Collaborative Learning TImes.	Teams will bring evidence of students use of strategy to Collaborative Learning TImes, analyze, and develop next steps for classes.	NA	NA

of essential problem-solving skills.						

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	London Towne Elementary
Principal Name	Shele Banford
Principal Email	sabanford@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.

Shirlene Banford	SaBanford	01/23/2026
Principal Name	Principal Signature	Date Approved
[illegible]	[illegible] GP	2/2/26
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

McNair 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	McNair Elementary School
Grades Served	PreK-2
Principal Name	Elizabeth Watson
Principal Email	evwatson@fcps.edu
Division Multi-Year School Support Plan Lead Name and Title	Stephanie Jerauld Executive Director, Office of School Support
Division Multi-Year School Support Plan LeadnEmail	sajerauld@fcps.edu

Stakeholder Engagement				
Stakeholder Representation	Name	Email	Organization, Department, or Office	Title
School Team	Elizabeth Watson	evwatson@fcps.edu	Administration	Principal
School Team	Sara Royer	smroyer@fcps.edu	Administration	Principal
School Team	Megan McDonald	memcdonald@fcps.edu	Special Education	Elementary Special Education Department

				Chair
School Team	Kelly Carper	kacarper@fcps.edu	Reading	Reading Specialist
School Team	Ashley Rose	ajrose2@fcps.edu	Technology	SBTS
Community	McNair PTA Executive Board	president@mcnairespta.org board@mcnairespta.org	McNair PTA	PTA Executive Board Members
Community	McNair PTA Community Meeting	president@mcnairespta.org board@mcnairespta.org	McNair PTA Members and Community Members	McNair PTA Monthly Meeting

Multi-Year School Support Plan *Write your support plans based on at least 2 goal statements from your School Needs Assessment.*			
3-Year Goal Statement	**Goal:** By Spring 2028, students with disabilities in grade K-2 will increase the student percentage meeting the spring VALLS benchmark by 15% going from 48.9% to 63.9% . *(At McNair Upper ES, for Grade 3, the SOL pass rate for Students With Disabilities for the 2024-2025 school year was 59%* in reading.)		
School Performance and Support Framework Alignment	Reading Mastery		
Measurable Objectives *Define objectives that support accomplishing the goal.*	Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3
	By Spring 2026, students with disabilities in grades K-2 will increase the student percentage meeting spring VALLSS benchmark by 5% going from 48.9% to 53.9%.	By Spring 2027, students with disabilities in grades K-2 will increase the student percentage meeting spring VALLSS benchmark by 5% going from 53.9% to 58.9%.	By Spring 2028, students with disabilities in grade K-2 will increase the student percentage meeting the spring VALLS benchmark by 5% going from 58.9% to 63.9%

Evidence-Based Strategy	**Evidence-Based Intervention Strategy:** Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. **Tier:** 3 **Rationale:** We will use universal screening and progress-monitoring data collected at the beginning and middle of the year to systematically identify students with disabilities who require targeted reading intervention and to form flexible, data-driven intervention groups. Through structured team data dialogues, staff will analyze student data to identify specific skill deficits and align instruction to individual needs and IEP goals. Based on this analysis, students will receive explicit, systematic instruction using Orton-Gillingham–aligned strategies in small groups, with instruction focused on targeted decoding skills. To reinforce learning beyond the intervention setting, students will participate in a take-home reading program that includes differentiated decodable texts matched to students' instructional levels and skill needs. Ongoing review of data will allow teams to adjust groupings, instructional focus, and materials to ensure interventions remain responsive, equitable, and effective in improving literacy outcomes for students with disabilities. **Evidence-Based Intervention Strategy:** Teach students to decode words, analyze word parts, and write and recognize words. **Tier**: 1 **Rationale**: Teachers of students with disabilities will implement explicit, systematic instruction to teach students to decode words, analyze word parts, and write and recognize words using evidence-based practices grounded in the Orton-Gillingham approach. Providing Orton-Gillingham training to teachers of SWDs ensures they have the knowledge and skills necessary to deliver structured, sequential, and multisensory instruction aligned to the needs of their students. High-quality decodable texts will be used during small-group instruction to give students with disabilities repeated opportunities to apply targeted decoding and word analysis skills in connected text. These same decodable texts will be sent home to reinforce instruction, support skill generalization, and promote family engagement in students' literacy development. To strengthen the home–school connection, a parent engagement event will be held to model how decodable texts are used in the classroom and to teach families simple, effective strategies for supporting decoding, phonics practice, and fluent reading at home. Caregivers will receive hands-on practice with the materials and guidance on how to provide meaningful support without guessing or over-prompting.

	By aligning professional learning, instructional materials, and family support, teachers of SWDs are able to provide consistent, intensive, and responsive foundational skills instruction. This evidence-based approach increases equitable access to effective reading instruction and supports improved literacy outcomes for students with disabilities.
Intended Outcomes	The intended outcomes of this approach are improved foundational reading skills and increased literacy achievement for students with disabilities through consistent, data-driven, and evidence-based instruction. By using screening data to identify targeted needs, providing teachers with Orton-Gillingham training, and implementing explicit, systematic, and multisensory instruction with high-quality decodable texts, students will strengthen their decoding, word analysis, and word recognition skills in both instructional and home settings. The aligned use of differentiated decodable texts during small-group instruction and at home, combined with intentional family engagement and caregiver training, supports skill generalization, increases practice opportunities, and reinforces the home–school connection. Collectively, these outcomes ensure equitable access to effective reading instruction, increase instructional coherence across settings, and lead to sustained improvements in reading proficiency for students with disabilities.
Lead Person	Elizabeth Watson, Principal
Team Members	Elizabeth Watson (Principal), Sara Royer (Assistant Principal), Ipsa Stringer (Assistant Principal), Kelly Carper (Reading Specialist), Megan McDonald (Special Education Department Chair), Kaitlin Burg (Advanced Academics Resource Teacher), Maggie Wallis (Lead ESOL Teacher),Caitlyn Reilly (Instructional Coach), and McNair Elementary School Instructional Staff.

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?)*

Orton Gillingham Training for Teachers of students with disabilities	Kelly Carper, Reading Specialist	The training is over the course of 5 days and will be followed by immediate implementation for those trained.	Progress checks will be done weekly or biweekly as dictated by the program pacing to implement with fidelity.	Key indicators include mastering concepts through continuous review, diagnostic assessment of specific skills, increased automaticity in word recognition, and applying learned skills independently.	OG Kits/Materials and Teacher hourly training pay	School Improvement Grant Funds
Decodeable Texts Kits for Instruction and Family Engagement	Kelly Carper, Reading Specialist	Teachers will use books daily in instruction and send home with targeted students.	The implementation of this will take place as soon as materials are received.	Increased reading proficiency and stronger home/school connection with families being able to support reading progress at home. We will measure through attendance at our parent engagement night and through a parent engagement survey.	Decodable book sets	School Improvement Grant

Multi-Year School Support Plan			
3-Year Goal Statement	By Spring 2028 McNair K-2 students with disabilities will increase the student percentage meeting the spring math screener benchmark by 15% going from 30.8% to 45.8% for kindergarten as measured by the EMAS math screener, for the first grade math screener (MAP) going from 26.1% to 41.1%, and for the second grade math screener (MAP) going from 36.4% to 51.4%.		
School Performance and Support Framework Alignment	Math Mastery		
Measurable Objectives *Define objectives that support accomplishing the goal.*	Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3
	By Spring 2026, McNair K-2 students with disabilities will increase the student percentage meeting the spring math screener benchmark by 5%. For Kindergarten, students with disabilities will increase the student percentage meeting the spring math screener benchmark by 5% going from 30.8% to 35.8% as measured by the EMAS assessment. For First Grade, students with disabilities will increase the student percentage meeting the spring math screener benchmark	By Spring 2027, McNair K-2 students with disabilities will increase the student percentage meeting the spring math screener benchmark by 5%. For Kindergarten, students with disabilities will increase the student percentage meeting the spring math screener benchmark by 5% going from 35.8% to 40.8% as measured by the EMAS assessment. For First Grade, students with disabilities will increase the student percentage meeting the spring math screener benchmark	By Spring 2028, McNair K-2 students with disabilities will increase the student percentage meeting the spring math screener benchmark by 5%. For Kindergarten, students with disabilities will increase the student percentage meeting the spring math screener benchmark by 5% going from 40.8% to 45.8% as measured by the EMAS assessment. For First Grade, students with disabilities will increase the student percentage meeting the spring math screener benchmark by 5% going from 36.1% to 41.1% as measured by the

	by 5% going from 26.1% to 31.1% as measured by the MAP assessment. For Second Grade, students with disabilities will increase the student percentage meeting the spring math screener benchmark by 5% going from 36.4% to 41.4% as measured by the MAP assessment.	by 5% going from 31.1% to 36.1% as measured by the MAP assessment. For Second Grade, students with disabilities will increase the student percentage meeting the spring math screener benchmark by 5% going from 41.4% to 46.4% as measured by the MAP assessment.	MAP assessment. For Second Grade, students with disabilities will increase the student percentage meeting the spring math screener benchmark by 5% going from 46.4% to 51.4% as measured by the MAP assessment.
Evidence-Based Strategy	**Evidence-Based Intervention Strategy**: Representations: Use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures. **Tier**: 1 **Rationale**: For a K–2 school, students with disabilities benefit most from mathematics instruction that is developmentally appropriate, visual, and hands-on. Young children construct understanding through active exploration, and this is especially critical for learners with disabilities who may have language, working memory, or executive-functioning challenges. The use of concrete and semi-concrete representations provides a bridge between real-world experiences and abstract mathematical thinking, allowing students to build deep and lasting number sense. To strengthen learning beyond the classroom, students will receive take-home manipulative kits that mirror the tools used in school. This ensures continuity between school and home and allows families to support their child's learning in familiar and effective ways. When families use the same representations teachers use, students experience less confusion, stronger skill reinforcement, and greater confidence. A family engagement event will be held to introduce caregivers to these materials and demonstrate simple, developmentally appropriate strategies for using manipulatives to support counting, addition, subtraction, and number sense at home. Families will participate in hands-on activities, receive guided practice, and leave with clear, practical ways to help their children succeed in math.		

	By embedding consistent, concrete, and visual representations across classrooms and extending their use into the home, this initiative creates predictable learning routines, reduces barriers to understanding, and promotes equity and inclusion. This approach strengthens access to grade-level content, deepens family-school partnerships, and improves math outcomes for students with disabilities in K–2.
Intended Outcomes	As a result of implementing universal screening, data-driven Tier 3 interventions, and consistent use of concrete and semi-concrete math representations supported by family engagement, students with disabilities in K–2 will demonstrate improved number sense, computational fluency, and problem-solving skills aligned to their IEP goals. The use of manipulatives in small-group instruction and at home will strengthen conceptual understanding, promote generalization of skills across settings, and increase student confidence and engagement in mathematics. Collectively, these practices will lead to stronger intervention outcomes, reduced learning gaps, and improved overall mathematics achievement for students with disabilities. The Math Kits will also support student progress by and increase in scores by 15% over three years on the EMAS and MAP math screeners for students with disabilities in grades K-2.
Lead Person	Elizabeth Watson, Principal
Team Members	Elizabeth Watson (Principal), Sara Royer (Assistant Principal), Ipsa Stringer (Assistant Principal), Kelly Carper (Reading Specialist), Megan McDonald (Special Education Department Chair), Kaitlin Burg (Advanced Academics Resource Teacher), Maggie Wallis (Lead ESOL Teacher), Catherine Mobley (Math Resource Teacher), Caitlyn Reilly (Instructional Coach), and McNair Elementary School Instructional Staff.

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?)*
Take Home Family Math Materials	Megan McDonald, Special Education	The implementation of this will take	We will conduct parent surveys and student	Parents indicate high levels of engagement	Math take home kits that will be sent home with students	School Improvement Grant Funds

	Department Chair	place as soon as materials are received.	progress through EMAS and MAP data.	through the family engagement survey for Take Home Family Math Materials. The school team will also analyze student overall progress as measured through EMAS/MAP and other assessments as identified on the student's IEP .		

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	McNair Elementary School
Principal Name	Elizabeth Watson
Principal Email	evwatson@fcps.edu
School Performance Category	Off Track
School Federal Designation	Targeted Support and Improvement

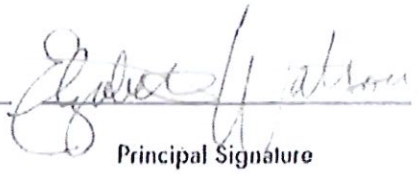
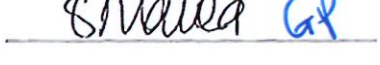
For **Comprehensive Support and Improvement** Schools, the Multi-year School Support Plan must be written by the school division for the school and include four evidence-based Interventions. The proposed plan must be approved by the principal and division, reviewed by the local school board, and submitted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

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

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

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

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

Elizabeth Watson		January 26, 2026
Principal Name	Principal Signature	Date Approved
Stephanie Jerauld		1/21/2026
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

McNair Upper 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	McNair Upper Elementary School
Grades Served	3-6
Principal Name	Melissa Goddin
Principal Email	MMGoddin@fcps.edu
Division Multi-Year School Support Plan Lead Name and Title	Stephanie Jerauld Executive Director, Office of School Support
Division Multi-Year School Support Plan Lead Email	sajerauld@fcps.edu

Stakeholder Engagement				
Stakeholder Representation	Name	Email	Organization, Department, or Office	Title
Administrator	Melissa Goddin	MMGoddin@fcps.edu	McNair Upper Elementary School	Principal
Administrator	Cliff Credle	cmcredle@fcps.edu	McNair Upper Elementary School	Assistant Principal

McNair Upper 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	McNair Upper Elementary School
Grades Served	3-6
Principal Name	Melissa Goddin
Principal Email	MMGoddin@fcps.edu
Division Multi-Year School Support Plan Lead Name and Title	Stephanie Jerauld Executive Director, Office of School Support
Division Multi-Year School Support Plan Lead Email	sajerauld@fcps.edu

Stakeholder Engagement				
Stakeholder Representation	Name	Email	Organization, Department, or Office	Title
Administrator	Melissa Goddin	MMGoddin@fcps.edu	McNair Upper Elementary School	Principal
Administrator	Cliff Credle	cmcredle@fcps.edu	McNair Upper Elementary School	Assistant Principal

Instructional Team	Karen Harris	kmharris2@fcps.edu	McNair Upper Elementary School	Reading Specialist
Instructional Team	Bari Dooley	bldooley@fcps.edu	McNair Upper Elementary School	Special Education Lead Teacher
Instructional Team	Rachel Anzengruber	rlanzengrube@fcps.edu	McNair Upper Elementary School	EMRT
Instructional Team	Mallory Janofsky	mljanofsky@fcps.edu	McNair Upper Elementary School	AART
Instructional Team	Will Matthews	wpmatthews@cps.edu	McNair Upper Elementary School	SBTS
PTA Executive Board	Lorelei Cheung	presidentmcnairpta@gmail.com	McNair Upper Elementary School	McNair Elementary PTA President

Multi-Year School Support Plan *Write your support plans based on at least 2 goal statements from your School Needs Assessment.*			
3-Year Goal Statement	By Spring 2028, students with disabilities will improve from 66.93% pass rate to at least 75% on their grade level Reading SOL assessment.		
School Performance and Support Framework Alignment	Reading Mastery		
Measurable Objectives *Define objectives that support accomplishing the goal.*	Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3

	By spring 2026, students with disabilities in grades 3-6 will increase their reading SOL pass rate from 66.93% to 70%.	By spring 2027, students with disabilities in grades 3-6 will increase their reading SOL pass rate from 70% to 75%.	By spring 2028, students with disabilities in grades 3-6 will either maintain or exceed a minimum of a 75% SOL pass rate on their Reading SOL.
Evidence-Based Strategy	Tier 1: Build students' decoding skills so they can read complex multisyllabic words According to our FAll 2025 VALLSS data, most of our students with disabilities have deficits in the area of decoding in that they have difficulty identifying letters and letter sounds; and blending sounds together to read words. As a result, this greatly impacts their ability to access grade level text across all content areas and show proficiency on both formative and summative assessments. It is difficult to teach children how to comprehend and make meaning of a text when they cannot read the words presented to them. Tier 3: 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 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	Students with disabilities will be able to master decoding skills to support their ability to read and comprehend grade level texts.		
Lead Person	Karen Harris, Reading Specialist		

Team Members	Melissa Goddin, Cliff Credle, Rachel Anzengruber, Mallory Janofsky, Bari Dooley, and Will Matthews

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?)*
Daily Implementation of targeted tier three programs (SPIRE, Rewards, BrainSpring OG) with fidelity during grade level intervention blocks	Bari Dooley, Special Education Lead Teacher Karen Harris, Reading Specialist	Start Date: February 2, 2026 End Date: Friday, June 12, 2026	Every Friday- weekly check-ins to monitor student progress	Instructional staff will provide weekly data (including student attendance records) on their designated spreadsheet that is housed in our Intervention Folder on our school's Google Drive	The purchase of any additional curriculum, if needed, as well as pay for teachers to attend training, if needed.	Grant funding
Monthly progress monitoring meetings with instructional staff students with	Bari Dooley, Special Education Lead Teacher Karen Harris, Reading	Start Date: February 2, 2026 End Date: Friday, June 12, 2026	Once every month from February 2026 to June 2026	Instructional staff can speak to student progress and provide student work	Substitute coverage for staff to attend these monthly meetings.	Grant funding

Special Education needs	Specialist			samples A notetaking sheet will be maintained to identify what was discussed and next steps to consider.		
Classroom (nd tier one) Intervention group walkthroughs with timely feedback provided to staff	Bari Dooley, Special Education Lead Teacher Karen Harris, Reading Specialist	Start Date: February 2, 2026 End Date: Friday, June 12, 2026	Once every month from February 2026 to June 2026 with feedback provided to teachers with 48 hours	Feedback will be provided to instructional staff with "look fors" identified for the next walkthrough cycle.	No funding is required.	No funding is required.
Summer Learning Program	Melissa Goddin, Principal Karen Harris, Reading Specialist	July 2026	Exit tickets or mini assessments administered daily to monitor student progress and prepare for the next instructional day Students (60 total) invited to participate will be given a pre and post test to	Instructional staff will provide daily data (including student attendance records) on their designated spreadsheet that is housed in our Intervention Folder on our school's Google Drive	Pay instructional staff to teach a three-week summer program to support students in maintaining reading mastery. Pay for a pre and post summer program planning days for summer staff.	Grant funding

			pinpoint targeted instruction.		Instructional supplies and manipulatives. Snacks and water bottles for students.	

Multi-Year School Support Plan			
3-Year Goal Statement	By Spring 2028, students with disabilities will improve from 65.32% pass rate to at least 75% on their grade level Math SOL assessment.		
School Performance and Support Framework Alignment	Math Mastery		
Measurable Objectives *Define objectives that support accomplishing the goal.*	Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3
	By spring 2026, students with disabilities in grades 3-6 will increase their math SOL pass rate from 65.32% to 70%.	By spring 2027, students with disabilities in grades 3-6 will increase their math SOL pass rate from 70% to 75%.	By spring 2028, students with disabilities in grades 3-6 will either maintain or exceed a minimum of a 75% SOL pass rate on their Math SOL.
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. According to the winter MAP data, 43.4% of Special Education students fall within the 1st and 20th percentile. 17% of Special Education students fall within the 21st to 40th percentile, 12.3% fall in the 41st to 60th percentile, 7.5% of students fall in the 61st to 80th percentile, and 18.9 of our Special Education students fall in the 81st to 99th percentile.		
Intended Outcomes	Students with disabilities will be able to use objects, pictures, and models to help them understand math problems and explain how they solved them.		

Lead Person	Rachel Anzengruber, Elementary Math Resource Teacher
Team Members	Melissa Goddin, Cliff Credle, Karen Harris, Mallory Janofsky, Bari Dooley, and Will Matthews

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?)*
Daily Implementation of targeted tier three programs (Connecting Math Concepts) with fidelity during grade level intervention blocks	Bari Dooley, Special Education Lead Teacher Rachel Anzengruber, Elementary Math Resource Title	Start Date: February 2, 2026 End Date: Friday, June 12, 2026	Every Friday- weekly check-ins to monitor student progress	Instructional staff will provide weekly data (including student attendance records) on their designated spreadsheet that is housed in our Intervention Folder on our school's Google Drive	The purchase of any additional curriculum, if needed, as well as pay for teachers to attend training, if needed.	Grant funding
Monthly progress monitoring meetings with instructional staff students with	Bari Dooley, Special Education Lead Teacher Rachel	Start Date: February 2, 2026 End Date: Friday, June 12, 2026	Once every month from February 2026 to June 2026	Instructional staff can speak to student progress and provide student work	Substitute coverage for staff to attend these monthly meetings.	Grant funding

Special Education needs	Anzengruber, Elementary Math Resource Teacher			samples A notetaking sheet will be maintained to identify what was discussed and next steps to consider.		
Classroom (tier one) and Intervention group walkthroughs with timely feedback provided to staff	Bari Dooley, Special Education Lead Teacher Rachel Anzengruber, Elementary Math Resource Teacher	Start Date: February 2, 2026 End Date: Friday, June 12, 2026	Once every month from February 2026 to June 2026 with feedback provided to teachers with 48 hours	Feedback will be provided to instructional staff with "look fors" identified for the next walkthrough cycle.	No funding is required.	No funding is required.
Summer Learning Program	Melissa Goddin, Principal Rachel Anzengruber, Elementary Math Resource Specialist	July 2026	Exit tickets or mini assessments administered daily to monitor student progress and prepare for the next instructional day Students invited to participate will be given a pre and post test to pinpoint targeted	Instructional staff will provide daily data (including student attendance records) on their designated spreadsheet that is housed in our Intervention Folder on our school's Google Drive	Pay instructional staff to teach a three-week summer program to support students in maintaining math mastery. Pay for a pre and post summer program planning days for summer staff.	Grant funding

			instruction.		Instructional supplies and manipulatives. Snacks and water bottles for students.	

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	McNair Upper Elementary School
Principal Name	Melissa Goddin
Principal Email	MMGoddin@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.

Melissa Goddin	Melissa Goddin	1/26/26
Principal Name	Principal Signature	Date Approved
Stephanie Jerald	SJerald SP	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

Shrevewood 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	Shrevewood Elementary School
Grades Served	PreK - 6
Principal Name	Katie Vandawalker
Principal Email	kmvandawalke@fcps.edu
Division Multi-Year School Support Plan Lead Name and Title	Stephanie Jerauld Executive Director, Office of School Support
Division Multi-Year School Support Plan Lead Email	sajerauld@fcps.edu

Stakeholder Engagement				
Stakeholder Representation	Name	Email	Organization, Department, or Office	Title
School Leadership	Katie Vandawalker	kmvandawalke@fcps.edu	Shrevewood ES	Principal
School Leadership	Dan Reichard	dnreichard@fcps.edu	Shrevewood ES	Assistant Principal
Instructional Leader	Christian Freeman	dnfreeman@fcps.edu	Shrevewood ES	Special Education Department Chair

Instructional Leader	McKenzie Senick	msenick@fcps.edu	Shrevewood ES	Reading Specialist
Instructional Leader	Kaylin Daniels	kldaniels@fcps.edu	Shrevewood ES	School-Based Technology Specialist and Math Lead
Community	PTA led by Beth Maynes	president@shrevewoodpta.org	PTA, Shrevewoood ES	Shrevewood President and Members

Multi-Year School Support Plan *Write your support plans based on at least 2 goal statements from your School Needs Assessment.*			
3-Year Goal Statement	By Spring 2028, students with disabilities will achieve a pass rate of 75% or higher on the Reading SOL.		
School Performance and Support Framework Alignment	Reading Mastery		
Measurable Objectives *Define objectives that support accomplishing the goal.*	Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3
	By June 2026, the pass rate for students with disabilities on the Reading SOL will increase from 68.75% to 70.75%.	By June 2027, the pass rate for students with disabilities on the Reading SOL will increase to 73.75%.	By June 2028, the pass rate for students with disabilities on the Reading SOL will increase to 75%.
Evidence-Based Strategy	Based on our findings from our school needs assessment, it was determined that our students with disabilities need additional instruction to build their decoding skills. These strategies will help to target those needs for this subgroup of students. Strategy: Build students' decoding skills so they can read complex multisyllabic words (What Works Clearinghouse, 2022) Tier: 1		

	Link: https://ies.ed.gov/ncee/WWC/PracticeGuide/29 Audience: Grades 4-9 General Education and Students with Disabilities Description: As students progress in school, words that appear in grade-level texts become more difficult to read. In early-elementary grades, texts often include monosyllabic words, such as bat and ball, as well as simpler multisyllabic words, such as outside and under. By upper elementary and middle school grades, texts include more complex multisyllabic words, such as disorganization and equilibrium. Many of these difficult multisyllabic words are essential for understanding the meaning of the texts. For that reason, adequate word-reading skills are essential for understanding the more complex texts that appear in these higher grade levels. The goal of this recommendation is to prepare students with the skills needed to break apart and accurately sound out multisyllabic words. Analysis of iReady growth data reveals a disparity between domains; while students are making significant gains in comprehension and vocabulary, phonics progress remains stagnant. Consequently, we have prioritized this strategy to close the foundational literacy gap. Strategy: Develop awareness of the segments of sounds in speech and how they link to letters (What Works Clearinghouse, 2022) Tier: 1 Link: https://ies.ed.gov/ncee/WWC/PracticeGuide/21 Audience: K-3 Description: Teaching students to recognize and manipulate the segments of sound in words and to link those sounds to letters is necessary to prepare them to read words and comprehend text.1 The ability to isolate sounds and then link those sounds to letters will help students read about 70 percent of regular monosyllabic words, such as fish, sun, and eat. 2 Teachers should begin the instruction described in this recommendation as soon as possible.
Intended Outcomes	Describe how student outcomes will improve as a result implementing the evidence-based strategy. Our intended outcomes include an increase in scores on the Reading SOL for our students with disabilities. This will show an increase in our SPSF scores for Mastery and Growth for our students with disabilities subgroup. Implementing multisyllabic decoding strategies will bridge the gap between students' high comprehension and low phonics scores by providing the structural tools necessary to access complex,

	grade-level academic texts. As a result, students will shift from guessing difficult words to accurately "chunking" them, leading to increased reading fluency and independent mastery of content-area vocabulary. Strengthening the link between speech segments and letter patterns will ensure K–3 students build the essential phonemic foundation required to decode 70% of regular monosyllabic words with automaticity. This mastery will accelerate orthographic mapping, reducing the need for intensive future interventions and ensuring students are prepared for the transition to complex reading in upper elementary grades.
Lead Person	McKenzie Senick, Reading Specialist
Team Members	Katie Vandawalker, Principal Dan Reichard, Assistant Principal McKenzie Senick, Reading Specialist Christian Freeman, Special Education Department Chair Kaylin Daniels, School Based Technology Specialist & Math Lead

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 one general education teacher in 4th, 5th, and 6th grade with Rewards Intermediate intervention	McKenzie Senick	February 11, 2026	MTSS team will support teachers in tracking REWARDS intervention and progress monitoring of reading progress	Attendance of teachers at REWARDS training. Implementation of REWARDS intervention in the classroom	Substitute funding. REWARDS registration cost. REWARDS materials cost.	Grant funds

training as well as Rewards Intermediate materials				resulting in an increase in reading scores of students.		
General education teachers (grades 4-6) will provide intervention using REWARDS.	McKenzie Senick	August 2026-June 2028 during the school year	Increase of reading mastery on IEP/ Reading Plan goals and language arts assessment scores.	Biweekly progress monitoring	NA	NA
Develop a year-long professional learning plan for all staff	Guiding Coalition and Resource Team	August 2025 - June 2026	Guiding Coalition Meetings Monthly Check-Ins Review the process quarterly during regularly scheduled SIIP reviews	Delivery and implementation of the professional learning plan Increase in student assessment results	NA	NA
Provide each special education teacher with half day of planning to review reading progress of students and inform instructional practices.	McKenzie Senick	February 2, 2026 - June 15, 2026 (special education teachers will have 2 scheduled, half day plannings)	Increase of reading mastery on IEP/ Reading Plan goals and language arts assessment scores.	Special education teachers will develop an action plan based on student reading progress to increase reading mastery.	Substitute funding	Grant and local school substitute funds.

		August 11, 2026 - June 17th, 2027 (Special education teachers will have 4 scheduled, half day plannings)				
Provide each special education teacher 60 minutes every other month of professional development around the evidence based strategy for their grade level.	McKenzie Senick	Monthly from February 2026 - June 2028.	Increase of reading mastery on IEP/ Reading Plan goals and language arts assessment scores. Increase in performance based on the intervention fidelity walkthrough tool.	Attendance of special education teachers at Professional Development.	Hourly funds for special education teachers in attendance and to pay staff who lead the PDs	Grant funds
Monthly observation walkthroughs and follow up during special education teacher's planning	McKenzie Senick	Monthly from February 2026 - June 2028.	Increase in performance based on the intervention fidelity walkthrough tool.	Special education teachers and reading specialists come up with next steps to increase performance based on intervention	NA	NA

				fidelity walkthrough tool.		
Literacy and Math Summer Bootcamp	Christian Freeman	July 7 - 30 (Tuesday - Thursday) from 9:00 am - 12:00 pm	Students would be progress monitored based on their proposed goal prior to the start of the bootcamp.	Students attend the program consistently and show growth or maintenance on beginning of year assessments and the SOL.	Hourly funds for teachers	Grant funds
Provide general education teachers short (15 minutes) professional development aligned to year -long professional learning plan for all staff during CLT	Christian Freeman	Bi-weekly February 2026 - June 2028	Increase of	Delivery and implementation of the professional learning plan Increase in student assessment results	NA	NA
Provide each general education teacher professional development around the evidence based strategy for their grade level	McKenzie Senick	Quarterly from February 2026 - June 2028.	Increase of reading mastery on IEP/ Reading Plan goals and language arts assessment scores. Increase in	Attendance of general education teachers at Professional Development	N/A	N/A

quarterly.			performance based on the intervention fidelity walkthrough tool.			
Sunrise Scholars Remediation Program (SOL Prep)	April Done	March - April 2026	Increase of pass rate on SOL assessments	Attendance	Hourly funds	Grant and local funds
Quarterly peer observation opportunities and instructional coaching cycles utilizing the literacy walkthrough checklist that allow teachers to observe model lessons, receive feedback, and reflect on their practice with the reading specialist.	McKenzie Senick	August 2025 - June 2026	Increase in percentage of students demonstrating progress on Benchmark Common Assessments.	Peer observations are completed and the walkthrough checklist is utilized.	N/A	N/A
Special education department summer planning day to review	Christian Freeman	August 2026	Agenda of meeting	Schedules are created prior to the start of teacher contracts	Hourly funds for teachers off contract in summer	Grant funds

data of students, create schedules and plan for the upcoming school year with a new caseload of students.						
Guiding Coalition to meet over the summer to make adjustments to SIIP based on end of year assessment data.	Katie Vandawalker	July 2026	Quarterly SIIP reflections	Gains in data related to SIIP goals	Hourly funds for teachers off contract in summer	**Grant funds**

Multi-Year School Support Plan

3-Year Goal Statement	By Spring 2028, students with disabilities will achieve a pass rate of 75% or higher on the Math SOL.		
School Performance and Support Framework Alignment	Math Mastery		
Measurable Objectives *Define objectives that support accomplishing the goal.*	Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3
	By June 2026, the pass rate for students with disabilities on the Math SOL will increase from 68.33% to 70.33%.	By June 2027, the pass rate for students with disabilities on the Math SOL will increase to 73.33%.	By June 2028, the pass rate for students with disabilities on the Math SOL will increase from -to 75%.
Evidence-Based Strategy	Based on our findings from our school needs assessment, we found the need to enhance our mathematical representations across all grade levels.		

	Strategy: Representations: Use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures. (What Works Clearinghouse, 2021) Tier: 1 Link: https://ies.ed.gov/ncee/WWC/PracticeGuide/26 Audience: K-6 Description: 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. Rationale: Mathematical concepts are often abstract and can be difficult for students to grasp through symbols and notation alone. By utilizing the Concrete-Representational-Abstract (CRA) sequence, teachers provide a "bridge" for the brain to move from physical manipulation to mental visualization. For students with disabilities or those struggling in Tier 1, this explicit scaffolding ensures that they understand the why behind a procedure, rather than just memorizing a series of steps.
Intended Outcomes	Our intended outcomes include an increase in scores on the Math SOL for our students with disabilities. This will show an increase in our SPSF scores for Mastery and Growth for our students with disabilities subgroup. Implementing a well-chosen set of concrete (physical) and semi-concrete (visual) representations will move students from rote memorization to deep conceptual understanding of mathematical procedures. As students explicitly connect these models to abstract notation, they will develop the mental flexibility to solve non-routine problems and communicate their mathematical reasoning with greater accuracy and confidence.
Lead Person	Kaylin Daniels, School Based Technology Specialist & Math Lead
Team Members	Katie Vandawalker, Principal Dan Reichard, Assistant Principal Kaylin Daniels, School Based Technology Specialist & Math Lead Christian Freeman, Special Education Department Chair

Action Step	Process Owner	Time Frame	Progress Checks	Measures of	Cost Elements	Funding Source

(What will be accomplished?) List the specific, sequenced steps required to complete the activity.	*(Who is responsible for ensuring the action step is complete?) Identify a single, accountability lead.*	*(How long will it take?) Identify the start and end dates for each action step, including any key milestones.*	*(How will the team monitor progress?) Define key dates to review the process, make adjustments, and confirm the work remains on track.*	**Success** *(How will the team know if the action step is complete?) Define clear, observable indicators of completion.*	*(What resources are needed to complete the action step?)*	*(Where will the money come from?)*
Develop a year-long professional learning plan for all staff on utilizing math programs (i.e. Ready Set Math and ST Math) for targeted intervention and small group instruction and on the Framework for Engaging & Student-Centered Mathematics Instruction focusing on Shift 8, "From looking at correct answers toward looking for students' thinking."	Guiding Coalition and Resource Team	August 2025 - June 2026	Guiding Coalition Meetings Monthly Check-Ins Review the process quarterly during regularly scheduled SIIP reviews	Delivery and implementation of the professional learning plan Increase in student assessment results	NA	NA

Literacy and Math Summer Bootcamp	Christian Freeman	July 6 - 31, 2026 (Tuesday - Thursday)	Students would be progress monitored based on their proposed goal prior to the start of the bootcamp.	Students attend the program consistently and show growth or maintenance on beginning of year assessments and the SOL.	Hourly funds for teachers	Grant and local funds
Sunrise Scholars Remediation Program (SOL Prep)	April Done	March - April 2026	Increase of pass rate on SOL assessments	Attendance	Hourly funds	Grant and local funds
Conduct quarterly learning walks focused on math instruction, with immediate, specific feedback and follow-up coaching.	Kaylin Daniels	August 2025 - June 2026	Increase in unit assessment scores and growth on MAP scores	Peer observations are completed and walkthrough checklist is utilized.	NA	NA
Provide each special education teacher with half day of planning to review reading progress of students and inform instructional practices.	Kaylin Daniels Christian Freeman	February 2, 2026 - June 15, 2026 (special education teachers will have 2 scheduled, half day plannings)	Increase of reading mastery on IEP/ Reading Plan goals and language arts assessment scores.	Special education teachers will develop an action plan based on student reading progress to increase reading mastery.	Substitute funding	Grant and local school substitute funds.

		August 11, 2026 - June 17th, 2027 (Special education teachers will have 4 scheduled, half day plannings)				
Provide each special education teacher 60 minutes every other month of professional development around the evidence based strategy for their grade level.	Kaylin Daniels Christian Freeman	Monthly from February 2026 - June 2028.	Increase of reading mastery on IEP/ Reading Plan goals and language arts assessment scores. Increase in performance based on the intervention fidelity walkthrough tool.	Attendance of special education teachers at Professional Development.	Hourly funds for special education teachers in attendance and to pay staff who lead the PDs	Grant funds
Monthly observation walkthroughs and follow up during special education teacher's planning	Kaylin Daniels Christian Freeman	Monthly from February 2026 - June 2028.	Increase in performance based on the intervention fidelity walkthrough tool.	Special education teachers and reading specialists come up with next steps to increase performance based on intervention	NA	N/A

				fidelity walkthrough tool.		
Provide general education teachers short (15 minutes) professional development aligned to year -long professional learning plan for all staff during CLT	Christian Freeman				N/A	N/A
Provide each general education teacher professional development around the evidence based strategy for their grade level quarterly.	Kaylin Daniels	Quarterly from February 2026 - June 2028.	Increase of reading mastery on IEP/ Reading Plan goals and language arts assessment scores. Increase in performance based on the intervention fidelity walkthrough tool.	Attendance of general education teachers at Professional Development	N/A	N/A
Quarterly peer observation opportunities and	Kaylin Daniels	August 2025 - June 2026	Increase in percentage of students	Peer observations are completed and the	N/A	N/A

instructional coaching cycles utilizing the math walkthrough checklist that allow teachers to observe model lessons, receive feedback, and reflect on their practice with the math lead.			demonstrating progress on Math Common Assessments.	walkthrough checklist is utilized.		
Special education department summer planning day to review data of students, create schedules and plan for the upcoming school year with a new caseload of students.	Christian Freeman	August 2026	Agenda of meeting	Schedules are created prior to the start of teacher contracts	Hourly funds for teachers off contract in summer	Grant funds
Guiding Coalition to meet over the summer to make adjustments to SIIP based on end of year assessment data.	Katie Vandawalker	July 2026	Quarterly SIIP reflections	Gains in data related to SIIP goals	Hourly funds for teachers off contract in summer	Grant funds

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	Shrevewood Elementary School
Principal Name	Katie Vandawalker
Principal Email	kmvandawalke@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 Vandawalker		1-24-26
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