Federally Identified Schools - Targeted Support and Improvement

Region 2:

- Bailey's Elementary School
- Bailey's Upper Elementary School
- Beech Tree Elementary School
- Glen Forest Elementary School
- Graham Road Elementary School
- Parklawn Elementary School
- Woodburn Elementary School

Bailey's 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	Bailey's Elementary School
Grades Served	PreK - 2
Principal Name	Satonya Dews
Principal Email	sldews@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 Administration	Satonya Dews	sldews@fcps.edu	Bailey's ES	Principal
School Administration	Keith Downing	kwdowning@fcps.edu	Bailey's ES	Assistant Principal
School Administration	Tracey Brown Rice	tcbrownrice@fcps.edu	Bailey's ES	Assistant Principal
School Administration	Christie Fuller	ckfuller@fcps.edu	Bailey's ES	Assistant Principal
Instructional Coach	Patti Smoyer	pasmoyer@fcps.edu	Bailey's ES	Instructional Coach

Math	Lindsay Sweetser	lasweetser@fcps.edu	Bailey's ES	Math Resource Teacher
ESOL	Noel Naylor	nanaylor@fcps.edu	Bailey's ES	ESOL Co-Lead
Literacy	Elizabeh Faherty	ejfaherty@fcps.edu	Bailey's ES	Reading Specialist
Special Education	Rebecca Moericke	ramoericke@fcps.edu	Bailey's ES	Special Ed. Dept. Chair
PTA	Paola Vasquez	president@baileyspta.org	Bailey's PTA	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, the percentage of students with disabilities in grades K-2 demonstrating low risk on VALLSS will increase by 30 percentage points from 36.9% to 66.9%.		
School Performance and Support Framework Alignment	Reading Mastery		
Measurable Objectives *Define objectives that support accomplishing the goal.*	Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3
	By Spring 2026, the percentage of students with disabilities in grades K-2 demonstrating low risk on VALLSS will increase by 10 percentage points from 36.9% to 46.9%.	By Spring 2027, the percentage of students with disabilities in grades K-2 demonstrating low risk on VALLSS will increase by 10 percentage points from 46.9% to 56.9%.	By Spring 2028, the percentage of students with disabilities in grades K-2 demonstrating low risk on VALLSS will increase by 10 percentage points from 56.9% to 66.9%.
Evidence-Based Strategies	1. ***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. 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. 2. ***Tier 2: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.*** *Reading connected text (multiple related sentences) poses different challenges than reading isolated words or phrases. Reading connected text accurately, fluently, and with appropriate phrasing and comprehension requires students to identify words quickly, integrate ideas in the text with their background knowledge, self-monitor their understanding, and apply strategies to support comprehension and repair misunderstandings. Having students read connected text daily, both with and without constructive feedback, facilitates the development of reading accuracy, fluency, and comprehension and should begin as soon as students can identify a few words.* These evidence-based strategies address the root causes of inconsistent access to high-quality Tier 1 instruction and gaps in inclusive instructional practices by providing our students with disabilities explicit, systematic instruction in decoding, word analysis, and word recognition, along with ensuring they have daily opportunities to read connected text. These practices will strengthen our core literacy instruction and ensure students with disabilities have consistent access to instruction that builds reading accuracy, fluency, and comprehension.
Intended Outcomes	*Students will be able to decode, read with fluency, and comprehend texts.*
Lead Person	*Satonya Dews*
Team Members	*Elizabeth Faherty, Mary Swanton, Carrie Cantillana, Patti Smoyer, Rebecca Moericke, Keith Downing & Satonya Dews*

Action Step *(What will be accomplished?) List the specific, sequenced steps required to complete the activity.*	**Process Owner** *(Who is responsible for ensuring the action step is complete?) Identify a single, accountability lead.*	**Time Frame** *(How long will it take?) Identify the start and end dates for each action step, including any key milestones.*	**Progress Checks** *(How will the team monitor progress?) Define key dates to review the process, make adjustments, and confirm the work remains on track.*	**Measures of Success** *(How will the team know if the action step is complete?) Define clear, observable indicators of completion.*	**Cost Elements** *(What resources are needed to complete the action step?)*	**Funding Source** *(Where will the money come from?)*
Implement an evidence based intervention for K-2 students who lack letter-sound knowledge or	Satonya Dews	**February–March 2026:** Student identification and planning	Monthly: Review progress monitoring data to assess student growth and intervention effectiveness.	Intervention schedules, lesson plans, and attendance logs document consistent implementation.	95 PAIR instructional materials and student resources	School Improvement Grant

struggle with decoding and recognizing words and word parts.		**April–August 2026:** Purchase materials and provide staff training **September 2026:** Begin intervention and collect baseline data **September 2026–June 2028:** Ongoing intervention and progress monitoring **June 2027 & June 2028:** End-of-year data review and evaluation of outcomes	Quarterly: Conduct team meetings to review fidelity of implementation, adjust groupings, and modify instructional supports as needed. Midyear: Analyze midyear data to determine whether students are responding to intervention and if changes are required. End of Year: Review final progress monitoring data to evaluate overall impact and inform future planning.	Staff training completion is documented. Baseline and ongoing progress monitoring data are collected for all participating students. Fidelity checks confirm the intervention is implemented as designed. End-of-year data demonstrate measurable improvement in early literacy skills for participating students.	SPIRE instructional materials & student resources Professional development	
Increase K-2 students' access to text to build their fluency and reading comprehension	Elizabeth Faherty	**February–March 2026:** Review data and inventory texts **April–June 2026:** Acquire texts and plan routines **Aug –Sept 2026:** Staff training **September 2026–May 2028:** Implement instruction **June 2027 & June 2028:** Review student outcomes and plan next steps	Monthly: Review fluency and comprehension progress monitoring data. Quarterly: Review grade level lesson plans, instructional schedules, and student work samples to confirm consistent access to text. Midyear: Analyze data to determine effectiveness and make adjustments to materials or instructional practices. End of Year: Evaluate overall impact on student fluency and comprehension	Staff implementation is documented through literacy walkthroughs Progress monitoring data show measurable improvement in reading fluency and text comprehension. End-of-year data confirm the action step has been implemented as planned.	Instructional texts (decodable, and comprehension-focused texts) Professional development and instructional coaching Staff time for planning, instruction, collaboration, and data review	School Funds
Support special education teachers with implementing literacy resources, scaffolds and supports that improve SWDs' access to	Rebecca Moericke	**Apr–May 2026:** Provide teacher training **Aug–Sept 2026:** Prepare materials and	Monthly: Review planning documents and instructional materials to ensure consistent use of	Observations and walkthroughs confirm special education teachers' use of scaffolded literacy instruction.	Professional development and coaching support Scheduled collaborative planning time	School Improvement Grant

Benchmark Advance curriculum		finalize scaffolds **Sept 2026–June 2027:** Implement scaffolds with coaching support **January 2027:** Midyear review and adjustments **Aug–Sept 2027:** Refresher training and new staff support **Sept 2027–June 2028:** Continued implementation **January 2028:** Midyear data review **June 2028:** End of year data review and planning	Benchmark based scaffolds. Quarterly: Conduct observations focused on scaffold implementation during literacy instruction. Midyear: Review student literacy data to assess the impact of scaffolds on access and progress and make adjustments as needed. End of Year: Analyze end of year student data and implementation evidence to inform ongoing supports and sustainability.	Progress monitoring and Benchmark data show improved literacy outcomes for Students with Disabilities. End-of-year reviews confirm scaffolded instruction is embedded and sustained.	Progress monitoring and assessment tools Staff time for planning, instruction, coaching, and data review	
Provide summer planning day for teachers to plan for instruction with an emphasis on implementing instructional supports for students with disabilities in reading during Tier 1 instruction..	Satonya Dews	**July 2026**	Team check-ins during planning sessions to ensure alignment to student needs and school goals.	Planning documents reflect alignment to student data, IEP goals, and evidence-based practices. Instructional materials are prepared and ready for implementation at the start of the school year.	Teacher compensation for summer planning time Instructional planning materials and curriculum resources	Title I Funds

Multi-Year School Support Plan

3-Year Goal Statement	By Spring 2028, the percentage of students with disabilities in grades K-2 who meet grade level expectations on the math universal screener will increase by 30 percentage points from 36.5% to 66.5%.		
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 percentage of students with disabilities in grades	By Spring 2027, the percentage of students with disabilities in grades	By Spring 2028, the percentage of students with disabilities in grades K-2 who meet

	K-2 who meet grade level expectations on the math universal screener will increase by 10 percentage points from 36.5% to 46.5%.	K-2 who meet grade level expectations on the math universal screener will increase by 10 percentage points from 46.5% to 56.5%.	grade level expectations on the math universal screener will increase by 10 percentage points from 56.5% to 66.5%.
Evidence-Based Strategies	1. ***Tier 1: Representations: Use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures.*** *Students who struggle to learn mathematics need additional, 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. This is identified as a Tier 1 Evidence-Based Intervention.* 2. ***Tier 2: Teach number and operations using a developmental progression.*** *Early experience with number and operations is fundamental for acquiring more complex math concepts and skills. The practice guide describes how to teach the main aspects of early number knowledge, from basic number skills to operations, according to a developmental progression. Developmental progressions can provide teachers with a road map for delivering developmentally appropriate instruction to students of varying skill levels. With each step in a developmental progression, teachers can first focus on working with small collections of objects (one to three items) and then move to progressively larger collections of objects. This is identified as a Tier 2 Evidence-Based Intervention.* To address the root causes of students with disabilities having inconsistent access to high-quality Tier 1 instruction and experiencing gaps in inclusive instructional practices, we selected strategies that allow students to receive instruction using carefully selected concrete and semi-concrete representations that make mathematical concepts more meaningful in addition to providing targeted support in number and operations through a developmental progression. These strategies will ensure consistent, accessible instruction that builds conceptual understanding, procedural fluency, and confidence in mathematics.		
Intended Outcomes	1. *Students will use concrete and visual representations to model mathematics concepts and explicitly connect them to abstract (symbolic) representations.* 2. *Students will acquire fundamental number and operations knowledge necessary for acquiring more complex math concepts and skills.*		
Lead Person	*Satonya Dews*		

Team Members	*Lindsay Sweetser, Kate Rinaldi, Patti Smoyer, Rebecca Moericke, Tracey Brown Rice, Christy Fuller & Satonya Dews*					
Action Step *(What will be accomplished?) List the specific, sequenced steps required to complete the activity.*	**Process Owner** *(Who is responsible for ensuring the action step is complete?) Identify a single, accountability lead.*	**Time Frame** *(How long will it take?) Identify the start and end dates for each action step, including any key milestones.*	**Progress Checks** *(How will the team monitor progress?) Define key dates to review the process, make adjustments, and confirm the work remains on track.*	**Measures of Success** *(How will the team know if the action step is complete?) Define clear, observable indicators of completion.*	**Cost Elements** *(What resources are needed to complete the action step?)*	**Funding Source** *(Where will the money come from?)*
Provide students with before/after school math intervention using Evidence Based Intervention (EBI).	Satonya Dews	**February 2026:** Identify students, finalize schedules, and prepare intervention materials **March–June 2026:** Implement before/after school math intervention with ongoing progress monitoring **June 2026:** Review student progress and evaluate outcomes	Monthly: Review attendance and progress monitoring data to ensure consistent implementation. Quarterly: Conduct observations focused on EBI fidelity and instructional quality. Midyear: Analyze math data to determine student response to intervention and make adjustments. End of Year: Review end of year data to assess effectiveness and inform future planning.	Identified students consistently participate in before/after school math intervention. Intervention schedules and attendance logs document regular implementation. Staff implement the EBI with fidelity, as documented through observations. Progress monitoring data show measurable improvement in targeted math skills. End-of-year data analysis confirms improved math outcomes for participating students.	Evidence-Based Intervention program materials Progress monitoring tools Staff compensation for before/after school intervention time	School Improvement Grant
Provide special education teachers with professional learning focused on implementing evidence-based math strategies to support students with disabilities (SWDs)	Tracey Brown Rice	**Apr–June 2026:** Provide teacher training **Aug–Sept 2026:** Prepare materials and finalize scaffolds **Sept 2026–June 2027:** Implement strategies with coaching support **January 2027:** Midyear	Monthly: Review implementation evidence Quarterly: Conduct observations focused on the use of evidence-based math strategies.	Teachers demonstrate consistent use of evidence-based math strategies to support SWDs. Professional learning attendance and completion are documented. Observations confirm effective strategy	Evidence-based math instructional resources and tools Coaching and observation supports Staff time for professional learning and collaboration	School Improvement Grant

		data review **Aug—Sept 2027:** Refresher training and new staff onboarding **Sept 2027—June 2028:** Continued implementation with focus on fidelity **January 2028:** Midyear data review **June 2028:** End-of-year evaluation and future planning	Midyear: Review student math data to assess the impact of instructional strategies. End of Year: Analyze cumulative data and implementation evidence to inform ongoing professional learning.	implementation. Student progress monitoring data show improved math outcomes for SWDs. End-of-year data collection confirms evidence-based math practices are embedded and sustained.		
Provide summer planning day for teachers to plan for instruction with an emphasis on implementing instructional supports for students with disabilities in math during Tier 1 instruction.	Satonya Dews	**July 2026**	Team check-ins during planning sessions to ensure alignment to student needs and school goals.	Planning documents reflect alignment to student data, IEP goals, and evidence-based practices. Instructional materials are prepared and ready for implementation at the start of the school year.	Teacher compensation for summer planning time Instructional planning materials and curriculum resources	Title I 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	Bailey's Elementary School
Principal Name	Satonya Dews
Principal Email	sldews@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.

Satonya Dews	Satonya Dews	1/26/2026
Principal Name	Principal Signature	Date Approved
Stephanie Jerauld	S Jerauld CP	1/30/2026
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

Bailey's 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	Bailey's Upper Elementary School
Grades Served	3-5
Principal Name	Holly Dowling
Principal Email	hmdowling@fcps.edu
Division Multi-Year School Support Plan Lead Name and Title	Stephanie Jerauld Executive Director, Office of School Support
Division Multi-Year School Support Plan Lead Email	sajerauld@fcps.edu

Stakeholder Engagement				
Stakeholder Representation	Name	Email	Organization, Department, or Office	Title
Staff Member	Mary Medeiros	memedeiros@fcps.edu	Special Education	Department Chair
Staff Member	Elizabeth Crowley	ekcrowley1@fcps.edu	Instructional Leadership	Instructional Coach
Staff Member	Hugo Duran	haduran1@fcps.edu	Leadership	Dean of Academics
Staff Member	Heather Barber	hsbarber@fcps.edu	Instructional Leadership	Elementary Math Resource Teacher

Staff Member	Evelyn Valladares	ecvalladares@fcps.edu	ESOL	ESOL Co-Lead
Staff Member	Sarah Pirog	stpirog@fcps.edu	ESOL	ESOL Co-lead
Community Member	Paola Velazquez	president@baileypta.org	PTA	President of PTA
Community Member	Jocelyn Sarwar	baileyspta.treasurer@gmail.com	PTA	Treasure of the PTA

Multi-Year School Support Plan *Write your support plans based on at least 2 goal statements from your School Needs Assessment.*			
3-Year Goal Statement	By Spring 2028, the percentage of students with disabilities in grades 3–5 who pass the Reading SOL will increase from 27% to 60%, an increase of 33% from Spring 2025. To support this outcome, Bailey's Upper will implement a Tier 1 evidence-based strategies focused on purposeful fluency-building activities. Fluency instruction emphasizes accurate, automatic, and expressive reading with appropriate pacing, enabling students to shift attention from decoding multisyllabic words to comprehending text. These strategies were selected based on evidence indicating that explicit fluency and decoding instruction are essential for improving reading outcomes for students with disabilities. These strategies support access to high-quality core reading instruction for all learners.		
School Performance and Support Framework Alignment	Reading Mastery		
Measurable Objectives *Define objectives that support accomplishing the goal.*	Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3
	By Spring 2026, the percentage of students with disabilities in grades 3–5 passing the Reading SOL will increase from 27% to 38% (+11 percentage points).	By Spring 2027, the percentage of students with disabilities in grades 3–5 passing the Reading SOL will increase from 38% to 49% (+11 percentage points).	By Spring 2028, the percentage of students with disabilities in grades 3–5 passing the Reading SOL will increase from 49% to 60% (+11 percentage points).
Evidence-Based Strategy	Provide purposeful fluency-building activities to help students read effortlessly—Tier 1 (Grades 4-8)		

	Fluency is the ability to read text accurately, with ease, expression, and appropriate pacing. This recommendation focuses on improving students' ability to read text with increased ease, while building decoding focuses on reading multisyllabic words accurately and fluently. When students read fluently, they can turn their attention from sounding out the individual words to making sense of what they are reading. Students require additional fluency to make progress in reading. Teach students to decode words, analyze word parts, and write and recognize words. – Tier 1 (Grades K-3) "Once students know a few consonants and vowels, they can begin to apply their letter–sound knowledge to decode and read words in isolation or in connected text. Students also need to learn how to break down and read complex words by segmenting the words into pronounceable word parts. To do this, students must understand morphology, or the knowledge of meaningful word parts in the language. Learning to recognize letter patterns and word parts, and understanding that sounds relate to letters in predictable and unpredictable ways,will help students decode and read increasingly complex words. It will also help them to read with greater fluency, accuracy, and comprehension. As word recognition becomes easier, students can focus more on word meaning when they read. The School Needs Assessment (SNA) identified quality of instruction as a root cause and was identified as a priority for the school team. These evidence-based strategies were selected to improve the quality of instruction for our students with disabilities.
Intended Outcomes	Implementing purposeful Tier 1 fluency-building activities will improve student outcomes by increasing students' ability to read accurately, automatically, and with appropriate expression. As fluency improves, students will be able to devote more cognitive attention to comprehension rather than decoding multisyllabic words, resulting in stronger understanding of grade-level text. Increased access to fluent reading experiences within core instruction will support improved reading proficiency for students with disabilities and contribute to higher pass rates on the Reading SOL.
Lead Person	Liz Crowley
Team Members	Hugo Duran, Mary Medeiros, Sarah Pirog, and Evelyn Valladares

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

the activity.	*lead.*	*any key milestones.*	*make adjustments, and confirm the work remains on track.*	*complete?) Define clear, observable indicators of completion.*		
Identify students to target	Hugo Duran	January 2026	Task should be completed by January 31st	Targeted list finalized and shared with instructional staff	None	N/A
Identify staff for training	Liz Crowley and Mary Medeiros	January 2026	Task should be completed by January 31st	Targeted list finalized and shared with instructional staff	None	N/A
Develop a Professional Development Plan	Liz Crowley	January 2026	Plan completed by February 2026 Staff Trained in February 2026 Walkthroughs and checks starting in March 2026	Staff demonstrate understanding of fluency strategies during walkthroughs and planning sessions	Trainer Time Substitute Coverage Training Materials Instructional Materials	VDOE Grant
Purchase Material	Liz Crowley	February 2026	Purchase Orders and Materials Received	Materials distributed and being used in classrooms	Instructional Materials	VDOE Grant
Implement Fluency-building activities within Tier 1 reading instruction and monitor fidelity of implementation	Liz Crowley	February 2026 - May 2026	Monthly Progress checks Instructional Walkthroughs Data Team Meetings	Increased fluency scores on progress monitoring assessments Annual increases in	Ongoing instructional support	VDOE Grant Title 1 Funds School Funds

			Reading Plan Data	Reading SOL pass rates for students with disabilities		

Multi-Year School Support Plan			
3-Year Goal Statement	By Spring 2028, the percentage of students with disabilities in grades 3–5 who pass the Math SOL will increase from 39% to 65%, an increase of 26% from Spring 2025. To support this outcome, Bailey's Upper will implement a Tier 1 evidence-based strategy focused on assisting students on solving word problems that is based on common underlying structures. This strategy emphasizes strategically and explicitly teaching students to solve word problems. When students are taught the underlying structure of a word problem, they not only have greater success in problem solving but can also gain insight into the deeper mathematical ideas in word problems. Students will learn to monitor their thinking and reflect on the problem-solving process, which will improve student outcomes by strengthening mathematical reasoning and accuracy.		
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 percentage of students with disabilities in grades 3–5 passing the Math SOL will increase from 39% to 48% (+9 percentage points).	By Spring 2027, the percentage of students with disabilities in grades 3–5 passing the Math SOL will increase from 48% to 56% (+8 percentage points).	By Spring 2028, the percentage of students with disabilities in grades 3–5 passing the Math SOL will increase from 56% to 65% (+9 percentage points).
Evidence-Based Strategy	Interventions should include instruction on solving word problems that is based on common underlying structures.—Tier 1 (Grades 1-8) Students who have difficulties in mathematics typically experience severe difficulties in solving word problems related to the mathematics concepts and operations they are learning. This is a major impediment for future success in any math-related discipline. Based on the importance of building proficiency and the convergent findings from a body of high-quality research, the panel recommends that interventions include systematic explicit instruction on solving word problems, using the problems' underlying structure. Simple word problems give meaning to mathematical operations such as subtraction or multiplication. When students are taught the underlying structure of a word problem, they not only have greater success in problem solving but can also gain insight into the deeper mathematical ideas in word		

	problems. The panel also recommends systematic instruction on the structural connections between known, familiar word problems and unfamiliar, new problems. By making explicit the underlying structural connections between familiar and unfamiliar problems, students will know when to apply the solution methods they have learned. The School Needs Assessment (SNA) identified quality of instruction as a root cause and was identified as a priority for the school team. This evidence-based strategy was selected to improve the quality of instruction for our students with disabilities.
Intended Outcomes	Implementing Tier 1 supports that teach ways to solve word problems. These supports will assist students in monitoring and reflecting on the problem-solving process and will improve student outcomes by strengthening mathematical reasoning and accuracy. As students learn to plan, monitor, and evaluate their thinking, they will develop deeper conceptual understanding and more effective problem-solving strategies. These skills will increase students' ability to access and successfully engage with grade-level math content, resulting in improved performance for students with disabilities and increased pass rates on the Math SOL. .
Lead Person	Heather Barber
Team Members	Hugo Duran, Liz Crowley, Mary Medeiros, Gemma DeGioia , Evelyn Valladares, Sarah Pirog

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?)*
Identify students to target	Heather Barber and Hugo Duran	January 2026	Task should be completed by January 31st	Targeted list finalized and shared with instructional staff	None	N/A
Identify staff for training	Heather Barber and Mary Medeiros	January 2026	Task should be completed by January 31st	Targeted list finalized and shared with instructional staff	None	N/A

Develop a Professional Development Plan	Liz Crowley	January 2026	Plan completed by February 2026 Staff Trained in February 2026 Walkthroughs and checks starting in March 2026	Staff implement reflection strategies as observed during walkthrough and lesson reviews.	Trainer Time Substitute Coverage Training Materials Instructional Materials	VDOE Grant
Purchase Material	Heather Barber	February 2026	Purchase Orders and Materials Received	Materials distributed and being used in classrooms	Instructional Materials	VDOE Grant
Implement structured problem-solving routines and student reflection practices within Tier 1 math instruction across grades 3-5 and for students with disabilities	Heather Barber	February 2026 - May 2026	Monthly Progress checks Instructional Walkthroughs Data Team Meetings Reading Plan Data	Improved student performance on formative and unit math assessments Annual increases in Math SOL pass rates for students with disabilities	Ongoing instructional support	VDOE Grant Title 1 Funds School 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	Bailey's Upper Elementary School for the Arts and Sciences
Principal Name	Holly Dowling
Principal Email	hmdowling@fcps.edu
School Performance Category	Needs Intensive Support
School Federal Designation	Targeted Support and Improvement

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

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

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

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

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

Principal Name	Principal Signature	Date Approved
Holly Dowling		1/28/26

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

Division Superintendent Name	Division Superintendent Signature	Date Approved
Dr. Michelle C. Reid		2/10/2026

Date Reviewed/Approved

per School Board Minutes

Beech Tree 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	Beech Tree Elementary School
Grades Served	PreK-5
Principal Name	Taiia Clarke
Principal Email	tyclarke@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 Staff	Taiia Clarke	tyclarke@fcps.edu	Beech Tree ES	Principal
School Staff	Cathleen Barry	cmbarry@fcps.edu	Beech Tree ES	Assistant Principal
School Staff	Rebecca Wysocki	rmwysocki@fcps.edu	Beech Tree ES	Instructional Coach
School Staff	Stacy Carter	sacarter@fcps.edu	Beech Tree ES	Special Education Department Chair
School Staff	Alexandra Allman	ahallman@fcps.edu	Beech Tree ES	Reading Specialist

School Staff	Katie McVicker	kemcvicker@fcps.edu	Beech Tree ES	EMRT
Community Member	Michelle Sinclair	mddavi03@gmail.com	PTA	PTA President/Parent

Multi-Year School Support Plan *Write your support plans based on at least 2 goal statements from your School Needs Assessment.*			
3-Year Goal Statement	By Spring 2028, the pass percentage of students with disabilities will increase from 67.42% to 75% as measured by the Reading Standards of Learning (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, the pass percentage of students with disabilities will increase from 67.42% to 70% as measured by the Reading Standards of Learning (SOL) assessment.	By Spring 2027, the pass percentage of students with disabilities will increase from 70% to 72.5% as measured by the Reading Standards of Learning (SOL) assessment.	By Spring 2028, the pass percentage of students with disabilities will increase from 72.5% to 75% as measured by the Reading Standards of Learning (SOL) assessment.
Evidence-Based Strategy	**Tier 1: Routinely use a set of comprehension-building practices to help students make sense of the text** Students with reading difficulties often have difficulty understanding what they read. Many of these students view reading as a frustrating task and may rush through a passage, rather than try to figure out its meaning. By the time students are in upper-elementary grades, reading material in all subject areas conveys information and ideas that students are expected to learn and understand. When students are unable to understand these texts, they miss crucial opportunities to learn gradelevel content. The goal of this recommendation is to provide teachers with ways to support students as they learn and practice routines and develop reading habits that promote reading comprehension. These supports can be gradually withdrawn as students gain competence in making sense of the text. **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	Based upon our findings from our CNA, we determined that our students with disabilities will benefit from targeted Tier I instruction that supports reading comprehension skills in grades 3-5 and decoding skills in K-2. Strengthening these foundational skill sets will support the goal of increasing student achievement in literacy.
Lead Person	Stacy Carter
Team Members	Taiia Clarke, Cathleen Barry, Alexandra Allman , Rebecca Wysocki

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?)*
Use diagnostic reading data to identify students requiring phonics, fluency, or comprehension support	Alexandra Allman	Start: September 2025 End: June 2028	Monthly student progress reviews	Consistent use of hands on instructional tools during reading instruction observed during walkthroughs ½ observations Increased student participation and 75% or greater accuracy during	SPIRE 4th Edition multi level teacher kits Read Live annual subscriptions	The TSI Grant

				reading tasks / assessments		
Teacher Literacy PD to Assign students to SPIRE intervention groups or Read Live online intervention during the intervention block	Taiia Clarke Alexandra Allman	Sept.2025 to June 2026 Start: September 2026 End: June 2028	Data dialogs Monthly student progress reviews	Consistent use of hands on instructional tools during reading instruction observed during walkthroughs ⅘ observations Increased student participation and 75% or greater accuracy during reading tasks / assessments	Planning Hours Spire 4th Edition multi level teacher kits Read Live annual subscription	The TSI Grant The TSI Grant
Deliver structured literacy instruction using SPIRE teacher materials and student supports	Alexandra Allman	Start: September 2026 End: June 2028	Monthly student progress reviews	Consistent use of hands on instructional tools during reading instruction observed during walkthroughs ⅘ observations Increased student participation and 75% or greater accuracy during reading tasks / assessments	SPIRE 4th Edition multi level teacher kits	The TSI Grant
Provide Read Live access using headphones to ensure focused, independent practice	Alexandra Allman	Start: September 2026 End: June 2028	Monthly student progress reviews	Consistent use of hands on instructional tools during reading instruction observed during walkthroughs ⅘ observations Increased student participation and 75% or greater accuracy during reading tasks / assessments	Read Live annual subscriptions Headphones	The TSI Grant

Use magnetic whiteboards with Elkonin boxes in grades K through 2 to support phoneme segmentation and blending	Alexandra Allman	Start: September 2025 End: June 2028	Monthly student progress reviews	Consistent use of hands on instructional tools during reading instruction observed during walkthroughs ⅘ observations Increased student participation and 75% or greater accuracy during reading tasks / assessments	Magnetic dry erase whiteboards K through 2 Dry erase whiteboards grades 3 through 5 Sentence strips Dry erase markers Mr. Sketch markers	The TSI Grant
Use dry erase whiteboards in grades 3 through 5 for comprehension, vocabulary, and written response practice	Alexandra Allman	Start: September 2025 End: June 2028	Monthly student progress reviews	Consistent use of hands on instructional tools during reading instruction observed during walkthroughs ⅘ observations Increased student participation and 75% or greater accuracy during reading tasks / assessments	Magnetic dry erase whiteboards K through 2 Dry erase whiteboards grades 3 through 5 Sentence strips Dry erase markers Mr. Sketch markers	The TSI Grant
Integrate sentence strips, chart paper, and markers to support structured discussion and comprehension tasks	Alexandra Allman	Start: September 2025 End: June 2028	Monthly student progress reviews	Consistent use of hands on instructional tools during reading instruction observed during walkthroughs ⅘ observations Increased student participation and 75% or greater accuracy during reading tasks / assessments	Magnetic dry erase whiteboards K through 2 Dry erase whiteboards grades 3 through 5 Sentence strips Dry erase markers Mr. Sketch markers	The TSI Grant

Multi-Year School Support Plan

3-Year Goal Statement	By Spring 2028, the pass percentage of students with disabilities will increase from 70.45% to 78% as measured by the Math Standards of Learning (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, the pass percentage of students with disabilities will increase from 70.45% to 73% as measured by the Math Standards of Learning (SOL) assessment.	By Spring 2027, the pass percentage of students with disabilities will increase from 73% to 75.5% as measured by the Math Standards of Learning (SOL) assessment.	By Spring 2028, the pass percentage of students with disabilities will increase from 75.5% to 78% as measured by the Math Standards of Learning (SOL) assessment.
Evidence-Based Strategy	**Word Problems: Provide deliberate instruction on word problems to deepen students' mathematical understanding and support their capacity to apply mathematical ideas.** Learning to solve word problems is an important part of the elementary mathematics curriculum because word problems help students apply the mathematics they are learning, develop critical thinking skills, and begin to connect mathematics to a variety of scenarios or contexts. Becoming successful at solving word problems can deepen students' understanding of grade-level content and set students up for success in advanced mathematics courses and the workforce. Unfortunately, learning calculations alone does not necessarily help students successfully solve word problems. To set up and solve word problems successfully, students need to read and understand the problem's narrative, determine what the problem is asking them to find, and identify one or more mathematical operations that will solve the problem. Students who struggle with mathematics often have difficulty with one or more of these steps.		
Intended Outcomes	Based upon our CNA findings, students with disabilities will benefit from daily small group intervention and consistent progress monitoring to increase accuracy and fluency in number sense, computation, and problem solving. Scaffolded instruction will improve access to grade level content, resulting in increased math mastery and sustained growth toward the Spring 2028 targets.		
Lead Person	Stacy Carter		

Team Members	Taiia Clarke, Cathleen Barry, Katie McVicker, Rebecca Wysocki

Action Step *(What will be accomplished?) List the specific, sequenced steps required to complete the activity.*	**Process Owner** *(Who is responsible for ensuring the action step is complete?) Identify a single, accountability lead.*	**Time Frame** *(How long will it take?) Identify the start and end dates for each action step, including any key milestones.*	**Progress Checks** *(How will the team monitor progress?) Define key dates to review process, make adjustments, and confirm the work remains on track.*	**Measures of Success** *(How will the team know if the action step is complete?) Define clear, observable indicators of completion.*	**Cost Elements** *(What resources are needed to complete the action step?)*	**Funding Source** *(Where will the money come from?)*
Analyze universal screener and diagnostic data to assign students to VMATH 3E Levels C through F or Connecting Math Concepts Levels A through F	Katie McVicker	Start: September 2025 End: June 2028	Monthly review of intervention attendance and lesson implementation Quarterly review of student progress monitoring data	100 percent of identified students receive intervention using approved materials	VMATH 3E teacher kits Levels C, D, E, F VMATH 3E student math packs Levels C, D, E, F Connecting Math Concepts teacher materials Levels A through F Connecting Math Concepts student workbooks, assessments, and textbooks Shipping for VMATH and Connecting Math Concepts materials	The TSI Grant
Provide daily small group instruction using VMATH 3E teacher materials and Connecting Math Concepts teacher materials	Katie McVicker	Start: September 2025 End: June 2028	Monthly review of intervention attendance and lesson implementation Quarterly review of student progress monitoring data	100 percent of identified students receive intervention using approved materials	VMATH 3E teacher kits Levels C, D, E, F VMATH 3E student math packs Levels C, D, E, F Connecting Math Concepts teacher materials Levels A through F Connecting Math Concepts student workbooks, assessments, and textbooks	The TSI Grant

					Shipping for VMATH and Connecting Math Concepts materials	
Provide professional learning on VMATH 3E and Connecting Math Concepts instructional routines	Katie McVicker	Start: September 2025 End: June 2028	Monthly data dialogs	Consistent use of hands on instructional tools during math instruction observed during walkthroughs ⅘ observations	Teacher Planning Hours	The TSI Grant
Model lessons using teacher materials during co planning and coaching cycle	Katie McVicker	Start: September 2025 End: June 2028	Walkthrough data collection twice per quarter Review of lesson plans and or intervention schedules	Consistent use of hands on instructional tools during math instruction observed during walkthroughs ⅘ observations	Use chart paper, sentence strips, whiteboards, and markers to support explicit modeling and student engagement	The TSI Grant
Conduct walkthroughs focused on intervention fidelity and instructional rigor	Katie McVicker	Start: September 2025 End: June 2028	Walkthrough data collection twice per quarter Review of lesson plans and or intervention schedules	Teachers demonstrate consistent use of intervention materials during small group instruction in ⅘ observations	Use chart paper, sentence strips, whiteboards, and markers to support explicit modeling and student engagement	The 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	Beech Tree Elementary School
Principal Name	Taiia Clarke
Principal Email	tyclarke@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.

Talia Clarke	Talia Clarke	1/27/26
Principal Name	Principal Signature	Date Approved
Stephanie Jerauld	SJerauld GP	1/30/26
Division-Level Lead Name	Division-Level Lead Signature	Date Approved
Michelle Reid	MReid	2/10/26
Division Superintendent Name	Division Superintendent Signature	Date Approved

Date Reviewed/Approved

per School Board Minutes

Glen Forest 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	Glen Forest Elementary School
Grades Served	PK-5
Principal Name	Diane Herndon-Wilson
Principal Email	dlherndonwi1@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	Diane Herndon-Wilson	dlherndonwi1@fcps.edu	Glen Forest Elementary	Principal
Administrator	Alexandra Bowman	akbowman@fcps.edu	Glen Forest Elementary	Assistant Principal
Administrator	Ashley Vaccaro	arvaccaro@fcps.edu	Glen Forest Elementary	Assistant Principal
Administrator	Cali Loewenberg	cloewenberg@fps.edu	Glen Forest Elementary	Assistant Principal
Instructional Staff	Andrea Flores	amflores@fcps.edu	Glen Forest Elementary	Instructional Coach

Parent & Substitute	Xena Mohamad	xamohamad@fcps.edu	Glen Forest Elementary	Parent & Substitute
Parent & Staff Member	Zenb Ait Lhaj	zaitlhaj@fcps.edu	Glen Forest Elementary	Parent & Office Assistant
Region 2 Assistant Superintendent	Megan Vroman	mrvroman@fcps.edu	Fairfax County Public Schools	Regional Assistant Superintendent
Region 2 Executive Principal	Margaret Barnes	MFBarnes@fcps.edu	Fairfax County Public Schools	Regional Executive Principal

Multi-Year School Support Plan *Write your support plans based on at least 2 goal statements from your School Needs Assessment.*			
3-Year Goal Statement	By Spring 2028, students with disabilities will increase their reading performance by 30 percentage points from 30% to 60% as measured by the 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
	By Spring 2028, students with disabilities will increase their reading performance by 10 percentage points from 30% to 40% as measured by the SOL test.	By Spring 2028, students with disabilities will increase their reading performance by 10 percentage points from 40% to 50% as measured by the SOL test.	By Spring 2028, students with disabilities will increase their reading performance by 10 percentage points from 50% to 60% as measured by the SOL test.
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. This EBI directly addresses one of our identified root causes of students not		

	having appropriate instructional programming to meet students with disabilities' specific literacy deficits. The program SPIRE will be purchased to deliver this strategy. 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. This EBI directly addresses one of our identified root causes of students not having appropriate instructional programming to meet students with disabilities' specific literacy deficits. The program SPIRE will be purchased to deliver this strategy.
Intended Outcomes	Increased literacy skills as measured by VALLSS, iReady, and SOL tests for students with disabilities
Lead Person	Diane Herndon-Wilson (Principal)
Team Members	Diane Herndon-Wilson (Principal), Alexandra Bowman (AP), Ashley Vaccaro (AP), Andra Flores (Instructional Coach), Nicole Southcott & Aditi Chokshi (literacy specialists)

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?)*
Staff Members are scheduled for SPIRE Training on April 10, 2026	Diane Herndon-Wilson (Principal)	Once trained, implementation of SPIRE reading intervention will	Staff who are unable to make the 4/10 training will be asked to sign up	Staff Attendance at full-day 4/10 training	SPIRE Certified Trainers; location (at GFES)	SPIRE Trainers are being funded by FCPS as it is an FCPS Staff Development Day

		begin 4/13/26 for 30 minutes daily	for the next available			
Small group intervention groups will begin on 4/13 utilizing SPIRE Reading Intervention Program	Alexandra Bowman (AP)	Intervention cycle will run from 4/13/26 - 5/29/26 and then beginning again on 9/8/26	Intervention groupings and cycles are reviewed every quarter, if not sooner, by analyzing progress monitoring data	Attendance of intervention group instruction; student growth, as evidenced through progress monitoring, is as expected if not exceeding expectations	SPIRE Intervention kit materials; highly qualified trained staff	SPIRE Kits are being funded by this grant
Students in rising grades 1st-5th who are eligible for literacy and math intervention will be identified to attend a summer online learning academy to maintain learning progression and to avoid summer slide	Ashley Vaccaro (AP)	Online sessions will take place 9 days during July (14,15,16,21,22,23 ,28,29,30) for 2 hours per day	Student attendance tracker	Student probing data matches or exceeds end-of-year student data	12 staff members, 60 students, student laptops, whiteboards & markers	Teacher compensation will be funded through this VDOE grant; laptops provided by school; whiteboards & markers provided by this VDOE grant

Multi-Year School Support Plan			
3-Year Goal Statement	By Spring 2028, students with disabilities will increase their math performance by 10 percentage points from 26% to 60% as measured by the SOL test.		
School Performance and Support Framework Alignment	Math Mastery		
Measurable Objectives *Define objectives that support*	Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3

accomplishing the goal.	By Spring 2028, students with disabilities will increase their math performance by 11 percentage points from 26% to 37% as measured by the SOL test.	By Spring 2028, students with disabilities will increase their math performance by 11 percentage points from 37% to 48% as measured by the SOL test.	By Spring 2028, students with disabilities will increase their math performance by 12 percentage points from 48% to 60% as measured by the SOL test.
Evidence-Based Strategy	Tier 1: **Mathematical Language: Teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts.** Mathematical language is academic language that precisely conveys mathematical ideas, including the vocabulary, terminology, and language structures used when thinking about, talking about, and writing about mathematics. Understanding mathematical language is critical to students' learning because it is used in textbooks, curricular and assessment materials, and teachers' instruction. This EBI directly addresses one of our identified root causes of students not having appropriate instructional programming to meet students with disabilities' specific math deficits. The program Connecting Math Concepts will be purchased to deliver this 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. This EBI directly addresses one of our identified root causes of students not having appropriate instructional programming to meet students with disabilities' specific math deficits. The program Connecting Math Concepts will be purchased to deliver this strategy.		
Intended Outcomes	Increase math skills as measured by end-of-unit assessments, MAP, and SOL tests for students with disabilities		
Lead Person	Diane Herndon-Wilson (Principal)		
Team Members	Diane Herndon-Wilson (Principal), Alexandra Bowman (AP), Andrea Flores (Instructional Coach), Jaime Ovalle & Gail Mattoon (math specialists)		

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

the activity.	*lead.*	*any key milestones.*	*adjustments, and confirm the work remains on track.*	*clear, observable indicators of completion.*		
Students in need of math intervention will be grouped according to skill level and need that aligns with Connecting Math Concepts levels	Diane Herndon-Wilson (Principal)	Once materials have been purchased and arrive, student groups will be created with goal date of 3/2/26	Administration will review student groupings, assigned instructors, and identified starting point in CMC	Spreadsheet detailing groups with instructor, list of students, and identified starting point in CMC (level A-E)	Connecting Math Concepts Teacher and Student materials	Connecting Math Concepts materials are being purchased by this grant from VDOE
Students will be matched with a highly-qualified instructor to receive CMC targeted instruction	Jaime Ovalle & Gail Mattoon (math specialists)	Intervention cycle will run from 4/2/26 - 5/29/26 and then beginning again on 9/8/26	Intervention groupings and cycles are reviewed every quarter, if not sooner, by analyzing progress monitoring data	Attendance of intervention group instruction; student growth, as evidenced through progress monitoring, is as expected if not exceeding expectations	Connecting Math Concepts materials; highly qualified trained staff	Connecting Math Concepts materials are being purchased by this grant from VDOE
Students in rising grades 1st-5th who are eligible for literacy and math intervention will be identified to attend a summer online learning academy to maintain learning progression and to avoid summer slide	Ashley Vaccaro (AP)	Online sessions will take place 9 days during July (14,15,16,21,22,23,28,29,30) for 2 hours per day	Student attendance tracker	Student probing data matches or exceeds end-of-year student data	12 staff members, 60 students, student laptops, whiteboards & markers	Teacher compensation will be funded through this VDOE grant; laptops provided by school; whiteboards & markers provided by this VDOE 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	Glen Forest Elementary School
Principal Name	Diane Herndon-Wilson
Principal Email	dlherndonwi1@fcps.edu
School Performance Category	Needs Intensive Support
School Federal Designation	Targeted Support and Improvement

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

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

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

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

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

Principal Name	Principal Signature	Date Approved
Diane Herndon-Wilson		1/29/26
Division-Level Lead Name	Division-Level Lead Signature	Date Approved
Stephanie Jerauld	GP	1/30/26
Division Superintendent Name	Division Superintendent Signature	Date Approved
Dr. Michelle C. Reid		2/10/26

Date Reviewed/Approved

per School Board Minutes

Graham Road Elementary 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	Graham Road Elementary School
Grades Served	PK- 6
Principal Name	Lauren Badini
Principal Email	lebadini@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
Internal	Lauren Badini	lebadini@fcps.edu	Graham Road ES	Principal
Internal	Nicole Scesney	nkscesney@fcps.edu	Graham Road ES	Assistant Principal
Internal	Julie Tillman	jetillman@fcps.edu	Graham Road ES	Instructional Coach

Internal	Anna Nolan	ajnolan@fcps.edu	Graham Road ES	Instructional Coach
External	Margaret Barnes	mfbarnes@fcps.edu	Region 2	Executive Principal
External	Felicidad Nogales Ferrufino	fnogalesferr@fcps.edu	Chief Experience and Engagement Office	Family Liaison and parent of Graham Road ES students

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 at Graham Road Elementary School will increase the percentage of students demonstrating annual reading growth on the Reading Standards of Learning assessment from 61.25% to at least 80%, as measured by VDOE growth data.*		
School Performance and Support Framework Alignment	Reading Growth		
Measurable Objectives *Define objectives that support accomplishing the goal.*	Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3
	By the end of the 2025–2026 school year, the percentage of Students with Disabilities demonstrating annual reading growth will increase from 61.25% to at least 70%, as measured by the VDOE Reading Growth Indicator (% of points possible earned), through the	By the end of the 2026–2027 school year, the percentage of Students with Disabilities demonstrating annual reading growth will increase from 70% to at least 75%, as measured by the VDOE Reading Growth Indicator (% of points possible earned), through	By the end of the 2027–2028 school year, the percentage of Students with Disabilities demonstrating annual reading growth will increase from 75% to at least 80%, as measured by the VDOE Reading Growth Indicator (% of points possible earned), through refined and consistent implementation

	consistent use of formative assessments and data-informed instructional adjustments.	strengthened progress monitoring practices aligned to IEP goals.	of evidence-based reading interventions.
Evidence-Based Strategy	Teach students to decode words, analyze word parts, and write and recognize words.- Tier 1 Universal screening is a critical first step in identifying students who are at risk for experiencing reading difficulties and who might need more instruction. Screening should take place at the beginning of each school year in kindergarten through grade 2. Schools should use measures that are efficient, reliable, and reasonably valid. For students who are at risk for reading difficulties, progress in reading and reading related-skills should be monitored on a monthly or even a weekly basis to determine whether students are making adequate progress or need additional support (see recommendation 4 for further detail). Because available screening measures, especially in kindergarten and grade 1, are imperfect, schools are encouraged to conduct a second screening mid-year. Build students' decoding skills so they can read complex multisyllabic words- Tier 1 Implement explicit, systematic instruction in decoding and multisyllabic word reading using evidence-based literacy programs to improve word recognition, fluency, and comprehension for Students with Disabilities. In alignment with the School Needs Assessment, screening and progress monitoring practices must be efficient, reliable, and consistently implemented to strengthen instructional decision-making. For Students with Disabilities, reading progress and related skills will be monitored regularly (e.g., monthly or more frequently as needed) and aligned to instructional goals and IEPs to ensure timely instructional adjustments. The School Needs Assessment identified inconsistent, insufficiently data-driven reading programming for SWD and underdeveloped formative assessment and data dialogue structures in reading. Given that a significant proportion of SWD are also Multilingual Learners, explicit and systematic instruction in both foundational and advanced decoding skills, including multisyllabic word reading, is essential. Implementing aligned, evidence-based literacy programs will support improvements in word recognition, fluency, and comprehension, strengthen coherence between special		

	education, language development, and core instruction, and address identified gaps in reading growth outcomes for Students with Disabilities.
Intended Outcomes	Through consistent universal screening, regular progress monitoring, and explicit, systematic instruction in foundational and multisyllabic decoding, Students with Disabilities will demonstrate improved accuracy, automaticity, and application of word-reading skills. These gains will enable students to access increasingly complex texts, support stronger fluency and comprehension, and result in sustained annual reading growth as measured by the VDOE Reading Growth Indicator.
Lead Person	Julie Tillman
Team Members	*Lauren Badini, Nicole Scesney, Julie Tillman, & Sarah Endorf*

Action Step *(What will be accomplished?) List the specific, sequenced steps required to complete the activity.*	**Process Owner** *(Who is responsible for ensuring the action step is complete?) Identify a single, accountability lead.*	**Time Frame** *(How long will it take?) Identify the start and end dates for each action step, including any key milestones.*	**Progress Checks** *(How will the team monitor progress?) Define key dates to review process, make adjustments, and confirm the work remains on track.*	**Measures of Success** *(How will the team know if the action step is complete?) Define clear, observable indicators of completion.*	**Cost Elements** *(What resources are needed to complete the action step?)*	**Funding Source** *(Where will the money come from?)*
Engage in data dialogues with SWD teachers to analyze student progress, evaluate the effectiveness and fidelity of instructional and intervention practices, and identify strengths	Instructional Coach, Special Education Department Chair, Administration	Spring 2026	Data dialogues with SWD teachers occur on a regular, scheduled cycle; Each data dialogue includes review of: - IEP goal progress monitoring data -Curriculum-based	SWD teachers can clearly articulate: -Which instructional or intervention strategies are being used -How those strategies align to	Evidence-based intervention programs Instructional materials matched to specific skill deficits Progress monitoring probes or	School Improvement Grant

and areas for growth.			or intervention assessments -Classroom formative assessment data Data is disaggregated by student, goal, or skill area as appropriate.	student needs and IEP goals Increased consistency in implementation of agreed-upon practices across SWD classrooms.	consumables Hourly pay for SWD team	
Conduct regular walkthroughs of SWD small-group math instruction with focused feedback on explicit instruction, IEP-aligned accommodations, and differentiation based on student needs.	Administration	Spring 2026	Walkthroughs of SWD small-group ELA instruction occur on a consistent schedule (e.g., bi-weekly or monthly) and utilize a consistent look-fors tool. At least 90% of SWD teachers receive actionable feedback within 48 hours of each walkthrough. Student performance data	**Instructional Practice** Increased evidence of explicit instruction, IEP-aligned accommodations, and differentiation during SWD small-group reading. **Teacher Growth** SWD teachers clearly articulate their instructional	As feedbak identifies areas for improvement: Explicit instruction materials or programs Differentiated ELA intervention resources Manipulatives, visuals, or scaffolding tools Accommodations materials aligned to IEPs	School Improvement Grant, Instructional funds allocated to the school

			(formative assessments or Understanding Tasks) shows growth in targeted ELA skills connected to instructional adjustments identified in walkthroughs.	strategies and alignment to student needs. Feedback needs to shift from corrective to refinement over time. **Student Outcomes** Increased progress toward math-related IEP goals. Improved performance on progress monitoring, intervention, and formative assessments.		

Use formative assessments embedded in the language arts core curriculum, including language comprehension, word study, grammar and writing skills as well as Understanding Tasks, to identify student strengths and areas for growth and guide targeted instructional scaffolds.	Instructional Coach	Spring 2026	Teachers regularly administer curriculum-embedded formative assessments, including: -Oral reading fluency Word study/foundational skills Grammar Comprehension Assessment administration aligns to pacing and instructional units.	**Student Learning Indicators** • Increased percentage of students demonstrating mastery on: • Benchmark Comprehension Assessments • Knowledge Building Tasks • Cumulative Phonics Assessments • ORF • Program embedded assessments	Differentiated instructional materials Small-group lesson resources	School Improvement Grant

Multi-Year School Support Plan			
3-Year Goal Statement	By Spring 2028, Students with Disabilities at Graham Road Elementary School will increase the percentage of students demonstrating annual math growth on the Mathematics Standards of Learning assessment from 75.62% to at least 85%, as measured by VDOE growth data.		
School Performance and Support Framework Alignment	Math Growth		
Measurable Objectives *Define objectives that support accomplishing the goal.*	Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3
	By the end of the 2025–2026 school year, the percentage of Students with Disabilities demonstrating annual mathematics growth will increase from 75.62% to at least 80%, as measured by the VDOE Mathematics Growth Indicator (% of points possible earned), through the consistent use of curriculum-embedded formative assessments.	By the end of the 2026–2027 school year, the percentage of Students with Disabilities demonstrating annual mathematics growth will increase from 80% to at least 83%, as measured by the VDOE Mathematics Growth Indicator (% of points possible earned), through strengthened instructional feedback and data dialogue cycles.	By the end of the 2027–2028 school year, the percentage of Students with Disabilities demonstrating annual mathematics growth will increase from 83% to at least 85%, as measured by the VDOE Mathematics Growth Indicator (% of points possible earned), through refined and consistent implementation of evidence-based mathematics instruction and interventions.
Evidence-Based Strategy	Mathematical Language: Teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts.- Tier 1		

	Strengthen explicit instruction in mathematical language and discourse to improve conceptual understanding, procedural fluency, and problem-solving for Students with Disabilities. The School Needs Assessment highlighted stronger outcomes in mathematics due to clearer curriculum structure and consistent formative assessment practices. Strengthening mathematical language instruction builds on these existing systems and supports SWD—particularly those who are also Multilingual Learners—in accessing grade-level content and demonstrating understanding on assessments.
Intended Outcomes	Through consistent use of curriculum-embedded formative assessments, explicit instruction in mathematical language, and strengthened data dialogue and feedback cycles, Students with Disabilities will demonstrate improved conceptual understanding, procedural fluency, and problem-solving skills. Increased precision in mathematical communication will support access to grade-level content, particularly for Students with Disabilities who are also Multilingual Learners, and result in sustained annual mathematics growth as measured by the VDOE Mathematics Growth Indicator.
Lead Person	*Anna Nolan*
Team Members	*Lauren Badini, Nicole Scesney, Julie Tillman, & Sam Branning*

Action Step *(What will be accomplished?) List the specific, sequenced steps required to complete the activity.*	**Process Owner** *(Who is responsible for ensuring the action step is complete?) Identify a single, accountability lead.*	**Time Frame** *(How long will it take?) Identify the start and end dates for each action step, including any key milestones.*	**Progress Checks** *(How will the team monitor progress?) Define key dates to review process, make adjustments, and confirm the work remains on track.*	**Measures of Success** *(How will the team know if the action step is complete?) Define clear, observable indicators of completion.*	**Cost Elements** *(What resources are needed to complete the action step?)*	**Funding Source** *(Where will the money come from?)*
Engage in data dialogues with SWD teachers to analyze student progress, evaluate the effectiveness	Instructional Coach, Special Education Department Chair,	Spring 2026	Data dialogues with SWD teachers occur on a regular, scheduled cycle; Each data dialogue	SWD teachers can clearly articulate: -Which instructional or intervention	Evidence-based intervention programs Instructional materials matched	School Improvement Grant

and fidelity of instructional and intervention practices, and identify strengths and areas for growth.	Administration		includes review of: - IEP goal progress monitoring data -Curriculum-based or intervention assessments -Classroom formative assessment data Data is disaggregated by student, goal, or skill area as appropriate.	strategies are being used -How those strategies align to student needs and IEP goals Increased consistency in implementation of agreed-upon practices across SWD classrooms.	to specific skill deficits Progress monitoring probes or consumables Hourly pay for SWD team	
Conduct regular walkthroughs of SWD small-group math instruction with focused feedback on explicit instruction, IEP-aligned accommodations, and differentiation based on student needs.	Administration	Spring 2026	Walkthroughs of SWD small-group math instruction occur on a consistent schedule (e.g., bi-weekly or monthly) and utilize a consistent look-fors tool. At least 90% of SWD teachers receive actionable feedback within 48 hours of each	**Instructional Practice** Increased evidence of explicit instruction, IEP-aligned accommodations, and differentiation during SWD small-group math. **Teacher Growth** SWD teachers	As feedback identifies areas for improvement: Explicit instruction materials or programs Differentiated ELA intervention resources Manipulatives, visuals, or scaffolding tools Accommodations materials aligned	School Improvement Grant, Instructional funds allocated to the school

			walkthrough. Student performance data (formative assessments or Understanding Tasks) shows growth in targeted math skills connected to instructional adjustments identified in walkthroughs..	clearly articulate their instructional strategies and alignment to student needs. Feedback needs to shift from corrective to refinement over time. **Student Outcomes** Increased progress toward math-related IEP goals. Improved performance on progress monitoring, intervention, and formative assessments.	to IEPs	

Use formative assessments embedded in the mathematics core curriculum, including conceptual, procedural, and application-based measures, as well as Understanding Tasks, to identify student strengths and areas for growth and guide targeted instructional scaffolds.	Instructional Coach	Spring 2026	Teachers regularly administer curriculum-embedded formative assessments, including: -Conceptual understanding checks -Procedural fluency measures -Application/problem-solving tasks -Understanding Tasks Assessment administration aligns to pacing and instructional units.	**Student Learning Indicators** • Increased percentage of students demonstrating mastery on: • Unit-aligned formative assessments • Understanding Tasks • Improved performance on application-based and problem-solving tasks. • Reduced gaps between conceptual understanding and procedural fluency.	Differentiated instructional materials Small-group lesson resources	School Improvement Grant

Assurances

Assurance of Review and Approval	
Information Needed	Enter Information Below
Division Name	Fairfax County Public Schools
Division-Level Team Lead Name	Stephanie Jerauld
Division-Level Team Lead Email	sajerauld@fcps.edu
School Name	Graham Road Elementary School
Principal Name	Lauren Badini
Principal Email	lebadini@fcps.edu
School Performance Category	Needs Intensive Support
School Federal Designation	Target 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.

Lauren Badini	Lauren Badini	January 21, 2026
Principal Name	Principal Signature	Date Approved
Stephanie Serauo	GP	1/30/2026
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

Parklawn 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	Parklawn Elementary School
Grades Served	PreK-5
Principal Name	Rebecca Forgy
Principal Email	rlforgy@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
Internal	Rebecca Forgy	rlforgy@fcps.edu	Parklawn ES	Principal
Internal	Mike Staroscik	mstaroscik@fcps.edu	Parklawn ES	Assistant Principal
Internal	Erik Gajeton	ebgajeton@fcps.edu	Parklawn ES	Instructional Coach
Internal	Alison Meadows	awmeadows@fcps.edu	Parklawn ES	MTSS Coordinator
Internal	Brian Kent	bnkent@fcps.edu	Parklawn ES	Math Coach

Internal	Kelsey Weingarten	kweingarten@fcps.edu	Parklawn ES	Literacy Coach
Internal	Mary West	mmwest@fcps.edu	Parklawn ES	SpEd Dept Chair
Internal	Caroline Brown	cgbrown@fcps.edu	Parklawn ES	ESOL Lead
External	Rayne Yates Robin Troutman Kay Ali	parklawnpta@gmail.com	Parklawn ES	PTA Officers
External	Margaret Barnes	MFBarnes@fcps.edu	Region 2	Executive Principal

Multi-Year School Support Plan

Write your support plans based on at least 2 goal statements from your School Needs Assessment.

3-Year Goal Statement	By spring 2028, the percentage of students with disabilities passing the Grade 3-5 Reading SOL will increase from 25% (in spring 2025) to 40%.		
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 percentage of students with disabilities passing the Grade 3-5 Reading SOL will increase from 25% to 30%.	By June 2027, the percentage of students with disabilities passing the Grade 3-5 Reading SOL will increase from 30% to 35%.	By June 2028, the percentage of students with disabilities passing the Grade 3-5 Reading SOL will increase from 35% to 40%.
Evidence-Based Strategy	1. Build students' decoding skills so they can read complex multisyllabic words (Tier 1) As students progress in school, words that appear in grade-level texts become more difficult to read. In early-elementary grades, texts often include monosyllabic words, such as bat and ball, as well as simpler multisyllabic words, such as outside and under. By upper elementary and middle school grades, texts include more complex multisyllabic words, such as disorganization and equilibrium. Many of these difficult multisyllabic words are essential for understanding the meaning of the texts. For that reason, adequate word-reading skills are essential for understanding the more complex		

	texts that appear in these higher grade levels. The goal of this recommendation is to prepare students with disabilities showing reading deficits with the skills needed to break apart and accurately sound out multisyllabic words. 2. Routinely use a set of comprehension-building practices to help students make sense of the text (Tier 1 strategy) Students with reading difficulties often have difficulty understanding what they read. Many of these students view reading as a frustrating task and may rush through a passage, rather than try to figure out its meaning. By the time students are in upper-elementary grades, reading material in all subject areas conveys information and ideas that students are expected to learn and understand. When students are unable to understand these texts, they miss crucial opportunities to learn gradelevel content. The goal of this recommendation is to provide teachers with ways to support students with disabilities as they learn and practice routines and develop reading habits that promote reading comprehension. These supports can be gradually withdrawn as students gain competence in making sense of the text.
Intended Outcomes	By utilizing reading intervention programs along with scaffolds and supports, student decoding ability and comprehension skills will progress, students with disabilities will increase reading proficiency of grade level text, leading to increased growth and mastery of the reading SOL.
Lead Person	Kelsey Weingarten
Team Members	Caroline Brown, Mary West, Erik Gajeton, Alison Meadows, Rebecca Forgy, Mike Staroscik, Patti Vincent, Jackie White, Veronica Blunt, Kelsey Weingarten

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?)*
Research and select literacy intervention resources (EBI 1 and 2)	Mary West	1/15/26- 3/31/26	Confirm resources selected and ordered by 2/28/26	Confirm resources received	Funding to purchase literacy programs and materials	School Improvement Grant

Provide training for staff on literacy intervention resources (EBI 1 and 2)	Kelsey Weingarten	1/15/26- 7/30/26	Ongoing in CLTs and individual participation in training	Number of staff participating in training	Funding for substitutes or hourly off-contract pay for staff to participate in training	School Improvement Grant Title I budget
Implement intervention and monitor student progress and success of resource (EBI 1 and 2)	Alison Meadows	1/15/26- 6/18/26	Regular MTSS monitoring through midpoint and end of round progress monitoring and reflections	Students making expected progress toward plan goals	NA	NA
Analyze student data to support student access and implement reteaching of grade level content (EBI 1 and 2)	Kelsey Weingarten	1/15/26- 6/18/26	Analysis of common formative assessments used to plan instructional adjustments through CLTs	Agenda meeting outcomes, formative assessment data, instructional plans	Funding for hourly off-contract pay for staff to participate in collaborative planning	School Improvement Grant Title I budget
Provide time and structures for collaborative planning during planning and after school (EBI 1 and 2)	Erik Gajeton	1/15/26- 6/18/26	Ongoing in CLTs, with literacy and math CLTs weekly, and content CLTs monthly	Agenda meeting outcomes	NA	School Improvement Grant
Alignment of reading plan and IEP reading goals (EBI 1 and 2)	Jackie White	1/15/26- 6/18/26	IEPs updated in alignment with reading plans by 2/28/26 and for all plans going forward	All IEPs and reading plans aligned	NA	NA

Fidelity of implementation in reading intervention programs (EBI 1 and 2)	Rebecca Forgy	1/15/26- 6/18/26	Intervention walkthroughs using fidelity checklists	Walkthroughs indicated fidelity of implementation for each group and each intervention resource	NA	NA
After school professional learning and planning for instructional strategies, scaffolds and supports (EBI 2)	Erik Gajeton	1/15/26- 6/18/26	Professional learning objectives and lesson plans	Number of staff participating in training	Funding for hourly off-contract pay for staff to participate in collaborative learning and planning	School Improvement Grant

Multi-Year School Support Plan

3-Year Goal Statement	By June 2028, the percentage of students with disabilities passing the Grade 3-6 Mathematics SOL will increase from 28% (in spring 2025) to 43%.		
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 percentage of students with disabilities passing the Grade 3-6 Mathematics SOL will increase from 28% to 33%.	By June 2027, the percentage of students with disabilities passing the Grade 3-6 Mathematics SOL will increase from 33% to 38%.	By June 2028, the percentage of students with disabilities passing the Grade 3-6 Mathematics SOL will increase from 38% to 43%.
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 with disabilities struggling with mathematics share one key feature: the design of the curricular materials and the instruction provided are systematic. The term systematic indicates that instructional elements intentionally build students' knowledge over time toward an identified learning outcome(s). Systematic intervention materials are designed to cover topics in an		

	incremental and intentional way. Systematic interventions most often include a "bundle" of practices used to build and support student learning strategically.
Intended Outcomes	By increasing student understanding of mathematical ideas through systematic instruction and intervention programs, students with disabilities will increase math proficiency with grade level content, leading to increased mastery and growth on the math SOL and SPSF Framework score.
Lead Person	Brian Kent
Team Members	Brian Kent, Mary West, Caroline Brown, Mike Staroscik, Rebecca Forgy, Alison Meadows, Erik Gajeton, Tess Madrid, Jackie White, Veronica Blunt

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?)*
Research and select math intervention resources	Mary West	1/15/26- 3/31/26	Confirm resources selected and ordered by 2/28/26	Confirm resources received	Funding to purchase math programs and materials	School Improvement Grant
Provide training for staff on math content knowledge and intervention resources	Brian Kent	1/15/26- 7/30/26	Ongoing in CLTs and individual participation in training	Number of staff participating in training	Funding for substitutes or hourly off-contract pay for staff to participate in training	School Improvement Grant Title I budget
Implement intervention and monitor student progress and	Alison Meadows	1/15/26- 6/18/26	Regular MTSS monitoring through midpoint and end of round progress	Students making expected progress toward plan goals	NA	NA

success of resource			monitoring and reflections			
Analyze student data to support student access and implement reteaching of grade level content	Brian Kent	1/15/26- 6/18/26	Analysis of common formative assessments used to plan instructional adjustments through CLTs	Agenda meeting outcomes, formative assessment data, instructional plans	Funding for hourly off-contract pay for staff to participate in collaborative planning	School Improvement Grant Title I budget
Provide time and structures for collaborative planning during planning and after school	Erik Gajeton	1/15/26- 6/18/26	Ongoing in CLTs, with literacy and math CLTs weekly, and content CLTs monthly	Agenda meeting outcomes	NA	School Improvement Grant
After school remediation	Alison Meadows	1/15/26- 6/18/26	Identify students who would benefit from additional instructional time and identify general education and special education teachers	Number of students attending the after school program	Funding for hourly off-contract pay for staff	Title I budget
After school professional learning and planning for instructional strategies, scaffolds and supports	Erik Gajeton	1/15/26- 6/18/26	Professional learning objectives and lesson plans	Number of staff participating in training	Funding for hourly off-contract pay for staff to participate in collaborative learning and planning	School Improvement Grant

Assurances

Assurance of Review and Approval	
Information Needed	Enter Information Below
Division Name	Fairfax County Public Schools
Division-Level Team Lead Name	Stephanie Jerauld
Division-Level Team Lead Email	sajerauld@fcps.edu
School Name	Parklawn Elementary School
Principal Name	Rebecca Forgy
Principal Email	RLForgy@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.

Rebecca Forgy	Rebecca Forgy	1/23/26
Principal Name	Principal Signature	Date Approved
Stephanie Jerauld	S Jerauld GP	1/30/26
Division-Level Lead Name	Division-Level Lead Signature	Date Approved
Dr. Michelle C. Reid	MC Reid	2/10/26
Division Superintendent Name	Division Superintendent Signature	Date Approved

Date Reviewed/Approved

per School Board Minutes

Woodburn 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	Woodburn ES
Grades Served	PreK - 6
Principal Name	Kanchana Iyer
Principal Email	kkiyer@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 Administrator	Kanchana Iyer	kkiyer@fcps.edu	Woodburn ES	Principal
School Administrator	Kelley Dauberman	krdauberman@fcps.edu	Woodburn ES	Assistant Principal
Administrative Assistant	Melissa Lopez	mlopez1@fcps.edu	Woodburn ES	Administrative Assistant
Instructional Leadership Team	Laura Bailey	labailey@fcps.edu	Woodburn ES	Reading Coach

Instructional Leadership Team	Sage Coury	sacoury@fcps.edu	Woodburn ES	School Counselor
Instructional Leadership Team	Chelsea Ettere	ceettre@fcps.edu	Woodburn ES	Math Coach
Instructional Leadership Team	Ally Inverso	ainverso@fcps.edu	Woodburn ES	SBTS
Instructional Leadership Team	Najma Khan	nhkhan@fcps.edu	Woodburn ES	AART
Instructional Leadership Team	Jessica Nelson	jnnelson@fcps.edu	Woodburn ES	Math Coach
Instructional Leadership Team	Regan Whiteford	rawhiteford@fcps.edu	Woodburn ES	Special Ed Department Chair
Instructional Leadership Team	Rebecca Wilkinson	rwilkinson@fcps.edu	Woodburn ES	ESOL Teacher
Woodburn PTA Member	Molly Huh	mollyhuh@gmail.com	PTA	PTA President
Woodburn PTA Member	Aileen Elsaessar	aileen.elsaessar@gmail.com	PTA	PTA Vice 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 our three identified student groups will increase in reading mastery by 30% as measured by the school performance support framework. - Economically disadvantaged will increase from 60.55% to 90.55% - Hispanic students will increase from 60.46% to 90.46% - Students with disabilities student group will increase from 66.26% to 96.26%.		
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

	Economically disadvantaged will increase from 60.55% to 70.55% Hispanic students will increase from 60.46% to 70.46% Students with disabilities student group will increase from 66.26% to 76.26%.	Economically disadvantaged will increase from 70.55% to 80.55% Hispanic students will increase from 70.46% to 80.46% Students with disabilities student group will increase from 76.26% to 86.26%.	Economically disadvantaged will increase from 80.55% to 90.55% Hispanic students will increase from 80.46% to 90.46% Students with disabilities student group will increase from 86.26% to 96.26%.
Evidence-Based Strategy	• Evidence Tier 1: Teach students to decode words, analyze word parts, and write and recognize words. This strategy addresses the foundational skills needed for students to make progress in reading. • Evidence Tier 1: Integrate and oral and written English language instruction into content-area teaching. This strategy provides support for MLs so that they can access Tier 1 instruction. • Evidence Tier 1: Routinely use a set of comprehension-building practices to help students make sense of the text. This strategy addresses the need to help students access Tier 1 instruction and be successful in reading on grade level text so they can meet growth and mastery goals on Unit assessments and the SOL. • Evidence Tier 2: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. This strategy supports Tier 1 instruction around reading comprehension and builds' student stamina for reading connected text.		
Intended Outcomes	By implementing the above EBI's, teachers will strengthen foundational reading instruction, enabling students to improve automaticity with decoding and more effectively engage in text comprehension. Explicit comprehension strategies will support students' access to grade-level text, while multilingual learners will increase and apply new oral and written academic vocabulary. This alignment directly addresses the identified root cause of inconsistent data analysis in the decision-making process. A clearly defined and consistently implemented MTSS process will establish transparent, data-driven criteria, prevent over-identification, and ensure equitable instructional decisions. As a result, instructional practices will be responsive to student needs, leading to improved reading outcomes for identified student groups.		

Lead Person	Reading Specialist, SPED dept. chair, ML teacher
Team Members	Laura Bailey (Literacy coach), Regan Whiteford (SPED dept. chair), Rebecca Wilkinson (ML teacher)

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?)
Tutors will be used for tier 2 and tier 3 intervention. Primary grades and students with reading plans will be a priority.	Reading Specialist - Laura Bailey	January 2026- July 30th 2026	Tutors will give a pre and post assessment and progress biweekly. They will enter data into SIS. .	monitoring biweekly utilizing programs check ins and students growth on program embedded assessments and growth outcome measures	Tutors	Grant
Substitutes will be used when classroom teachers are collaborating with teams, coaches, and admin at planning meetings	Reading Specialist - Laura Bailey	January 2026- July 30th 2026	Team will participate in unpacking of tier 1 curriculum and look at data to guide small group instruction	Teachers will have a clear goal for curriculum objectives and clear instructional goals for daily learning targets in all content areas- Teachers will complete a google form on how helpful the team days were.	Subs for Team Days	Grant
SPIRE kit materials	Laura Bailey	January 2026-September 30th 2026	Teachers will utilize intervention materials with students needing reading plans.	Teachers will monitor student progress in SIS and coaches will follow up to ensure fidelity of implementation.	Intervention Supplies	Grant

Classroom supplies for small groups	Regan Whiteford	January 2026-September 30th 2026	Small groups will be modeled and observed by coaches and resources teachers when pushing in to track full implementation and fidelity of groups (SWD)	Small groups materials are purposefully used consistently by teachers (SWD)		Grant
Summer Planning Days for Teams	Coaches - Laura Bailey	July 20 - July 30, 2026	Teams will meet to map out the first two units of the school year utilizing GLAD strategies; identify students who can be placed into intervention groups at the BOY	Unit 1 and Unit 2 assessments as well as progress monitoring of BOY interventions will show impact of early planning.	Hourly Teacher Pay	Grant

Multi-Year School Support Plan

3-Year Goal Statement	By Spring 2028 our three identified student groups will increase in math mastery by 30% as measured by the school performance support framework. - Economically disadvantaged will increase from 67.5% to 97.5% - Hispanic students will increase from 65.84% to 95.84% - Students with Disabilities will increase from 66.26% to 96.26%		
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**
	Economically disadvantaged will increase from 67.5% to 77.5% Hispanic students will increase from 65.84% to 75.84%	Economically disadvantaged will increase from 77.5% to 87.5% Hispanic students will increase from 75.84% to 85.84%	Economically disadvantaged will increase from 87.5% to 97.5% Hispanic students will increase from 85.84% to 95.84%

	Students with Disabilities will increase from 66.26% to 76.26%	Students with Disabilities will increase from 76.26% to 86.26%	Students with Disabilities will increase from 86.26% to 96.26%
Evidence-Based Strategy	Evidence Tier 1: Mathematical Language: Teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts. Evidence Tier 1: Representations: Use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures. Evidence Tier 1: Word Problems: Provide deliberate instruction on word problems to deepen students' mathematical understanding and support their capacity to apply mathematical ideas. Evidence Tier 2: Expose students to multiple problem-solving strategies. Evidence Tier 3: Screen all students to identify those at risk for potential mathematics difficulties and provide interventions to students identified as at risk. Evidence Tier 3: Instruction during the intervention should be explicit and systematic.		
Intended Outcomes	By implementing the identified evidence-based instructional strategies with fidelity, teachers will improve student understanding, communication, and application of mathematical concepts. The use of clear mathematical language, purposeful representations, and explicit instruction in word problem-solving will strengthen students' mathematical reasoning and problem-solving skills. This cohesive approach directly addresses the identified root cause of inconsistent data analysis and decision-making. A clearly defined and consistently implemented MTSS process will establish transparent, data-driven criteria for identifying student needs, prevent over-identification, and ensure equitable access to instructional support. As a result, students will demonstrate increased mastery and more consistent growth in mathematics.		
Lead Person	Math Coaches		
Team Members	Jessica Nelson, Chelsea Ettere		

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?)

Tutors and classroom teachers will utilize research based intervention programs designed for reteaching of essential standards and that provide an explicit progression of mathematical understanding using scripted lessons, student worksheets, anchor chart ideas, and quizzes for daily check-ins.	Math coaches-Jessica Nelson and Chelsea Ettere	January 2026-September 30th 2026	Embedded progress check for understanding. Data will be inputted into SIS and on the school wide data wall to monitor effectiveness	Progress monitoring biweekly utilizing programs check ins and students growth on math diagnostic assessments and SOLS.	Intervention curriculum for 4-6	Grant
Classroom supplies for small groups for Grades 4-6	Math coaches-Jessica Nelson and Chelsea Ettere	January 2026-July 30th 2026	Small groups will be modeled and observed by coaches and resources teachers when pushing in to track full implementation	Small groups materials are purposefully used consistently by teachers	Classroom Supplies	Grant + a portion of supplies will be paid with Local School funds
Curriculum nights will be planned for students, families and teachers.	Math coaches-Jessica Nelson and Chelsea Ettere	January 2026- July 30th 2026	Teachers will teach math games targeted around areas of growth for students to participate in use at home.	Attendance will be taken at math night. Families will be given a purposeful math game aligned to their grade level math content emphasis. Materials will be sent home to students who were not able to attend	Curriculum Night	Grant + a portion of supplies will be paid with Local School 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	Woodburn ES
Principal Name	Kanchana Iyer
Principal Email	kkiyer@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.

Kanchana Iyer	Kanchana Iyer	Jan. 23rd, 2026
Principal Name	Principal Signature	Date Approved
Stephanie Jerauld	S Jerauld GP	1/30/2026
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