## Federally Identified Schools - Targeted Support and Improvement

**Region 4:**

- Centre Ridge Elementary School
- Halley Elementary School
- Rolling Valley Elementary School

# Centre Ridge Elementary School Multi-Year School Support Plan 2025-26

| Division and School Information | |
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| Information Needed | Enter Information Below |
| **School Year** | 2025-2026 |
| **Division Name** | Fairfax County Public Schools |
| **Division Superintendent** | Dr. Michelle C. Reid |
| **School Name** | Centre Ridge Elementary School |
| **Grades Served** | PreK-6 |
| **Principal Name** | Erika Aspuria |
| **Principal Email** | ELAspuria@fcps.edu |
| **Division Multi-Year School Support Plan Lead Name and Title** | Stephanie Jerauld<br>Executive Director, Office of School Support |
| **Division Multi-Year School Support Plan Lead Email** | sajerauld@fcps.edu |

| Stakeholder Engagement | | | | |
|---|---|---|---|---|
| Stakeholder Representation | Name | Email | Organization, Department, or Office | Title |
| Administration | Erika Aspuria | ELAspuria@fcps.edu | Centre Ridge Elementary | Principal |
| Administration | Stephanie Sutton | slsutton@fcps.edu | Centre Ridge Elementary | Assistant Principal |
| Math Instructional Support | Helene Terry | hsterry@fcps.edu | Centre Ridge Elementary | Instructional Coach |
| Reading Instructional Support | Allison Covey | AGCovey@fcps.edu | Centre Ridge Elementary | Reading Specialist |

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| Special Education Support | Todd Struzynski | tcstruzynski@fcps.edu | Centre Ridge Elementary | Special Education Department Chair |
| English Learner Support | Brinda Abu-Obaid | babuobaid@fcps.edu | Centre Ridge Elementary | ESOL Lead Teacher |

| **Multi-Year School Support Plan**<br>*Write your support plans based on at least 2 goal statements from your School Needs Assessment.* | | | |
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| 3-Year Goal Statement | By Spring of 2028, Centre Ridge Elementary will improve reading outcomes for Students with Disabilities such that the SOL Reading simple pass rate increases by 20 percentage points, from 37.25% to 57%, and the Reading Performance Indicator Percentage increases from 66.66% to at least 78%. | | |
| School Performance and Support Framework Alignment | Reading Mastery | | |
| Measurable Objectives<br>*Define objectives that support accomplishing the goal.* | Measurable Objective Year 1 | Measurable Objective Year 2 | Measurable Objective Year 3 |
| | By Spring 2026, Centre Ridge Elementary will improve reading outcomes for Students with Disabilities such that the SOL Reading simple pass rate increases by 7 percentage points. | By Spring 2027, Centre Ridge Elementary will improve reading outcomes for Students with Disabilities such that the SOL Reading simple pass rate increases by 13 percentage points, from 37.25% to 50%. | By Spring of 2028, Centre Ridge Elementary will improve reading outcomes for Students with Disabilities such that the SOL Reading simple pass rate increases by 20 percentage points, from 37.25% to 57% |
| Evidence-Based Strategy | Grades K-3<br>Strategy: Teach students to decode words, analyze word parts, and write and recognize words.<br>Tier 1<br>Rationale: 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 | | |

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| | comprehension. As word recognition becomes easier, students can focus more on word meaning when they read.<br><br>Grades 4-9<br>Strategy: Build students' decoding skills so they can read complex multisyllabic words<br>Tier 1<br>Rationale: 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.<br><br>These strategies address our commitment to deepening collective expertise in evidence-based literacy. By mastering essential skill progressions and understanding the core components of our programming—specifically effective word recognition techniques—our educators will influence significant gains for our special education students. |
| Intended Outcomes | By implementing these evidence-based strategies, students with disabilities will develop the automaticity and accuracy needed to decode complex, grade-level text. Reducing the cognitive burden of decoding allows students to shift their mental energy toward deep comprehension. Ultimately, proficiency in reading and understanding will drive higher performance on the Reading SOL assessment. |
| Lead Person | Allison Covey, Reading Teacher |
| Team Members | Erika Aspuria, Stephanie Sutton, Helene Terry, Todd Struzymski, and Brinda Abu-Obaid |

| **Action Step** *(What will be accomplished?) List the specific, sequenced steps required to complete the activity.* | **Process Owner** *(Who is responsible for ensuring the action step is complete?) Identify a single, accountability lead.* | **Time Frame** *(How long will it take?) Identify the start and end dates for each action step, including any key milestones.* | **Progress Checks** *(How will the team monitor progress?) Define key dates to review process, make adjustments, and confirm the work remains on track.* | **Measures of Success** *(How will the team know if the action step is complete?) Define clear, observable indicators of completion.* | **Cost Elements** *(What resources are needed to complete the action step?)* | **Funding Source** *(Where will the money come from?)* |
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| Acquire additional reading programs (SPIRE, REWARDS, 95 PAIR) to support explicit, systematic instruction | Allison Covey | Feb.2026 - July 2026 | February- review order<br><br>July- make sure order has arrived | Special Education teachers will have access to programs needed to meet student needs | Purchase teacher and student reading intervention materials | TSI Grant |
| Professional Learning/Teacher Training<br>-Audit current staff trainings<br>-Plan for upcoming training opportunities | Erika Aspuria | March 2026 - Oct.2026 | -Identify staff needs by March 1, 2026<br>-Determine training dates and attendees by April 1, 2026<br>-Plan trainings for new staff by June 1, 2026 | Special Education team, ML and Gen.Ed teachers will participate in EBLI and program trainings aligned with student needs | -Training audit google form<br>-Develop professional learning year-long plan and calendar<br>-Central office and/or school-based facilitators | Local school funds |
| Develop Centre Ridge Master and Special Education instructional Schedule | Stephanie Sutton | June - Aug.2026 | -Gather staff/administration input by June 2026<br>-Draft master schedule by July 31,2026<br>-Review Special Education schedule prior to teacher return to school<br>-Share with staff kick-off week | Instructional schedule will ensure students' academic and SEL needs can be met within allotted time | Adequate staffing | FCPS staffing budget |
| Gen. Ed/Special Ed. collaboration<br>-Outline collaboration expectations | Erika Aspuria | July - Aug.2026 | Outline collaboration expectations with whole staff - 2026-27 kick off | -Expectations shared with staff<br>-Master schedule and professional learning calendar | -Common time for planning/data analysis<br>-Structures to support planning | No cost |

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| -Provide dedicated time for planning and data analysis | | | week | will have dedicated time for planning and analysis | and data conversations | |
| Vertical Articulation meetings to support SWDs across school years | Todd Struzynski | May 2026 - Sept.2028 | May 2026 - Sept.2026, May 2027 - Sept.2027, May 2028 - Sept.2028 | Special education teachers will meet together EOY and/or BOY to ensure continuation of instruction | Time and protocols for teacher meetings | No cost |
| CLTs will focus on reviewing data and creating action plans for our SWD group that will be implemented in general education, ML, and special education settings | Allison Covey | Aug.2026 - May 2028 | November 2026<br>January 2027<br>April 2027<br>June 2027 | Notes from CLT agendas will include the action step monthly. | -SWD literacy data and planning protocol<br>-CLT planning calendar | No cost |
| General education, ML and Special education teachers will implement their training and action plans with SWDs in all content areas. | Stephanie Sutton | August 2026-May 2028 | November 2026<br>January 2027<br>April 2027<br>June 2027<br>August 2027<br>November 2027<br>January 2028<br>April 2028 | -SWDs will improve their unit assessments and universal screeners over time; they will make progress towards IEP and WIDA goals.<br>-Teachers will be observed implementing the action plans quarterly | -Adequate staffing and time<br>-Quarterly observations/progress checks | No cost |
| The Instructional | Allison Covey | August 2026-May | October 2026 | Students with | -Time for | No cost |

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| Resource Team (Reading Specialist and Instructional Coach) will collaborate with Special Education teachers to develop, review, and plan goals for students with IEPs. | | 2028 | November 2026<br>January 2027<br>April 2027<br>June 2027<br>August 2027<br>November 2027<br>January 2028<br>April 2028 | disabilities will demonstrate progress toward targeted content goals developed with expert input from the Reading Specialist and Instructional Coach, as evidenced by quarterly progress monitoring. | collaboration meetings<br>-Access to Special Education goal-writing guidance and resources | |

## Multi-Year School Support Plan

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| 3-Year Goal Statement | By Spring 2028, Centre Ridge Elementary will improve Math outcomes for Students with Disabilities such that the SOL Math simple pass rate increases by 20 percentage points, from 33.33% to 53%, and the Math Performance Indicator Percentage increases from 63.54% to at least 78%. | | |
| School Performance and Support Framework Alignment | Math Mastery | | |
| Measurable Objectives<br>*Define objectives that support accomplishing the goal.* | Measurable Objective Year 1 | Measurable Objective Year 2 | Measurable Objective Year 3 |
| | By Spring 2026, Centre Ridge Elementary will improve Math outcomes for Students with Disabilities such that the SOL Math simple pass rate increases by 7 percentage points, from 33.33% to 40.33%, and the Math Performance Indicator Percentage increases from 63.54% to at least 69%. | By Spring 2027, Centre Ridge Elementary will improve Math outcomes for Students with Disabilities such that the SOL Math simple pass rate increases by 13 percentage points, from 33.33% to 46.33%, and the Math Performance Indicator Percentage increases from 63.54% to at least 72%. | By Spring 2028, Centre Ridge Elementary will improve Math outcomes for Students with Disabilities such that the SOL Math simple pass rate increases by 20 percentage points, from 33.33% to 53%, and the Math Performance Indicator Percentage increases from 63.54% to at least 78%. |
| Evidence-Based Strategy | Strategy: Provide systematic instruction during intervention to develop student understanding of mathematical ideas. | | |

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| | Tier: 1<br>Rationale: 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 to strategically build and support student learning.<br>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.<br>Tier: 1<br>Mathematical language is an academic language that precisely conveys mathematical ideas, including the vocabulary, terminology, and language structures used when thinking about, talking about, and writing about mathematics. Understanding mathematical language is critical to students' learning because it is used in textbooks, curricular and assessment materials, and teachers' instruction. |
| Intended Outcomes | By implementing these evidence-based strategies, students with disabilities will develop their understanding of mathematical ideas and vocabulary needed to solve grade-level math problems. Reducing the cognitive burden of inefficient, low-level strategies allows students to shift their mental energy toward understanding and solving complex tasks. Ultimately, understanding of mathematical ideas will drive higher performance on the Math SOL assessment. |
| Lead Person | Helene Terry, Instructional Coach |
| Team Members | Erika Aspuria, Stephanie Sutton, Allison Covey, Todd Struzymski, and Brinda Abu-Obaid |

| **Action Step** *(What will be accomplished?) List the specific, sequenced steps required to complete the activity.* | **Process Owner** *(Who is responsible for ensuring the action step is complete?) Identify a single, accountability lead.* | **Time Frame** *(How long will it take?) Identify the start and end dates for each action step, including any key milestones.* | **Progress Checks** *(How will the team monitor progress?) Define key dates to review process, make adjustments, and confirm the work remains on track.* | **Measures of Success** *(How will the team know if the action step is complete?) Define clear, observable indicators of completion.* | **Cost Elements** *(What resources are needed to complete the action step?)* | **Funding Source** *(Where will the money come from?)* |
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| Acquire additional math programs (Math Pathways and | Helene Terry | By July 2026 | February 2026- review order progress | Special education teachers will have the student | Purchase of intervention programs | TSI Grant |

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| Pitfalls and student resources for Connecting Math Concepts) | | | April 2026- review order progress<br>June- review order progress | resources and utilize them in their small groups. | | |
| Professional Learning/Teacher Training<br>-Audit current staff trainings<br>-Plan for upcoming training opportunities | Erika Aspuria | March 2026 - Aug 2026 | -Identify staff needs by March 1, 2026<br>-Determine training dates and attendees by April 1, 2026<br>-Plan trainings for new staff by June 1, 2026 | Special Education team, ML and Gen.Ed teachers will participate in EBLI and program trainings aligned with student needs | Time to review audit and plan for future training | Local School Budget |
| Develop Centre Ridge Master and Special Education instructional Schedule | Stephanie Sutton | June - Aug.2026 | | Instructional schedule will ensure students' academic and SEL needs can be met within allotted time | Adequate staffing | FCPS Staffing Budget |
| Gen. Ed/Special Ed. collaboration<br>-Outline collaboration expectations<br>-Provide dedicated time for planning and data analysis | | Aug.2026 | | Expectations will be shared with staff<br><br>Master schedule and professional learning calendar will have dedicated time for planning and analysis | time | Title I Funding |
| Vertical Articulation meetings to support SWDs across school years | Todd Struzynski | May 2026 - Sept.2028 | May 2026 - Sept.2026,<br>May 2027 - Sept.2027, | Special education teachers will meet together EOY and/or BOY to | | No cost |

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| | | | May 2028 - Sept.2028 | ensure continuation of instruction | | |
| General education, ML and Special education teachers will implement their training and action plans with their students in all content areas. | Stephanie Sutton | August 2026-May 2028 | November 2026<br>January 2027<br>April 2027<br>June 2027<br>August 2027<br>November 2027<br>January 2028<br>April 2028 | Students with disabilities will improve their unit assessments and universal screeners over time; they will make progress toward their IEP goals and WIDA goals.<br><br>Teachers will be observed implementing the action plans quarterly | Adequate staffing and time | No cost |
| The Instructional Resource Team (Reading Specialist and Instructional Coach) will collaborate with Special Education teachers to develop, review, and plan goals for students with IEPs. | Helene Terry | August 2026-May 2028 | October 2026<br>November 2026<br>January 2027<br>April 2027<br>June 2027<br>August 2027<br>November 2027<br>January 2028<br>April 2028 | Students with disabilities will demonstrate progress toward targeted content goals developed with expert input from the Reading Specialist and Instructional Coach, as evidenced by quarterly progress monitoring. | | No cost |

## Assurances

| Assurance of Review and Approval | |
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| 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** | Centre Ridge Elementary School |
| **Principal Name** | Erika Aspuria |
| **Principal Email** | ELAspuria@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.

| Erika Aspuria | Erika Aspuria | 1/26/26 |
|---|---|---|
| Principal Name | Principal Signature | Date Approved |
| Stephanie Jerauld | SJerauld GP | 1/30/26 |
| Division-Level Lead Name | Division-Level Lead Signature | Date Approved |
| Dr. Michelle C. Reid | MCReid | 2/10/26 |
| Division Superintendent Name | Division Superintendent Signature | Date Approved |

Date Reviewed/Approved

per School Board Minutes

# Halley Elementary School Multi-Year School Support Plan 2025-26

| Division and School Information | |
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| Information Needed | Enter Information Below |
| **School Year** | 2025-2026 |
| **Division Name** | Fairfax County Public Schools |
| **Division Superintendent** | Dr. Michelle C. Reid |
| **School Name** | Halley Elementary School |
| **Grades Served** | PreK - 6 |
| **Principal Name** | Paula Johnson-Tyler |
| **Principal Email** | pajohnsontyl@fcps.edu |
| **Division Multi-Year School Support Plan Lead Name and Title** | Stephanie Jerauld<br>Executive Director, Office of School Support |
| **Division Multi-Year School Support Plan Lead Email** | sajerauld@fcps.edu |

| Stakeholder Engagement | | | | |
|---|---|---|---|---|
| Stakeholder Representation | Name | Email | Organization, Department, or Office | Title |
| Staff | Paula Johnson-Tyler | pajohnsontyl@fcps.edu | School-Based-Admin | Principal |
| Staff | Kayleigh Merritt | kfmerritt@fcps.edu | School-Based-Admin | Asst. Principal |
| Staff | Hanna Langstein | hblangstein@fcps.edu | School-Based-Admin | Asst. Principal |
| Staff | Olivia Horne | ohorne@fcps.edu | School-Based-Math | Instructional Coach |
| Staff | Tahlia Jolicouer | tjjolicoeur@fcps.edu | School-Based-Science | Instructional Coach |

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| Staff | Tammy Anderson | tlanderson1@fcps.edu | School-Based-Literacy | Reading Specialist |
| Staff | Mary Shepherd | mlshepherd@fcps.edu | School-Based-Spec. Ed. | SpEd. Dept. Chair |
| Staff | Andrea Johnston | apjohnston@fcps.edu | School-Based-ESOL | ESOL Lead |
| Staff | Jennifer Neimeyer | jlneimeyer@fcps.edu | School-Based-ESOL | ESOL Teacher |
| Staff | Christy Talley | cmtalley@fcps.edu | School-Based-Adv. Acad. | AART |
| Parent | Christie Hall | CGHall@fcps.edu | School-Based-Community | Halley Parent |
| Parent | Vicki Alvarado | vealvarado@fcps.edu | School-Based-Community | Halley Parent |
| Parent | James Merritt | jmerrit2@gmail.com | School Based Community | Halley Parent |

| Multi-Year School Support Plan<br>*Write your support plans based on at least 2 goal statements from your School Needs Assessment.* | | | |
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| 3-Year Goal Statement | By Spring 2028, SWD will achieve at least an 80% adjusted pass rate as measured by the reading mastery index performance indicator on the Reading SOL. | | |
| School Performance and Support Framework Alignment | Reading Mastery | | |
| Measurable Objectives<br>*Define objectives that support accomplishing the goal.* | Measurable Objective Year 1 | Measurable Objective Year 2 | Measurable Objective Year 3 |
| | By Spring 2028, SWD will achieve at least a 72% adjusted pass rate as measured by the reading mastery index performance indicator on the Reading SOL. | By Spring 2028, SWD will achieve at least a 76% adjusted pass rate as measured by the reading mastery index performance indicator on the Reading SOL. | By Spring 2028, SWD will achieve at least a 80% adjusted pass rate as measured by the reading mastery index performance indicator on the Reading SOL. |

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| Evidence-Based Strategy | As part of our root cause analysis, we determined that our students with disabilities would benefit from the following strategies to increase access to rigorous grade level content:<br><br>-Being provided purposeful fluency-building activities to help students read effortlessly (Tier 1).<br>• 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.<br><br>-Routinely using a set of comprehension-building practices to help students make sense of the text (Tier 1).<br>• Students with reading difficulties often have difficulty understanding what they read. Many of these students view reading as a frustrating task and may rush through a passage, rather than try to figure out its meaning. By the time students are in upper-elementary grades, reading material in all subject areas conveys information and 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.<br><br>-Building students' decoding skills so they can read complex multisyllabic words (Tier 1)<br>• 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 upperelementary and middle school grades, texts include more complex multisyllabic words, such as disorganization and equilibrium. Many of these difficult multisyllabic words are essential for understanding the meaning of the texts. For that reason, adequate word-reading skills are essential for understanding the more complex texts that appear in these higher grade levels. The goal of this recommendation is to prepare students with the skills needed to break apart and accurately sound out multisyllabic words. |
| Intended Outcomes | -The goal of this recommendation is to provide teachers with ways to support our students with disabilities as they learn and practice routines and develop reading habits that promote reading comprehension. These supports can be gradually withdrawn as our SWDs gain competence in making sense of the text. Our students with disabilities outcomes will improve as a result implementing the evidence-based strategies.<br><br>-This recommendation focuses on improving students with disabilities' ability to read text with increased ease, while |

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| | building decoding  focuses on reading multisyllabic words accurately and fluently. When our SWDs read fluently, they can turn their attention from sounding out the individual words to making sense of what they are reading.<br><br>-The goal of this recommendation is to prepare our students with disabilities with the skills needed to break apart and accurately sound out multisyllabic words.<br><br>The Instructional Team will lead quarterly walk throughs to ensure follow through on the instructional strategies above to determine if the desired outcomes are met by our students with disabilities. |
| Lead Person | Tamela Anderson |
| Team Members | Paula Johnson-Tyler, Kayleigh Merritt, Hanna Langstein, Olivia Horne, Tamela Anderson, Andrea Johnston, Jennifer Neimeyer, Tahlia Jolicoeur, Christy Talley,  Mary Shepherd |

| Action Step *(What will be accomplished?) List the specific, sequenced steps required to complete the activity.* | Process Owner *(Who is responsible for ensuring the action step is complete?) Identify a single, accountability lead.* | Time Frame *(How long will it take?) Identify the start and end dates for each action step, including any key milestones.* | Progress Checks *(How will the team monitor progress?) Define key dates to review the process, make adjustments, and confirm the work remains on track.* | Measures of Success *(How will the team know if the action step is complete?) Define clear, observable indicators of completion.* | Cost Elements *(What resources are needed to complete the action step?)* | Funding Source *(Where will the money come from?)* |
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| Quarterly Planning/ Data Dialogues | Olivia Horne (Instructional Coach) & Tammy Anderson (Reading Spec.) | Summer 2026-Spring of 2028 | -Start of Each Quarter | Quarterly planning document | Funding for: Hourly teacher pay & for substitutes during school year | School Funds |
| Professional Development Quarterly & as Assigned for Instructional Staff | Tamela Anderson (Reading Specialist) | Spring 2026-Spring of 2028 | -Quarterly based on Walkthrough Data<br>-As needed based on county availability for EBLI | MyPDE tracking and attendance sheets | Funding for: Substitutes Materials | Grant & School Funds |

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| Instructional Walkthroughs | Paula Johnson-Tyler (Principal) | Present to Spring of 2028 | -Quarterly; specified focus TBD | Observational Notes, Next steps | Materials | School Funds |
| Summer Intervention Sessions | Paula Johnson-Tyler (Principal) | Summer 2026 | Summer | Growth Assessment Review during Data Dialogue & Attendance Sheets | Funding for: Hourly teacher pay, curriculum, instructional materials, transportation | Grant |
| Additional High Impact Tutor | Tamela Anderson | Present to Spring of 2028 | Semester Sessions (Fall, Spring, & Summer) | Growth Assessments tracked in MTSS | Funding for: Hourly Tutors, Materials | All in VA Grant |
| Instructional Materials | Tamela Anderson | Summer 2026 to Spring of 2028 | Ongoing | Inventory of Materials/Check out system<br><br>Student data from evidence based program | Funding for: High Interest Decodables Take home reading materials, SPIRE kits | Grant |
| Quarterly Family Evening Engagement Sessions | Paula Johnson-Tyler | Present to Spring 2028 | Ongoing | Tracker of Attendees | Materials | Summer Funds |

| Multi-Year School Support Plan | |
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| 3-Year Goal Statement | By Spring 2028, SWD will achieve at least an 82% adjusted pass rate as measured by the math mastery index performance indicator on the Math SOL. |
| School Performance and Support Framework Alignment | Math Mastery |

| Measurable Objectives<br>*Define objectives that support accomplishing the goal.* | Measurable Objective Year 1 | Measurable Objective Year 2 | Measurable Objective Year 3 |
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| | By Spring 2028, SWD will achieve at least a 73% adjusted pass rate as measured by the math mastery index performance indicator on Math SOL. | By Spring 2028, SWD will achieve at least a 77% adjusted pass rate as measured by the math mastery index performance indicator on the Math SOL. | By Spring 2028, SWD will achieve at least an 82% adjusted pass rate as measured by the math mastery index performance indicator on the Math SOL. |
| Evidence-Based Strategy | As part of our root cause analysis, we determined that our students with disabilities would benefit from the following strategies to increase access to rigorous grade level content:<br>• Systematic Instruction: Provide systematic instruction during intervention to develop student understanding of mathematical ideas. (Tier 1)<br>  ○ 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.<br>• Word Problems: Provide deliberate instruction on word problems to deepen students' mathematical understanding and support their capacity to apply mathematical ideas. (Tier 1)<br>  ○ 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.<br>• Representations: Use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures. (Tier 1)<br>  ○ 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. | | |
| Intended Outcomes | The goal of this recommendation is to provide students with disabilities with many opportunities to use representations. To set up and solve word problems successfully, SWDs 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. SWDs who struggle with mathematics often have difficulty with one or more of these steps.<br><br>The goal of this recommendation is to support teachers in focused instruction using representations to model mathematical ideas. Choose representations carefully and connect them explicitly to the abstract representations | | |

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| | (mathematical notation). It is also important to provide SWDs with many opportunities to use representations.<br><br>The goal of this recommendation is to provide effective interventions for improving mathematics achievement for SWDs struggling with mathematics share one key feature: the design of the curricular materials and the instruction provided are systematic<br><br>The Instructional Team will lead quarterly walk throughs to ensure follow through on the instructional strategies above to determine if the desired outcomes are met by our students with disabilities. |
| Lead Person | *Olivia & Tahlia* |
| Team Members | *Paula Johnson-Tyler, Kayleigh Merritt, Hanna Langstein, Olivia Horne, Tamela Anderson* |

| 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?)* |
|---|---|---|---|---|---|---|
| Quarterly Planning (unpacking unit scaffolds and supports) | Olivia Horne and Tahlia Jolicoeur (Instructional Coaches) | Spring 2026-Spring 2028 | Quarterly check ins, looking at Unpacking templates and evidence in Instructional walkthroughs | Evidence of scaffolds and supports in Tier 1 instruction<br><br>Performance on end of unit common assessments for SWDs | Sub funding | School Funds |
| Professional Development (Co-teaching | Olivia Horne (Instructional Coach) and Mary | Summer 2026-Spring 2028 | Instructional Walkthroughs | Evidence of teacher learning in daily instruction | Hourly pay for staff<br><br>Purchase of | Grant |

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| partnerships summer learning, VMath, Do the Math, RSM, AVMR) | Shepherd (SPED Dept. Chair) | | | Increase in student data from evidence based programs | materials | |
| Instructional Walkthroughs | Paula Johnson-Tyler (Principal) | Present 2026-Spring 2028 | -Quarterly; specified focus TBD | Observational Notes, Next steps | Sub funding | Grant |
| Student Additional Learning Programs (summer learning) | Paula Johnson-Tyler (Principal) | Summer 2026-Spring 2028 | Student data from the summer learning program<br><br>Fall MAP growth | Growth assessment review in data dialogues | Hourly pay for staff, transportation, evidence based program | Grant |
| Quarterly Family Evening Engagement Sessions | Paula Johnson-Tyler | Present to Spring 2028 | Ongoing | Tracker of Attendees | Materials & Hourly Pay for Teachers | Grant |
| Additional High Impact Tutor | Olivia Horne | Present to Spring of 2028 | Semester Sessions (Fall, Spring, & Summer) | Growth Assessments tracked in MTSS | Funding for: Hourly Tutors, Materials | All in VA Grant |
| Instructional Materials | Olivia Horne | Summer 2026 to Spring of 2028 | Ongoing | Inventory of Materials/Check out system<br><br>Student data from evidence based program | Funding for: VMath, Do the Math Kits, | 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** | Halley Elementary School |
| **Principal Name** | Paula Johnson-Tyler |
| **Principal Email** | pajohnsontyl@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.

| Paula Johnson-Tyler | Paula Johnson-Tyler | 1-28-26 |
|---|---|---|
| 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 | MCReid | 2/10/26 |
| Division Superintendent Name | Division Superintendent Signature | Date Approved |

Date Reviewed/Approved

per School Board Minutes

# Rolling Valley Elementary School Multi-Year School Support Plan 2025-26

| Division and School Information | |
|---|---|
| Information Needed | Enter Information Below |
| **School Year** | 2025-2026 |
| **Division Name** | Fairfax County Public Schools |
| **Division Superintendent** | Dr. Michelle C. Reid |
| **School Name** | Rolling Valley Elementary School |
| **Grades Served** | K-6 |
| **Principal Name** | Veronica Del Bagno |
| **Principal Email** | vdelbagno@fcps.edu |
| **Division Multi-Year School Support Plan Lead Name and Title** | Stephanie Jerauld<br>Executive Director, Office of School Support |
| **Division Multi-Year School Support Plan Lead Email** | sajerauld@fcps.edu |

| Stakeholder Engagement | | | | |
|---|---|---|---|---|
| Stakeholder Representation | Name | Email | Organization, Department, or Office | Title |
| Community | Tiera Anthony | tdwatkins11@gmail.com | RVES PTA | Parent |
| Community | Toby Latham | toby.latham@gmail.com | RVES PTA | Parent |
| RVES Staff | Veronica Del Bagno | vdelbagno@fcps.edu | Administrator | Principal |
| RVES Staff | Eric Painter | edpainter@fcps.edu | Administrator | Assistant Principal |

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| RVES Staff | Suzy Penn | smpenn@fcps.edu | English Language Arts | Literacy Coach |
| RVES Staff | Krystyn Carey | krcarey@fcps.edu | Science | Advanced Academic Resource Teacher |
| RVES Staff | Amy LaCrosse | aelacrosse@fcps.edu | Special Education | Department Chair |

| **Multi-Year School Support Plan**<br>*Write your support plans based on at least 2 goal statements from your School Needs Assessment.* | | | |
|---|---|---|---|
| 3-Year Goal Statement | By Spring 2028, at least 90% of students designated as students with disabilities (SWD) will demonstrate mastery in Reading as measured by VAAP performance levels and SOL Reading mastery indicators, as reported on the School Performance and Support Framework Alignment (SPSF). | | |
| School Performance and Support Framework Alignment | Reading Mastery | | |
| Measurable Objectives<br>*Define objectives that support accomplishing the goal.* | Measurable Objective Year 1 | Measurable Objective Year 2 | Measurable Objective Year 3 |
| | By Spring 2026, at least 70% of students designated as students with disabilities (SWD) will demonstrate progress toward Reading mastery as measured by VAAP performance level descriptors and SOL Reading mastery indicators, as reported on the SPSF. | By Spring 2027, at least 80% of students designated as students with disabilities (SWD) will meet or exceed Reading mastery benchmarks as measured by VAAP performance levels and SOL Reading mastery indicators, as reported on the SPSF. | By Spring 2028, at least 90% of students designated as students with disabilities (SWD) will meet or exceed Reading mastery benchmarks as measured by VAAP performance levels and SOL Reading mastery indicators, as reported on the SPSF. |

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| Evidence-Based Strategy | Tier 1 - Kindergarten - 3rd - Provide purposeful fluency-building activities to help students read effortlessly.<br>Description - 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.<br><br>Tier 1 - Grades 4th-6th - Routinely use a set of comprehension-building practices to help students make sense of the text.<br><br>Description -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. |
| Intended Outcomes | **Kindergarten—Grade 3: Purposeful Fluency-Building Activities**<br><br>Providing purposeful fluency-building activities in Kindergarten through Grade 3 directly addresses the reading mastery in assessment gaps identified for students with disabilities. Mastery and growth data demonstrated that students designated as SWD did not meet reading proficiency thresholds, indicating challenges with foundational reading skills and consistent access to grade-level text. Systematic fluency instruction supports accuracy, pacing, and expression, allowing students to move beyond decoding individual words and focus on meaning. For students with disabilities, explicit and repeated fluency practice increases access to grade-level curriculum and reduces cognitive load, supporting improved comprehension and stronger performance on classroom assessments and state measures.<br><br>This evidence-based strategy also supports increased rigor in Tier I, Tier II, and Tier III instruction by ensuring that students are not removed from grade-level content due to weak fluency skills. When fluency instruction is implemented with fidelity and embedded within core instruction, students demonstrate improved engagement, greater confidence in reading, and measurable gains in reading growth over time.<br><br>**Grades 4—6: Comprehension-Building Practices**<br><br>Routinely using a coherent set of comprehension-building practices in Grades 4—6 directly addresses the root cause related to gaps in mastery and growth for students with disabilities in reading. As texts become more complex in upper |

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| | elementary grades, students who struggle with comprehension are unable to access grade-level content across subject areas. Explicit comprehension routines, such as modeling thinking, guided discussion, and structured responses to text, support students in making meaning from complex texts and engaging with grade-level standards.<br><br>These practices increase access to rigorous instruction by providing consistent scaffolds that support understanding without reducing cognitive demand. For students with disabilities, structured comprehension routines paired with discourse opportunities promote deeper engagement, persistence with challenging texts, and improved ability to demonstrate understanding. Over time, consistent implementation of these evidence-based practices supports increased mastery, improved growth outcomes, and greater participation in reading instruction and assessments. |
| Lead Person | Suzy Penn |
| Team Members | Veronica Del Bagno, Eric Painter, Amy LaCrosse |

| **Action Step** *(What will be accomplished?) List the specific, sequenced steps required to complete the activity.* | **Process Owner** *(Who is responsible for ensuring the action step is complete?) Identify a single, accountability lead.* | **Time Frame** *(How long will it take?) Identify the start and end dates for each action step, including any key milestones.* | **Progress Checks** *(How will the team monitor progress?) Define key dates to review process, make adjustments, and confirm the work remains on track.* | **Measures of Success** *(How will the team know if the action step is complete?) Define clear, observable indicators of completion.* | **Cost Elements** *(What resources are needed to complete the action step?)* | **Funding Source** *(Where will the money come from?)* |
|---|---|---|---|---|---|---|
| Implement systematic phonics instruction — Teach students letter–sound relationships, consonants, vowels, and basic decoding skills. | Literacy Coach | Start: Aug 2025 — End: June 2026 (Year 1) | Monthly walkthroughs and CLT discussions; review lesson plans | 100% of K–3 classrooms are using structured phonics lessons; students demonstrate accurate decoding of simple words | SPIRE Sound Sensible Kits<br><br>SPIRE Levels 1-3 Kits | Grant Funded |
| Teach word segmentation and morphology — | Literacy Coach | Start: Sept 2025 — End: June 2026 | Biweekly CLT review of student work samples and | Students segment and decode multi-syllable words | IMSE OG Plus Training | Grant Funded |

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| Provide explicit instruction on breaking words into pronounceable parts and understanding meaningful word components. | | | lesson plans | with support; teachers document morphology instruction in lesson plans | IMSE Morphology Plus Training<br><br>95 PAIR Kits (kindergarten only) | |
| Monitor fluency, accuracy, and comprehension – Use benchmark and formative assessments to track student progress. | Literacy Coach | Quarterly: Fall, Winter, Spring | CLT meetings to review assessment data; mid-year and end-of-year check-ins | Students demonstrate measurable growth in fluency, accuracy, and comprehension; adjustments made as needed | No Cost | N/A |
| Implement comprehension-building routines – Teach students explicit strategies such as summarizing, questioning, predicting, clarifying, and inferring meaning from text. | Literacy Coach | Start: Aug 2025 – End: June 2026 | Monthly classroom walkthroughs; CLT discussions on implementation | 80% of lessons will include before, during, and after reading strategies to structure comprehension using the Comprehension Instructional Framework: https://literacy.virginia.edu/sites/g/files/jsddwu1006/files/2023-10/Comprehension%20Instructional%20Framework.pdf<br><br>Benchmark Common Assessments indicating individual growth | Rewards Kits | Grant Funded |

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| | | | | and or mastery at 70% student average. | | |
| Monitor reading progress through assessments – Use formative and benchmark assessments to track comprehension growth for all students, including SWD. | Literacy Coach | Quarterly cycles: Fall, Winter, Spring | CLT data meetings; administrator review of assessment data | Students demonstrate measurable growth in comprehension scores; SWD progress is documented and monitored | No Cost | N/A |
| Provide professional development and coaching – Train teachers to implement evidence-based comprehension strategies consistently and with fidelity. | Literacy Coach | Aug – Oct 2025; ongoing refresh | Attendance logs; observation of classroom implementation | All teachers participate in PD; classroom observations demonstrate integration of comprehension strategies | Hourly - for Professional Development | Grant Funded |

| Multi-Year School Support Plan | | | |
|---|---|---|---|
| 3-Year Goal Statement | By Spring 2028, at least 90% of students designated as students with disabilities (SWD) will demonstrate mastery in Math as measured by VAAP performance levels and SOL Math mastery indicators, as reported on the SPSF. | | |
| School Performance and Support Framework Alignment | Math Mastery | | |
| Measurable Objectives | Measurable Objective Year 1 | Measurable Objective Year 2 | Measurable Objective Year 3 |

| | | | |
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| *Define objectives that support accomplishing the goal.* | By Spring 2026, at least 70% of students designated as students with disabilities (SWD) will demonstrate progress toward Math mastery as measured by VAAP performance level descriptors and SOL Math mastery indicators, as reported on the SPSF. | By Spring 2027, at least 80% of students designated as students with disabilities (SWD) will meet or exceed Math mastery benchmarks as measured by VAAP performance levels and SOL Math mastery indicators, as reported on the SPSF. | By Spring 2028, at least 90% of students designated as students with disabilities (SWD) will meet or exceed Math mastery benchmarks as measured by VAAP performance levels and SOL Math mastery indicators, as reported on the SPSF. |
| 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.<br><br>Description: Effective interventions for improving mathematics achievement for students struggling with mathematics share one key feature: the design of the curricular materials and the instruction provided are systematic. The term systematic indicates that instructional elements intentionally build students' knowledge over time toward an identified learning outcome(s). Systematic intervention materials are designed to cover topics in an incremental and intentional way. Systematic interventions most often include a "bundle" of practices used to build and support student learning strategically. | | |
| Intended Outcomes | The evidence-based strategy of explicitly teaching clear and concise mathematical language directly addresses the need for equitable access to rigorous, grade-level mathematics instruction for students designated as SWD. Data indicate gaps in mastery and assessment participation, suggesting that students need more opportunities during their instructional day to build on effectively communicating their mathematical thinking. Systematic instruction in mathematical language that is implemented in the classroom will support students in understanding and using key vocabulary, symbols, and structures to explain reasoning and justify strategies. This increases engagement and participation in both instruction and assessments, resulting in more accurate evidence of learning.<br><br>Additionally, embedding mathematical language consistently within Tier I, Tier II, and Tier III instruction increases instructional rigor while providing necessary scaffolds. When students are explicitly taught how to articulate their thinking and engage in structured mathematical discourse, they move from passive participation to active problem solving. Ongoing monitoring of students' use of mathematical language provides actionable data to adjust instruction and ensure fidelity of implementation. Through coordinated support from teachers, coaches, and administrators, this strategy supports improved mastery, sustained growth, and increased engagement for students designated as SWD in mathematics. | | |

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| Lead Person | Holly Tate |
| Team Members | Veronica Del Bagno, Eric Painter, Amy LaCrosse |

| **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?)* |
|---|---|---|---|---|---|---|
| Introduce and model mathematical vocabulary and structures – Explicitly teach key math terms, symbols, and sentence structures for reasoning and problem-solving. | Math Coach | Aug 2025 – Oct 2025 | Walkthroughs; CLT discussions on implementation | >80% of lessons include explicit vocabulary instruction; students accurately use terms in discussions and written work<br><br>Performance Matters Data indicating individual growth and or mastery at 70% student average. | Mathematics Peer Observation Professional Learning | Grant Funding |
| Integrate academic language into student discourse – Provide structured opportunities for | Math Coach | Sept 2025 – June 2026 | Monthly observation of classroom discourse; review of student verbal | Students consistently use precise math language in explanations and | Rethinking Disabilities and Mathematics - https://www.corwin.com/books/rethi | Grant Funding |

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| students to share reasoning, explain strategies, and justify answers using precise mathematical language. | | | and written responses | discussions; peer-to-peer discourse demonstrates accurate terminology | nking-disability-and-math-287710?srsltid=AfmBOoocrbM4Z2CgbzAI8OOYOnqTG8B2sFDu5FR4kJKa2PUnqMTq9X6g | |
| Embed mathematical language across all problem-solving activities — Incorporate vocabulary and structures in word problems, real-world scenarios, and assessments. | Math Coach | Oct 2025 – June 2026 | CLT discussions around lesson plans and student work samples quarterly | Students apply mathematical language in solving complex problems and completing assessments; teacher documentation shows integration | Grade Level sets of math texts | Grant Funding |
| Monitor student use and understanding of mathematical language – Use formative assessments, exit tickets, and class discussions to track vocabulary comprehension and application. | Math Coach | Quarterly cycles: Fall, Winter, Spring | CLT data meetings; administrator review of student work samples and observations | Students demonstrate growth in use of precise mathematical language; assessment results reflect accurate comprehension and application | Ready, Set, Math Kits | Grant Funding |
| Provide professional development and coaching – Train teachers on modeling and reinforcing academic | Math Coach | Aug 2025 – June 2026; ongoing refresh throughout year | PD attendance logs; classroom implementation observations | 100% of teachers participate in PD; observations show consistent integration of math language strategies | Hourly - Professional Development | Grant Funding |

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| mathematical language in classrooms. | | | | in instruction | | |

## 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** | Rolling Valley Elementary School |
| **Principal Name** | Veronica Del Bagno |
| **Principal Email** | vdelbagno@gmail.com |
| **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)).

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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.

| Veronica Del Bagno |  | 02/02/2026 |
|---|---|---|
| Principal Name | Principal Signature | Date Approved |
| Stephanie Jerauld |  | 2/2/26 |
| Division-Level Lead Name | Division-Level Lead Signature | Date Approved |
| Dr. Michelle C. Reid |  | 2/10/26 |
| Division Superintendent Name | Division Superintendent Signature | Date Approved |

Date Reviewed/Approved

per School Board Minutes