**Federally Identified Schools - Comprehensive Support and Improvement**

- Bryant High School
- Fairfax Adult High School
- Herndon Elementary School
- Mountain View High School

# Bryant HS CSI Multi-Year School Support Plan 2025-26

## Division and School Information

Table 2: Division and School Information

| Division and School Information | |
|---|---|
| Information Needed | Enter Information Below |
| **School Year** | 2025-2026 |
| **Division Name** | Fairfax County Public Schools |
| **Division Superintendent** | Dr. Michelle Reid |
| **School Name** | Bryant High School |
| **Grades Served** | 9-12 |
| **Principal Name** | Cindy Conley |
| **Principal Email** | caconley1@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

Developing the plan with stakeholders is required and includes teachers, school leaders, community partners, parents, students, and representatives from business, higher education, or the military. Actively involving stakeholders supports purposeful planning, builds shared ownership, and helps translate the plan from intent to action, leading to improved student outcomes.

*Table 3: Stakeholder engagement*

Identify the stakeholder group represented, name, email department/office/organization, and title for each stakeholder. Add or remove rows as necessary.

| Stakeholder Engagement | | | | |
|---|---|---|---|---|
| Stakeholder Representation | Name | Email | Organization, Department, or Office | Title |
| Division | Geovanny Ponce | gjponce@fcps.edu | Chief of Schools Office | Chief of Schools |
| Division | Marie Lemmon<br>Stephanie Jerauld<br>Darin Thompson | MMLemmon@fcps.edu,<br>SAJerauld@fcps.edu<br>dathompson2@fcps.edu | Department of School Improvement | Assistant Superintendent, Department of School Improvement and Supports<br>Executive Director, School Improvement<br>Senior Administrator, Nontraditional School Programs |
| Division | Ray Lonnett<br>Jesse Kraft<br>Ingrid Bynum | rlonnett1@fcps.edu<br>jkraft@fcps.edu<br>ifbynum@fcps.edu | Region 3 Leadership Team | Assistant Superintendent<br>Executive Principal<br>Executive Principal |
| Division | Ellen Reilly<br>Terri Edmunds-Heard | ereilly@fcps.edu<br>tledmundshea@fcps.edu | Office of Instructional Services<br>Department of Special Services | Assistant Superintendent, Instructional Services<br>Assistant Superintendent, Department of Special |

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| | | | | Services |
| Division | Jen Glaser | jtglaser@fcps.edu | Office of Instructional Services | Director III, Counseling & College & Career Readiness |
| Division | Charles Hom | cphom@fcps.edu | Office of School Support | Senior Manager, School Support & On-Time Graduation |
| School Administration | Cindy Conley<br>Florence Harrison<br>Kelly Brady<br>Ramon Lee<br>Belinda Williams | caconley1@fcps.edu<br>feharrison@fcps.edu<br>kkbrady@fcps.edu<br>rolee@fcps.edu<br>bawilliams1@fcps.edu | Bryant High School Administrative Team | Principal<br>Dir. of Student Services<br>Assistant Principal<br>Assistant Principal<br>Assistant Principal |
| Instructional, Counseling & Support Staff | Fischer, Eugenio<br>Cintron, Cherie<br>Davison, Randi<br>Dobson, Meaghan<br>Stimac, John<br>Stubblefield, Iris<br>Tyborowski, Shaun | cacintron@fcps.edu<br>rkdavison@fcps.edu<br>mhdobson@fcps.edu<br>jpstimac@fcps.edu<br>ijstubblefie@fcps.edu<br>satyborowski@fcps.edu | Bryant HS | On-Time Graduation Coordinator<br>Math Teacher<br>ESOL Teacher<br>Literacy Specialist<br>Science Teacher/MTSS Team<br>Resource Teacher/Service Learning Coordinator<br>Social Studies Teacher/Instructional Coach |
| External Partner | Whatley, Erin | elwhatley@fcps.edu | Mountain View HS | Principal |

## Planning Year

All newly identified Comprehensive Support and Improvement and Additional Targeted Support and Improvement Schools are required to engage in a planning year. Complete table 4 to describe activities that will occur during the planning year. If a planning year is not required, then proceed to table 6.

*Table 4: Summary of Planning Year Activities*

For each planning year activity, provide a brief summary of (1) what the division plans to do to support the school, (2) why the activity is important, and (3) how the activity will contribute to improved student outcomes.

| **Required Planning Year Activities**<br>The activities listed below are required to be completed during the planning year. | |
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| **Conduct a Needs Assessment** | **What we will do:**<br>The Division, in response to data and outcomes for students at Bryant High School (BHS), an alternative high school setting, identified BHS as a Project Momentum Priority school in July 2025. Project Momentum is the FCPS school improvement program that provides accountability, support, and monitoring. Schools identified for status have the highest level of requirements and receive the most significant support and oversight.<br><br>Additionally, in January 2026, the Division appointed Cindy Conley, principal of Bryant HS. Previously, Ms. Conley was the principal of Irving Middle School and built a model program for FCPS's Portrait of a Graduate, empowering students to set goals and monitor their growth toward reaching them. She led the school through consecutive years of SOL growth, and in the last year her school increased EL Progress on WIDA tests by double-digits and notably decreased chronic absenteeism. She led successful efforts to boost the number of students enrolled in Algebra and Geometry, and utilized a Code UP grant to create STEAM and computer science career experiences and facilitated a Career Fair for her 7th & 8th graders. She is credited with elevating student voice and creating or enhancing student leadership opportunities through programs that include student equity leaders, peer buddies, and students-as-teachers. Ms. Conley was named Outstanding Principal for the West Springfield Pyramid in 2021 and Outstanding New Principal for Region 4 in 2018. |

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| | **Why it is important:**<br>Data shows significant achievement gaps persist for students as evidenced by outcomes measured by Virginia's School Performance and Support Framework.<br><br>**How it will contribute to improved student outcomes:**<br>The needs assessment identified the following opportunities for school improvement:<br>• Disaggregate attendance data based on program enrollment to identify impact<br>• Increase student attendance<br>• Increase student engagement<br>• Decrease graduation timelines from 6 years or 5 years to 4 years<br>• Greater access to credit recovery<br>• Resolve transportation challenges<br>• Access to CTE coursework and AP coursework<br>• Greater access to internship opportunities |
| **Identify Resource Inequities** | **What we will do:**<br>By June 30, 2026, the Division will complete the required *Identifying Resource Inequities* to review and strengthen school improvement efforts, based on urgency and importance of needs, results from the SPSF, and federal identification related to the categories below, embed findings in the Multi-year School Support Plan, and ensure they are addressed through intentional, sustainable actions.<br>Special attention will be given to the unique and diverse needs of the students in this alternative setting.<br><br>1. Fiscal Resources<br>2. Human Capital<br>3. Instructional Resources and Opportunities<br>4. Student Support Services<br>5. Facilities and Operations<br>6. Technology and Digital Access |

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| | 7. Family and Community Engagement<br><br>**Why it is important**:<br>School improvement cannot be achieved without first addressing the structural disparities that underpin student performance. This review is critical because it shifts our approach from reactive to strategic, evidence-based allocation of resources. By rigorously examining resource distribution across these seven domains, we ensure that the Multi-year School Support Plan is not based on assumptions, but on a clear understanding of where gaps exist.<br><br>**How it will contribute to improved student outcomes**: Engaging in this process will lead to the creation of a strategic roadmap for sustainable change, ensuring compliance while driving equitable outcomes for every student. |
| **Monitor Student Outcomes Across all Indicators in the School Performance and Support Framework** | **What we will do:**<br>Division and school leaders will monitor student outcomes with fidelity through Region, Project Momentum, and Nontraditional School Program structures that include:<br><br>• School visits with principal and assistant principals weekly by Region leader with a focus on school improvement strategies resulting in feedback and action steps to positively impact student achievement.<br><br>• Bi-annual School Support and Performance Framework Data Dialogues, facilitated by a member of the Office of School Support, to review HS framework indicators, student data, impact and outcomes of action plans. These data dialogues will result in action plans for members of each stakeholder group.<br><br>• Quarterly Project Momentum Priority School meetings including Region leaders, DSIS leaders and school leaders with a focus on progress monitoring student data (SOL, VAAP, screener, WIDA, required Division common assessments, chronic absenteeism, and grade reports) resulting in action plans to be implemented by all parties following the meetings.<br><br>• Frequent and consistent high leverage, SPSF-related data provided to Region and school |

leaders to include:

- Chronic Absenteeism (every 10 school days) indicating change over time and comparisons from prior school year on those dates
- On-Time Graduation Monitoring (monthly)
  - Quarter and Semester D/F lists by student and teacher
  - Verified credit tracking
  - Course repeater audits
  - FGI by cohort
  - Dropouts by cohort
  - Unconfirmed Transfers
- Required Division Common Assessment Data for reading, math, science
  - By grade, teacher, and student groups
  - Benchmarking data with other schools

- Prioritized job-embedded professional learning through six week Student Centered Coaching cycles, for identified teachers at BHS, provided by trained resource teachers from the Office of School Support.

**Why it is important**:
Establishing a rigorous monitoring structure through Region leadership and Project Momentum ensures that school improvement is proactive rather than reactive. By institutionalizing bi-annual SPSF specific data dialogues, frequent high-leverage reporting on screener, formative, and summative local data, and targeted monitoring of progress towards expected graduation timelines, the school moves from simply collecting data to operationalizing it. This consistent cycle of review ensures that resource allocation and professional learning are not based on guesswork, but on real-time evidence of student needs.

**How it will contribute to improved student outcomes**:
This system directly translates accountability into academic growth and on-time graduation by shrinking the gap between identifying a problem and fixing it. When leaders and teachers receive frequent, specific data combined with job-embedded coaching, they can make rapid instructional adjustments. This leads to stronger Tier I instruction and ensures that interventions are timely, targeted, and effective, ultimately driving higher achievement for all student groups.

| Suggested Planning Year Activities<br>The activities listed below are not required. If the school division plans to engage in any of these activities and intends to use school improvement grant funding to support them, then the division must complete the information in the table below. | |
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| **Engage Families and Community** | **What we will do:**<br>Develop plans to create and sustain a Family and Community Outreach model<br><br>**Why it is important**: Decades of research confirm that family engagement is one of the strongest predictors of student achievement. However, engagement cannot happen without trust and accessible communication channels. A sustained outreach model moves beyond traditional parent-teacher conferences to create ongoing, two-way dialogue.<br><br>**How it will contribute to improved student outcomes**: Strong relationships with families allow schools to identify the root causes of absenteeism early. When parents feel welcomed and valued, they are more invested in ensuring their children attend consistently. Further, when expectations are consistent between home and school, students exhibit better social-emotional regulation and fewer disciplinary issues. |
| **Review External Providers** | **What we will do:**<br>Research and explore opportunities with Big Picture Learning.<br><br>**Why it is important**: Big Picture Learning creates opportunities for students to learn through interests and internships, leading to increased engagement and retention, while contributing to students' career readiness, and offering personalized academic support through an advisor-student model.<br><br>**How it will contribute to improved student outcomes**: Engagement in this process will improve students' critical thinking and communication skills, while fostering a sense of self-efficacy that drives lifelong learning. |
| **Evaluate Staffing Models** | **What we will do:**<br>1. Explore staffing model.<br><br>**Why it is important**: By sustaining an On-Time Graduation Resource Teacher position and reevaluating |

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| | staff members' roles and responsibilities, we move beyond a traditional model to a responsive infrastructure. This ensures that every student has equitable access, receives responsive and personalized support, and graduates prepared for the future.<br><br>**How it will contribute to improved student outcomes**: These actions will lead to improved academic outcomes, increased graduation rates for students, in a shorter period of time, help to prevent students from dropping out of school, and prepare them for post-secondary experiences. |
| **Review and Select Instructional Programs** | **What we will do:**<br>1. Explore opportunities to offer a wider array of course offerings<br>2. Identify additional intervention programs matched to student needs<br><br>**Why it is important**: By exploring a wider array of course offerings and identifying targeted intervention programs, we create a school environment that is both aspirational and supportive. This dual approach ensures that we are inviting students into learning through relevant, diverse pathways while simultaneously providing the precise safety nets they need to succeed in those rigorous environments. Student engagement is inextricably linked to relevance. When course offerings are limited, students often feel disconnected from their education, viewing it as a series of obligations rather than opportunities. Expanding the course catalog—whether through CTE (Career Technical Education), the arts, advanced placement, or niche electives—signals to students that their unique interests and future goals are valued.<br><br>**How it will contribute to improved student outcomes**: This will lead to increased engagement and attendance because students are more likely to come to school and participate actively when they have classes they are genuinely excited about. Access to specialized courses allows students to build marketable skills and explore career paths before leaving high school. Further, students who struggle in traditional core classes might excel in a specialized elective. This success builds self-efficacy that often transfers back into improved performance in Math and English. |
| **Provide Professional Development and Supports** | **What we will do:**<br>1. Schoolwide:<br>a. Collaborative Teams |

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| | b. Meeting the Needs of Diverse Learners<br>c. Interdisciplinary Literacy<br>d. Mindset<br>2. Leadership<br>a. Sustaining systems and structures<br>b. High leverage instructional strategies<br>c. Growth producing feedback<br><br>**Why it is important**:. Anchoring school improvement in Collaborative Teams shifts teacher practice from isolation to collective efficacy, where every educator is responsible for every student's success. GLAD training and high-leverage instructional strategies ensure that our instruction is not only rigorous but accessible, specifically targeting the needs of our diverse learners. Interdisciplinary literacy empowers students to read, write, and think critically across all content areas, not just in English class. Underpinning this work is a shift in mindset and leadership development, supported by growth-producing feedback. This culture of continuous improvement ensures that teachers—like their students—are constantly learning.<br><br>**How it will contribute to improved student outcomes**: This comprehensive approach ensures that high-quality instruction is a guaranteed experience for every student, leading to measurable growth in academic achievement and self-efficacy, closing achievement gaps, fostering deep learning, and leading to higher student engagement and academic success. |
| **Implement other Planning Activities as Needed**<br>Provide a Description of the Planning Activities | **What we will do:**<br>1. Investigate innovations for student transportation supports<br>2. Explore allowances for attendance credits in non-traditional school programs/days<br><br>**Why it is important**: Adapting the traditional transportation model and exploring different allowances for students to earn credits better matches the needs of students attending alternative high school settings to secure their access to opportunities and prevent chronic absenteeism.<br><br>**How it will contribute to improved student outcomes**: This will lead to more students being able to access course content and successfully completing graduation requirements on-time. |

*Table 5: Planning Year Action Plan*

Complete an action plan for each activity identified in table 4. For each activity, identify the lead person, team members, actions steps, process owner, time frame, progress checks, measures of success, cost elements, and funding sources.

| Planning Year Action Plan | |
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| **Planning Year Activity**<br>(What do you plan to do?) | 1. Conduct a Comprehensive Needs Assessment<br>2. Identify Resource Inequities<br>3. Monitor Student Outcomes Across all Indicators in the School Performance and Support Framework<br>4. Engage Families and Community<br>5. Review External Providers<br>6. Evaluate Staffing Model<br>7. Review and Select Instructional Programs<br>8. Provide Professional Development and Supports<br>9. Implement Other Planning Activities as Needed |
| **Lead Person**<br>(Who is responsible for ensuring the work gets done?) | 1. Ingrid Bynum (Executive Principal), Stephanie Jerauld (Executive Director), Cindy Conley (Principal)<br>2. Ingrid Bynum (Executive Principal), Cindy Conley (Principal)<br>3. Ingrid Bynum (Executive Principal), Stephanie Jerauld (Executive Director), Cindy Conley (Principal)<br>4. Ingrid Bynum (Executive Principal), Cindy Conley (Principal)<br>5. Ingrid Bynum (Executive Principal), Cindy Conley (Principal)<br>6. Ray Lonnett (Assistant Superintendent), Cindy Conley (Principal)<br>7. Ingrid Bynum (Executive Principal), Cindy Conley (Principal)<br>8. Ingrid Bynum (Executive Principal), Stephanie Jerauld (Executive Director), Cindy Conley (Principal)<br>9. Ray Lonnett (Assistant Superintendent) |
| **Team Members**<br>(Who is responsible for doing the work?) | Division, Region, and school leaders outlined in the Stakeholder Engagement section of this form, as appropriate and aligned to the specific action steps outlined below. |

| **Action Step**<br>*(What will be accomplished?) List* | **Process Owner**<br>*(Who is responsible for ensuring the action* | **Time Frame**<br>*(How long will it take?) Identify the start and* | **Progress Checks**<br>*(How will the team monitor progress?)* | **Measures of Success**<br>*(How will the team know* | **Cost Elements**<br>*(What resources are needed to complete* | **Funding Source**<br>*(Where will the money come from?)* |
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| *the specific, sequenced steps required to complete the activity.* | *step is complete?) Identify a single, accountability lead.* | *end dates for each action step, including any key milestones.* | *Define key dates to review process, make adjustments, and confirm the work remains on track.* | *if the action step is complete?) Define clear, observable indicators of completion.* | *the action step?)* | |
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| **1. Conduct a Comprehensive Needs Assessment**<br>• Review multiple data sources (academic, attendance, behavior, subgroup performance).<br>• Facilitate data analysis sessions with division, school, internal and external stakeholders.<br>• Identify prioritized root causes impacting student outcomes. | Ingrid Bynum<br>Stephanie Jerauld<br>Cindy Conley | CNA: Completed January 2026 | January-June 2026:<br>• Quarterly required, division scheduled Project Momentum meetings to review current data, observe classroom instruction, reflect on practices, and identify follow up action steps. | • Quarterly meeting agenda notes will indicate task, person responsible, and timeline. At each subsequent meeting, the team will review progress towards action steps.<br>• Multi-year School Support Plan completed by June 30, 2026 that directly aligns to identified needs. | Internal and external stakeholders' time. | n/a |
| **2. Identify Resource Inequities**<br>• Conduct a | Ingrid Bynum<br>Cindy Conley | February-March 2026:<br>• Initial meeting to outline plan, identify team members, | February-June 2026: Monthly meetings to review current state, identify barriers to task completion, and | • Strategies and actions resulting from the resource inequity review, specific to staffing, instructional | • Internal and external stakeholders' time.<br>• Materials to support | • Division funds<br>• School funds<br>• School |

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| Resource Inequity Review using VDOE template and protocol.<br><br>• Analyze staffing, instructional materials, and program access.<br><br>• Develop a resource inequities plan aligned to root causes. | | roles, responsibilities, timelines, actions, and deliverables.<br><br><u>March-April 2026</u>:<br><br>• Team conducts the review with a focus on each VDOE identified area and other areas of interest.<br><br><u>April-May 2026</u>:<br><br>• Team brings findings together and outlines roles, responsibilities, timelines, actions, and deliverables to address root causes and action steps related to staffing, instructional materials and program access.<br><br><u>June 2026</u>:<br><br>• Team convenes to ensure all action steps are in place for full implementation, monitoring and | identify any new action steps. | materials and program access will be outlined in the Multi-Year School Support plan by June 30, 2026.<br><br>• All meeting agenda notes will indicate task, person responsible, and timeline. At each subsequent meeting, the team will review progress towards action steps. | development of planning | Improvement Grant funds will be used to implement determined outcomes from findings. |

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| | | progress checks for SY2026-27. | | | | |
| **3. Monitor Student Outcomes Across all Indicators in the School Performance and Support Framework**<br><br>• School Support and Performance Framework Data Dialogues to review ES framework indicators and school data, and outcomes.<br><br>• Engage in data dialogues related to student outcome data to include:<br>a. On-Time Graduation rates<br>b. Course failures<br>c. Verified Credits<br>d. Chronic Absenteeism | Ingrid Bynum<br>Stephanie Jerauld<br>Cindy Conley | <u>January - June 2026</u><br><br>• July, 2025 (completed), January 2026 (completed), June 2026 (using local data after SOLs are complete)<br><br>• At Project Momentum quarterly meetings from August 2025 - June 2026. August 2025 - January 2026 have been completed. All future meetings are already scheduled.<br><br>• Each week for SY2025-26. August 2025. | • July, 2025 (completed), January 2026 (completed), June 2026 (using local data after SOLs are complete). Evidenced by calendar invites, meeting notes, and slides indicating reflections and action steps.<br><br>• Monthly required, division scheduled Project Momentum meetings to review current data, observe classroom instruction, reflect on practices, and identify follow up action steps. Evidenced by calendar invites and meeting notes.<br><br>• Weekly visits from August 2025 through January 2026 have been | • All meeting agenda notes will indicate task, person responsible, and timeline. At each subsequent meeting, the team will review progress towards action steps.<br><br>• On-Time Graduation Tracking Sheet indicating required timelines met for all required actions.<br><br>• Subsequent observations and data should indicate related improved leadership practice, teacher practice, and evidence of improved student outcomes. | Internal and external stakeholders' time. Possible costs resulting from action steps identified through data discussions, meetings, and walkthroughs may include materials, resources, hourly funding for tutors, hourly funding for teacher pay outside of contract hours. | • Division funds<br><br>• School funds<br><br>• School Improvement Grant funds |

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| e. WIDA Progress as measured by Division created WIDA-like assessments or Summit K12 assessments<br>f. Required Division Common Assessment Data for reading, math, science by grade level, teacher, and student groups | | | completed. Evidenced by calendar invitations, coaching conversations and follow up notes. | | | |
| **4. Engage Families and Community:**<br><br>Develop and Sustain a Family and Community Outreach Model | Ingrid Bynum<br>Cindy Conley | January - June 2026 | Quarterly Check ins | • Family and Community Engagement Plan will be developed outlining strategies and actions.<br>• School will have begun implementing the action plan. Evidence will include: sign-in sheets, pictures, | Funding for reception refreshments and serving materials | School Funds |

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| | | | | meeting agendas, email communication | | |
| **5. Review External Providers:**<br><br>Research Big Picture Learning conference and follow up consulting opportunities | Ingrid Bynum<br>Cindy Conley | January - June 2026<br><br>• Register and organize travel for conference<br><br>• Meet with consultants to explore coaching offerings and engage with additional Division leaders in next steps. | Quarterly Check ins | • BPL Big Bang July conference registration, travel pre-approvals completed, flights and hotels reserved.<br><br>• If the team determines to move forward with additional support/training, a documented plan from the vendor and the funding source has been identified and secured. | • Conference costs: Registration, hotel, airfare<br><br>• Possible costs associated with follow up support/training<br><br>• Resource/material costs associated with external provider | • School Improvement Grant<br><br>• Possibly school or division funds for BPL support/training follow up |
| **6. Evaluate Staffing Model:**<br><br>Explore staffing model. | Ingrid Bynum<br>Cindy Conley | February - June 2026<br>• Evaluate staff roles and responsibilities, current impact, needs assessment findings and realign to student needs and instructional priorities | • Monitoring will occur through Region leader and principal ongoing check-ins throughout SY2025-26 | • Written and oral communication will indicate any shifts and outlined roles and responsibilities of staff based on findings.<br><br>• Subsequent shifts in assignments and/or responsibilities will be evidenced in the master schedule, teacher, and tutor | • OTG RT salary<br><br>• Hourly teacher funds | • Division funds<br><br>• SIG Funds for hourly teacher pay |

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| | | | | schedules, resulting in evidence of improved student outcomes. | | |
| **7. Review and Select Instructional Programs:**<br>• Explore opportunities to offer a wider array of course offerings<br>• Identify additional intervention programs matched to student needs | Ingrid Bynum<br>Cindy Conley | <u>Feb-March 2026</u><br>• Audit current state of intervention programming and identify additional programs to support students based on individual needs and begin new interventions<br>• Investigate course catalogue offerings aligned to needs assessment outcomes (AP options, literacy courses)<br><u>May-July 2026</u><br>• Conduct a program audit & intervention match for SWD | <u>Feb-March 2026</u><br>• Monitor PD calendar; monitor instructional schedule that incorporates needed intervention time<br>• Documentation of monitoring course catalogue offerings and related staffing training needs<br>• Develop and plan summer PD for staff and order materials and resources | • Intervention programs PD completed as evidenced by attendance sheets.<br>• Leadership observations of interventions implemented by teachers consistently during directed intervention times.<br>• Course offerings for 2026-27 include at least 1 AP option and at least 1 new literacy option.<br>• Evidence of program matching and purchase of associated intervention materials<br>• Teachers of SWD are prepared to implement programming that | • Cost of intervention program resources and staff training | • Division funds<br>• School funds |

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| | | | | matches student needs | | |
| **8. Provide Professional Development and Supports**<br><br><u>Schoolwide</u>:<br>a. Collaborative Teams<br>b. Meeting the Needs of Diverse Learners: GLAD Training<br>c. Interdisciplinary Literacy<br>d. Mindset<br><br><u>Leadership</u>:<br>a. Sustaining systems and structures<br>b. High leverage instructional strategies<br>c. Growth producing feedback | Ingrid Bynum<br>Stephanie Jerauld<br>Cindy Conley | January - June 2026 | Quarterly Check ins | • Year long PD Plan for 2026-27 outlined with dates, trainings scheduled, and facilitators confirmed to present<br>• Teachers' written commitments to attending planned PDs that occur off contract<br>• Receipts for purchases of needed materials<br>• Meeting notes re: leadership development, action steps, feedback, and impact | Funding for books and other professional development resources/materials:<br>• Interdisciplinary literacy books for entire staff<br>• funding for GLAD materials | • School Improvement Grant<br>• School funds |
| **9. Implement Other Planning Activities as Needed:** | Ray Lonnett | <u>February - June 2026</u><br>• Initial meetings in February 2026 and continued through | • Meeting agenda notes with outcomes from meetings with Chief Transportation, | • Evidence of evaluation and outcomes for adjustments to staffing roles and | • To be determined | • If deemed needed, Division or school funds for transportation |

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| • Innovations for Student Transportation Supports<br><br>• Explore VA allowances for attendance credits in non-traditional school programs/days. | | 6/30/26 as needed. | Executive Director of Student Testing, Research and Accountability | responsibilities, adjustments, based on data and identified needs.<br>• Evidence of evaluation and outcomes for transportation adjustments, based on data and identified needs.<br>• Evidence of a review of required seat time requirements and alignment with school practices and determinations for opportunities to adjust current practices, based on data and identified student needs. | | |

## 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** | Bryant High School |
| **Principal Name** | Cindy Conley |
| **Principal Email** | caconley1@fcos.edu |
| **School Performance Category** | Needs Intensive Support |
| **School Federal Designation** | Comprehensive 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.

| Cindy Conley | | 01/24/2026 |
|---|---|---|
| Principal Name | Principal Signature | Date Approved |
| Stephanie Jerauld | GP | 1/30/26 |
| Division-Level Lead Name | Division-Level Lead Signature | Date Approved |
| Dr. Michelle C. Reid | | 2/10/26 |
| Division Superintendent Name | Division Superintendent Signature | Date Approved |

Date Reviewed/Approved

per School Board Minutes

# Fairfax County Adult HS CSI Multi-Year School Support Plan 2025-26

## Division and School Information

Table 2: Division and School Information

| Division and School Information | |
|---|---|
| Information Needed | Enter Information Below |
| **School Year** | 2025-2026 |
| **Division Name** | Fairfax County Public Schools |
| **Division Superintendent** | Dr. Michelle Reid |
| **School Name** | Fairfax County Adult High School |
| **Grades Served** | 9-12 |
| **Principal Name** | Dr. Michelle Morgan |
| **Principal Email** | mmorgan3@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

Developing the plan with stakeholders is required and includes teachers, school leaders, community partners, parents, students, and representatives from business, higher education, or the military. Actively involving stakeholders supports purposeful planning, builds shared ownership, and helps translate the plan from intent to action, leading to improved student outcomes.

*Table 3: Stakeholder engagement*

Identify the stakeholder group represented, name, email department/office/organization, and title for each stakeholder. Add or remove rows as necessary.

| Stakeholder Engagement | | | | |
|---|---|---|---|---|
| Stakeholder Representation | Name | Email | Organization, Department, or Office | Title |
| Division | Geovanny Ponce | gjponce@fcps.edu | Chief of Schools Office | Chief of Schools |
| Division | Marie Lemmon<br>Stephanie Jerauld<br>Amy Miller<br>Darin Thompson | MMLemmon@fcps.edu,<br>sajerauld@fcps.edu<br>ahmiller@fcps.edu<br>dathompson2@fcps.edu | Department of School Improvement | Assistant Superintendent, Department of School Improvement and Supports<br>Executive Director, School Improvement<br>Director, Accreditation and Continuous Improvement<br>Senior Administrator, Nontraditional School Programs |
| Division | Ellen Reilly<br>Terri Edmunds-Heard | ereilly@fcps.edu<br>tledmundshea@fcps.edu | Office of Instructional Services<br>Department of Special Services | Assistant Superintendent, Instructional Services<br>Assistant Superintendent, Department of Special |

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| | | | | Services |
| Division | Jen Glaser | jtglaser@fcps.edu | Office of Instructional Services | Director III, Counseling & College & Career Readiness |
| Division | Charles Hom | cphom@fcps.edu | Office of School Support | Senior Manager, School Support & On-Time Graduation |
| School Administration | Dr. Michelle Morgan<br>Christine Spaulding<br>Armond Bass<br>Jack Jennison | mmorgan3@fcps.edu<br>caspaulding@fcps.edu<br>arbass@fcps.edu<br>jmjennison@fcps.edu | Fairfax County Adult HS | Program Administrator<br>Director of Student Services<br>Assistant Administrator<br>Assistant Administrator |

**Planning Year**

All newly identified Comprehensive Support and Improvement and Additional Targeted Support and Improvement Schools are required to engage in a planning year. Complete table 4 to describe activities that will occur during the planning year. If a planning year is not required, then proceed to table 6.

*Table 4: Summary of Planning Year Activities*

For each planning year activity, provide a brief summary of (1) what the division plans to do to support the school, (2) why the activity is important, and (3) how the activity will contribute to improved student outcomes.

| **Required Planning Year Activities**<br>*The activities listed below are required to be completed during the planning year.* | |
|---|---|
| **Conduct a Needs Assessment** | **What we will do:**<br>The Division, in response to data and outcomes for students at Fairfax County Adult High School |

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| | (FCAHS), an alternative high school setting, identified FCAHS as a Project Momentum Priority school in July 2025. Project Momentum is the FCPS school improvement program that provides accountability, support, and monitoring. Schools identified for status have the highest level of requirements and receive the most significant support and oversight.<br><br>**Why it is important:**<br>Data shows significant achievement gaps persist for students as evidenced by outcomes measured by Virginia's School Performance and Support Framework.<br><br>**How it will contribute to improved student outcomes:**<br>The needs assessment identified the following opportunities for school improvement:<br>• Increase student attendance<br>• Decrease graduation timelines from 6 years or 5 years to 4 years<br>• Decrease dropout rate<br>• Greater access to credit recovery |
| **Identify Resource Inequities** | **What we will do:**<br>By June 30, 2026, the Division will complete the required *Identifying Resource Inequities* to review and strengthen school improvement efforts, based on urgency and importance of needs, results from the SPSF, and federal identification related to the categories below, embed findings in the Multi-year School Support Plan, and ensure they are addressed through intentional, sustainable actions.<br>Special attention will be given to the unique and diverse needs of the students in this alternative setting.<br><br>1. Fiscal Resources<br>2. Human Capital<br>3. Instructional Resources and Opportunities<br>4. Student Support Services<br>5. Facilities and Operations<br>6. Technology and Digital Access<br>7. Family and Community Engagement<br><br>**Why it is important:**<br>School improvement cannot be achieved without first addressing the structural disparities that |

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| | underpin student performance. This review is critical because it shifts our approach from reactive to strategic, evidence-based allocation of resources. By rigorously examining resource distribution across these seven domains, we ensure that the Multi-year School Support Plan is not based on assumptions, but on a clear understanding of where gaps exist.<br><br>**How it will contribute to improved student outcomes**: Engaging in this process will lead to the creation of a strategic roadmap for sustainable change, ensuring compliance while driving equitable outcomes for every student. |
| **Monitor Student Outcomes Across all Indicators in the School Performance and Support Framework** | **What we will do:**<br>Division and school leaders will monitor student outcomes with fidelity through Project Momentum and Nontraditional School Program structures that include:<br><br>• Bi-annual School Support and Performance Framework Data Dialogues, facilitated by a member of the Office of School Support, to review HS framework indicators, student data, impact and outcomes of action plans. These data dialogues will result in action plans for members of each stakeholder group.<br><br>• Quarterly Project Momentum Priority School meetings including DSIS leaders and school leaders with a focus on progress monitoring student data (SOL, VAAP, screener, WIDA, required Division common assessments, chronic absenteeism, and grade reports) resulting in action plans to be implemented by all parties following the meetings.<br><br>• Frequent and consistent high leverage, SPSF-related data provided to school and Nontraditional School Program leaders to include:<br>  ○ Chronic Absenteeism (every 10 school days) indicating change over time and comparisons from prior school year on those dates<br>  ○ On-Time Graduation Monitoring (monthly)<br>  ▪ FGI by cohort<br>  ▪ Dropouts by cohort<br>  ▪ Unconfirmed Transfers<br>  ▪ Quarter and Semester D/F lists by student and teacher<br>  ▪ Verified credit tracking<br>  ▪ Course repeater audits |

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| | **Why it is important:**<br>Establishing a rigorous monitoring structure through Region leadership and Project Momentum ensures that school improvement is proactive rather than reactive. By institutionalizing bi-annual SPSF specific data dialogues, frequent high-leverage reporting on screener, formative, and summative local data, and targeted monitoring of progress towards expected graduation timelines, the school moves from simply collecting data to operationalizing it. This consistent cycle of review ensures that resource allocation and professional learning are not based on guesswork, but on real-time evidence of student needs.<br><br>**How it will contribute to improved student outcomes:**<br>This system directly translates accountability into academic growth and on-time graduation by shrinking the gap between identifying a problem and fixing it. When leaders and teachers receive frequent, specific data combined with job-embedded coaching, they can make rapid instructional adjustments. This leads to stronger Tier I instruction and ensures that interventions are timely, targeted, and effective, ultimately driving higher achievement for all student groups. |
| **Suggested Planning Year Activities**<br>*The activities listed below are not required. If the school division plans to engage in any of these activities and intends to use school improvement grant funding to support them, then the division must complete the information in the table below.* | |
| **Evaluate Staffing Models** | **What we will do:**<br>1. Explore staffing model.<br><br>**Why it is important:** This ensures that every student has equitable access, receives responsive and personalized support, and graduates prepared for the future.<br><br>**How it will contribute to improved student outcomes:** These actions will lead to increased graduation rates for students, in a shorter period of time, help to prevent students from dropping out of school, and prepare them for post-secondary experiences. |
| **Review and Select Instructional Programs** | **What we will do:** Evaluate current instructional offerings and explore additional programming that will support increased on-time graduation efforts.<br><br>**Why it is important:** This ensures that every student has increased access to programming that best supports their current needs. |

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| | **How it will contribute to improved student outcomes:** These actions will lead to increased graduation rates for students, in a shorter period of time, help to prevent students from dropping out of school, and prepare them for post-secondary experiences. |

*Table 5: Planning Year Action Plan*

Complete an action plan for each activity identified in table 4. For each activity, identify the lead person, team members, actions steps, process owner, time frame, progress checks, measures of success, cost elements, and funding sources.

| **Planning Year Action Plan**<br>*The activities listed below are required to be completed during the planning year.* | |
|---|---|
| **Planning Year Activity**<br>(What do you plan to do?) | 1. Conduct a Comprehensive Needs Assessment<br>2. Identify Resource Inequities<br>3. Monitor Student Outcomes Across all Indicators in the School Performance and Support Framework<br>4. Evaluate Staffing Model<br>5. Review and Select Instructional Programs |
| **Lead Person**<br>(Who is responsible for ensuring the work gets done?) | 1. Stephanie Jerauld (Executive Director), Darin Thompson (Senior Administrator), Michelle Morgan (Program Administrator)<br>2. Darin Thompson (Senior Administrator), Michelle Morgan (Program Administrator)<br>3. Amy Miller (Director), Darin Thompson (Senior Administrator), Michelle Morgan (Program Administrator)<br>4. Darin Thompson (Senior Administrator)<br>5. Darin Thompson (Senior Administrator) |
| **Team Members**<br>(Who is responsible for doing the work?) | Division and school leaders outlined in the Stakeholder Engagement section of this form, as appropriate and aligned to the specific action steps outlined below. |

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

| *required to complete the activity.* | *Identify a single, accountability lead.* | *action step, including any key milestones.* | *review process, make adjustments, and confirm the work remains on track.* | *is complete?) Define clear, observable indicators of completion.* | | |
|---|---|---|---|---|---|---|
| **1. Conduct a Comprehensive Needs Assessment**<br>• Review multiple data sources (academic, attendance, behavior, subgroup performance).<br>• Facilitate data analysis sessions with division, school, internal and external stakeholders.<br>• Identify prioritized root causes impacting student outcomes. | Stephanie Jerauld<br>Darin Thompson<br>Michelle Morgan | CNA: Completed January 2026 | January-June 2026: Quarterly required, division scheduled Project Momentum meetings to review current data, reflect on practices, and identify follow up action steps. | • Quarterly meeting agenda notes will indicate task, person responsible, and timeline. At each subsequent meeting, the team will review progress towards action steps.<br>• Multi-year School Support Plan completed by June 30, 2026 that directly aligns to identified needs. | n/a | School Improvement Grant funds will be included in the grant application to implement determined outcomes from findings. |
| **2. Identify Resource Inequities**<br>• Conduct a Resource Inequity Review using VDOE template and protocol. | Darin Thompson<br>Michelle Morgan | February-March 2026:<br>• Initial meeting to outline plan, identify team members, roles, responsibilities, timelines, actions, | February-June 2026: Monthly meetings to review current state, identify barriers to task completion, and identify any new action steps. | • Strategies and actions resulting from the resource inequity review, specific to staffing, instructional materials and program access will | n/a | School Improvement Grant funds may be used to implement determined outcomes from findings. |

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| • Analyze staffing, instructional materials, and program access.<br>• Develop a resource inequities plan aligned to root causes. | | and deliverables.<br><br>March-April 2026:<br>• Team conducts the review with a focus on each VDOE identified area and other areas of interest.<br><br>April-May 2026:<br>• Team brings findings together and outlines roles, responsibilities, timelines, actions, and deliverables to address root causes and action steps related to staffing, instructional materials and program access.<br><br>June 2026:<br>• Team convenes to ensure all action steps are in place for full implementation, monitoring and progress checks for SY2026-27. | | be outlined in the Multi-Year School Support plan by June 30, 2026.<br>• All meeting agenda notes will indicate task, person responsible, and timeline. At each subsequent meeting, the team will review progress towards action steps. | | |

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|---|---|---|---|---|---|---|
| **3. Monitor Student Outcomes Across all Indicators in the School Performance and Support Framework**<br><br>• School Support and Performance Framework Data Dialogues to review ES framework indicators and school data, and outcomes.<br><br>• Engage in data dialogues related to student outcome data to include:<br>a. On-Time Graduation rates<br>b. Course failures<br>c. Verified Credits<br>d. Chronic Absenteeism<br>e. WIDA Progress as measured by Division created WIDA-like assessments or Summit K12 assessments | Amy Miller<br>Darin Thompson<br>Michelle Morgan | <u>January - June 2026</u><br><br>• July, 2025 (completed), January 2026 (completed), June 2026 (using local data after SOLs are complete)<br><br>• At Project Momentum quarterly meetings from August 2025 - June 2026. August 2025 - January 2026 have been completed. All future meetings are already scheduled. | • July, 2025 (completed), January 2026 (completed), June 2026 (using local data after SOLs are complete). Evidenced by calendar invites, meeting notes, and slides indicating reflections and action steps.<br><br>• Quarterly required, division scheduled Project Momentum meetings to review current data, observe classroom instruction, reflect on practices, and identify follow up action steps. Evidenced by calendar invites and meeting notes. | • All meeting agenda notes will indicate task, person responsible, and timeline. At each subsequent meeting, the team will review progress towards action steps.<br><br>• On-Time Graduation Tracking Sheet indicating required timelines met for all required actions.<br><br>• Subsequent observations and data should indicate related improved leadership practice, teacher practice, and evidence of improved student outcomes. | Possible costs resulting from action steps identified through data discussions, meetings, and walkthroughs. | • School funds<br><br>• School Improvement Grant funds |
| **4. Evaluate Staffing** | Darin Thompson | <u>February - June 2026</u> | • Monitoring will | • Written and oral | Possible costs resulting | TBD based on findings |

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| **Model:**<br><br>Explore staffing model. | | • Evaluate staff roles and responsibilities, current impact, needs assessment findings and realign to student needs and instructional priorities | occur through Division leaders and Program Administrator ongoing check-ins throughout SY2025-26 | communication will indicate any shifts and outlined roles and responsibilities of staff based on findings.<br><br>• Subsequent shifts in assignments and/or responsibilities will be evidenced in the master schedule, teacher, and tutor schedules, resulting in evidence of improved student outcomes. | from action steps identified. | from evaluation. |

# 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** | Fairfax County Adult High School |
| **Principal Name** | Michelle Morgan |
| **Principal Email** | mmorgan3@fcps.edu |
| **School Performance Category** | Needs Intensive Support |
| **School Federal Designation** | Comprehensive 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.

| Michelle Morgan | Michelle Morgan | 1/23/2026 |
|---|---|---|
| Principal Name | Principal Signature | Date Approved |
| Stephanie Jerauld | SJerauld GP | 1/30/26 |
| Division-Level Lead Name | Division-Level Lead Signature | Date Approved |
| Dr. Michelle Reid | MReid | 2/10/26 |
| Division Superintendent Name | Division Superintendent Signature | Date Approved |

Date Reviewed/Approved

per School Board Minutes

# Herndon Elementary CSI Multi-Year School Support Plan 2025-26

**Division and School Information**

Table 2: 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** | Herndon Elementary School |
| **Grades Served** | PreK - 6 |
| **Principal Name** | Dr. Monika Vereb |
| **Principal Email** | mgvereb1@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

Developing the plan with stakeholders is required and includes teachers, school leaders, community partners, parents, students, and representatives from business, higher education, or the military. Actively involving stakeholders supports purposeful planning, builds shared ownership, and helps translate the plan from intent to action, leading to improved student outcomes.

*Table 3: Stakeholder engagement*

Identify the stakeholder group represented, name, email department/office/organization, and title for each stakeholder. Add or remove rows as necessary.

| Stakeholder Representation | Name | Email | Organization, Department, or Office | Title |
|---|---|---|---|---|
| Division | Geovanny Ponce | gjponce@fcps.edu | Chief of Schools Office | Chief of Schools |
| Division | Marie Lemmon<br>Stephanie Jerauld | MMLemmon@fcps.edu,<br>SAJerauld@fcps.edu | Department of School Improvement | Assistant Superintendent<br>Executive Director |
| Division | Jameile Choice<br>Lindsay Trout | jchoice@fcps.edu,<br>LTrout@fcps.edu, | Region 1 | Assistant Superintendent<br>Executive Principal |
| Division | Ellen Reilly<br>Terri Edmunds-Heard | ereilly@fcps.edu<br>tledmundshea@fcps.edu | Office of Instructional Services<br>Department of Special Services | Assistant Superintendent<br>Assistant Superintendent |
| Division | Tara Hewan | tphewan@fcps.edu | Office of Equity & Student Relations | Executive Director |
| School Administration | Monika Vereb (Principal)<br>Elizabeth Baxter (AP)<br>Kelly Cosgrove (AP)<br>Daphne Holliday (AP) | mgvereb1@fcps.edu,<br>eabaxter@fcps.edu,<br>kmcosgrove@fcps.edu,<br>daholliday@fcps.edu | Herndon Elementary Administrative Team | Principal<br>Assistant Principals |
| Family and Community | Adriana River & Rachel | aeriverapach@fcps.edu, | Herndon ES Family & | Herndon ES Family & |

| | | | | |
|---|---|---|---|---|
| Partners | Gonzalez; Brian Falkey; Alysia Troiano; Cristina Seaton; Riccardo Emilien;Taylor Gebauer; Alaina Bear; Raquel Snyder; Yessenia Mendoza | rbarranco@fcps.edu, bgfalkey@fcps.edu, atroiano@fcps.edu, crseaton@fcps.edu, remilien@fcps.edu, tngebauer1@fcps.edu, ambear@fcps.edu, rbsnyder@fcps.edu, yymendozaalv@fcps.edu | Engagement Committee | Engagement Committee |

## Planning Year

All newly identified Comprehensive Support and Improvement and Additional Targeted Support and Improvement Schools are required to engage in a planning year. Complete table 4 to describe activities that will occur during the planning year. If a planning year is not required, then proceed to table 6.

*Table 4: Summary of Planning Year Activities*

For each planning year activity, provide a brief summary of (1) what the division plans to do to support the school, (2) why the activity is important, and (3) how the activity will contribute to improved student outcomes.

| **Required Planning Year Activities**<br>The activities listed below are required to be completed during the planning year. | |
|---|---|
| **Conduct a Needs Assessment** | **What we will do:**<br>The Division, in response to data and outcomes for students at Herndon Elementary School (HES), identified HES as a Project Momentum Priority School in July 2025. Project Momentum is the FCPS school improvement program that provides accountability, support, and monitoring. Schools identified for Priority status have the highest level of requirements and receive the most significant support and oversight.<br><br>Additionally, the Division appointed Dr. Monika Vereb, principal of Herndon Elementary in December 2025. Previously, Dr. Vereb was the principal of Herndon Middle School and |

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| | has over 15 years of experience driving transformative equity and strategic innovation. As principal at Herndon Middle School (HMS), over the last three years, Ms. Vereb's leadership resulted in HMS being fully accredited, exiting federal identification status, and achieving an *On Track* Performance Category rating by the VDOE. As a leader and former student in the Herndon Pyramid, Dr. Vereb brings a deep understanding of the community she serves. Monika brings a proven focus on academic growth, early intervention, and building strong, inclusive school cultures that provide a powerful foundation for supporting Herndon Elementary students and families.<br><br>**Why it is important:**<br>Data shows significant achievement gaps persist within the Hispanic, Economically Disadvantaged, Multilingual Learners (MLs), and Student with Disabilities (SWD) student groups, as evidenced by their inability to meet or exceed Virginia Department of Education (VDOE) proficiency thresholds in reading, mathematics, and science.<br><br>**How it will contribute to improved student outcomes**: The needs assessment identified the following opportunities for school improvement:<br>• Systemic Infrastructure & Operational Efficiency<br>• Instructional Rigor & Professional Capacity<br>• Integrated Collaboration & Service Delivery<br>• Student Engagement & Holistic Needs<br>• Family and Community Partnerships |
| **Identify Resource Inequities** | **What we will do:**<br>By June 30, 2026, the Division will complete the required *Identifying Resource Inequities* to review and strengthen school improvement efforts, based on urgency and importance of needs, results from the SPSF, and federal identification related to the categories below, embed findings in the Multi-year School Support Plan, and ensure they are addressed through intentional, sustainable actions.<br>1. Fiscal Resources<br>2. Human Capital<br>3. Instructional Resources and Opportunities |

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| | 4. Student Support Services<br>5. Facilities and Operations<br>6. Technology and Digital Access<br>7. Family and Community Engagement<br><br>**Why it is important**:<br>School improvement cannot be achieved without first addressing the structural disparities that underpin student performance. This review is critical because it shifts our approach from reactive to strategic, evidence-based allocation of resources. By rigorously examining resource distribution across these seven domains, we ensure that the Multi-year School Support Plan is not based on assumptions, but on a clear understanding of where gaps exist.<br><br>**How it will contribute to improved student outcomes**: Engaging in this process will lead to the creation of a strategic roadmap for sustainable change, ensuring compliance while driving equitable outcomes for every student. |
| **Monitor Student Outcomes Across all Indicators in the School Performance and Support Framework** | **What we will do:**<br>Division and school leaders will monitor student outcomes with fidelity through Region and Project Momentum structures that include:<br><br>1. Bi-annual School Support and Performance Framework Data Dialogues, facilitated by a member of the Office of School Support, to review ES framework indicators and school data, and outcomes. These data dialogues will result in action plans for members of each stakeholder group.<br><br>2. Frequent and consistent high leverage, SPSF-related data provided to Region leaders to include:<br>o Chronic Absenteeism (every 10 school days) indicating change over time and comparisons from prior school year on those dates<br>o K-2 early literacy progress data<br>o WIDA Progress as measured by Division created WIDA-like assessments or Summit K12 assessments |

- Required Division Common Assessment Data for reading, math, science
  - By grade level, teacher, and student groups
  - Benchmarking data with other schools

3. Learning Walks conducted weekly by Region leaders and school administrators with a focus on high quality tier I instruction resulting in consistent grade level instructional expectations, targeted feedback, and improved student outcomes.

4. Monthly Project Momentum Priority School meetings including Region leaders, DSIS leaders and school leaders with a focus on progress monitoring student data (SOL, VAAP, screener, WIDA, required Division common assessments, chronic absenteeism) resulting in action plans to be implemented by all parties following the meetings.

5. Prioritized job-embedded professional learning through six week Student Centered Coaching cycles, for identified teachers at HES, provided by trained resource teachers from the Office of School Support.

**Why it is important**:
Establishing a rigorous monitoring structure through Region leadership and Project Momentum ensures that school improvement is proactive rather than reactive. By institutionalizing bi-annual SPSF specific data dialogues, frequent high-leverage reporting on screener, formative, and summative local data, and weekly learning walks, the school moves from simply collecting data to operationalizing it. This consistent cycle of review ensures that resource allocation and professional learning are not based on guesswork, but on real-time evidence of student needs.

**How it will contribute to improved student outcomes**:
This system directly translates accountability into academic growth by shrinking the gap between identifying a problem and fixing it. When leaders and teachers receive frequent, specific data combined with job-embedded coaching, they can make rapid instructional adjustments. This leads to stronger Tier I instruction and ensures that interventions are timely, targeted, and effective, ultimately driving higher achievement for all student groups.

| Suggested Planning Year Activities<br>The activities listed below are not required. If the school division plans to engage in any of these activities and intends to use school improvement grant funding to support them, then the division must complete the information in the table below. | |
|---|---|
| **Engage Families and Community** | **What we will do:**<br>Develop plans to create and sustain a Family and Community Outreach model<br><br>**Why it is important:** Decades of research confirm that family engagement is one of the strongest predictors of student achievement. However, engagement cannot happen without trust and accessible communication channels. A sustained outreach model moves beyond traditional parent-teacher conferences to create ongoing, two-way dialogue.<br><br>**How it will contribute to improved student outcomes:** Strong relationships with families allow schools to identify the root causes of absenteeism early. When parents feel welcomed and valued, they are more invested in ensuring their children attend consistently. Further, when expectations are consistent between home and school, students exhibit better social-emotional regulation and fewer disciplinary issues. |
| **Evaluate Staffing Models** | **What we will do:**<br>Explore staffing model.<br><br>**Why this is important:** Engaging in an evaluation of staff roles and responsibilities is designed to bridge the gap between the current operational structure and identified student needs by assessing impact and leveraging the findings to realign work to best meet student needs. This proactive step toward a more cohesive, efficient, and student-centered organization, will ensure that staff are positioned to make the greatest possible difference.<br><br>**How this will improve student outcomes:**<br>By shifting resources to directly address identified areas of need, academic, social, and emotional, we ensure that every staff member's work is purpose-driven and directly contributes to the success and well-being of the students we serve |

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| **Review and Select Instructional Programs** | **What we will do:**<br>Evaluate current Tier I instruction, and intervention programs and practices and identify opportunities for enhancements or adjustments aligned to student needs.<br><br>**Why this is important:** Strong Tier 1 instruction is the foundation of academic success and reduces reliance on intensive interventions. Instructional programs must be responsive to diverse learner profiles and grounded in evidence-based practices.<br><br>**How this will improve student outcomes:** Selecting and implementing high-quality instructional materials will strengthen Tier 1 instruction and targeted supports, leading to sustained growth in reading and math proficiency. Improved instructional consistency and alignment will result in stronger student performance on assessments and overall gains in literacy and math achievement. |
| **Provide Professional Development and Supports** | **What we will do:**<br>Develop, sustain, and support professional development in the following areas:<br>Schoolwide:<br>a. Effective Tier 1 instruction and interventions that meet the needs of diverse learners<br>b. Collaborative Teams<br>Leadership<br>c. Developing and sustaining systems and structures<br>d. Data driven decision making<br>e. Observation and growth producing feedback<br><br>**Why this is important:** Building teacher capacity to implement effective Tier 1 instruction, and Tier 2 and 3 interventions ensures that instruction is not only rigorous but accessible, specifically targeting the needs of our diverse learners. Anchoring school improvement in collaborative teams shifts teacher practice from isolation to collective efficacy, where every educator is responsible for every student's success. Underpinning this work is strategic leadership development, supported by growth-producing feedback. This culture of continuous improvement ensures that teachers—like their students—are constantly learning. |

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| | **How this will improve student outcomes**: This comprehensive approach ensures that high-quality instruction is a guaranteed experience for every student, leading to measurable growth in academic achievement and self-efficacy, closing achievement gaps, fostering deep learning, and leading to higher student engagement and academic success. |

*Table 5: Planning Year Action Plan*

Complete an action plan for each activity identified in table 4. For each activity, identify the lead person, team members, actions steps, process owner, time frame, progress checks, measures of success, cost elements, and funding sources.

| Planning Year Action Plan | |
|---|---|
| **Planning Year Activity**<br>(What do you plan to do?) | 1. Conduct a Comprehensive Needs Assessment<br>2. Identify Resource Inequities<br>3. Monitor Student Outcomes Across all Indicators in the School Performance and Support Framework<br>4. Engage Families and Community<br>5. Evaluate Staffing Model<br>6. Review and Select Instructional Programs<br>7. Provide Professional Development and Supports |
| **Lead Person**<br>(Who is responsible for ensuring the work gets done?) | 1. Jameile Choice (Assistant Superintendent), Stephanie Jerauld (Executive Director), Monika Vereb (Principal)<br>2. Jameile Choice (Assistant Superintendent), Monika Vereb (Principal)<br>3. Jameile Choice (Assistant Superintendent), Stephanie Jerauld (Executive Director), Monika Vereb (Principal)<br>4. Jameile Choice (Assistant Superintendent), Monika Vereb (Principal)<br>5. Jameile Choice (Assistant Superintendent), Monika Vereb (Principal)<br>6. Jameile Choice (Assistant Superintendent), Monika Vereb (Principal)<br>7. Jameile Choice (Assistant Superintendent), Stephanie Jerauld (Executive Director), Monika Vereb (Principal) |
| **Team Members**<br>(Who is responsible for doing the work?) | Division, Region, and school leaders outlined in the Stakeholder Engagement section of this form, as appropriate and aligned to the specific action steps outlined below. |

| Action Step *(What* | Process Owner | Time Frame | Progress Checks | Measures of Success | Cost Elements | Funding Source |
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| *will be accomplished?) List the specific, sequenced steps required to complete the activity.* | *(Who is responsible for ensuring the action step is complete?) Identify a single, accountability lead.* | *(How long will it take?) Identify the start and end dates for each action step, including any key milestones.* | *(How will the team monitor progress?) Define key dates to review the process, make adjustments, and confirm the work remains on track.* | *(How will the team know if the action step is complete?) Define clear, observable indicators of completion.* | *(What resources are needed to complete the action step?)* | *(Where will the money come from?)* |
|---|---|---|---|---|---|---|
| **1. Conduct a Comprehensive Needs Assessment**<br>• Review multiple data sources (academic, attendance, behavior, subgroup performance).<br>• Facilitate data analysis sessions with division, school, internal and external stakeholders.<br>• Identify prioritized root causes impacting student outcomes. | Jameile Choice<br>Stephanie Jerauld<br>Monika Vereb | CNA: Completed January 2026 | January-June 2026:<br>• Monthly required, division scheduled Project Momentum meetings to review current data, observe classroom instruction, reflect on practices, and identify follow up action steps. | • Monthly meeting agenda notes will indicate task, person responsible, and timeline. At each subsequent meeting, the team will review progress towards action steps.<br>• Multi-year School Support Plan completed by June 30, 2026 that directly aligns to identified needs. | Internal and external stakeholders' time. | n/a |
| **2. Identify Resource** | Jameile Choice<br>Monika Vereb | February-March 2026:<br>• Initial meeting to | February-June 2026: Monthly meetings to review current state, | • Strategies and actions resulting from the resource | • Internal and external stakeholders' time.<br>• Materials to support | • Division funds |

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| **Inequities**<br>• Conduct a Resource Inequity Review using VDOE template and protocol.<br>• Analyze staffing, instructional materials, and program access.<br>• Review the alignment, effectiveness, and cost-benefit of external instructional providers to determine continued use or refinement of services.<br>• Develop a resource inequities plan aligned to root causes. | | outline plan, identify team members, roles, responsibilities, timelines, actions, and deliverables.<br><br>March-April 2026:<br>• Team conducts the review with a focus on each VDOE identified area and other areas of interest.<br><br>April-May 2026:<br>• Team brings findings together and outlines roles, responsibilities, timelines, actions, and deliverables to address root causes and action steps related to staffing, instructional materials and program access.<br><br>June 2026:<br>• Team convenes to ensure all action steps are in place for full | identify barriers to task completion, and identify any new action steps. | inequity review, specific to staffing, instructional materials and program access will be outlined in the Multi-Year School Support plan by June 30, 2026.<br>• All meeting agenda notes will indicate task, person responsible, and timeline. At each subsequent meeting, the team will review progress towards action steps. | development of planning | • School funds<br>• School Improvement Grant funds will be used to implement determined outcomes from findings. |

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| | | implementation, monitoring and progress checks for SY2026-27. | | | | |
| **3. Monitor Student Outcomes Across all Indicators in the School Performance and Support Framework**<br>• School Support and Performance Framework Data Dialogues to review ES framework indicators and school data, and outcomes.<br>• Engage in data dialogues related to student outcome data to include:<br>a. Chronic Absenteeism<br>b. K-2 early literacy progress data<br>c. WIDA Progress as | Jameile Choice<br>Stephanie Jerauld<br>Monika Vereb | <u>January - June 2026</u><br>• July, 2025 (completed), January 2026 (completed), June 2026 (using local data after SOLs are complete)<br>• At Project Momentum monthly meetings from August 2025 - June 2026. August 2025 - January 2026 have been completed. All future months are already scheduled.<br>• Each week for SY2025-26. August 2025. | • July, 2025 (completed), January 2026 (completed), June 2026 (using local data after SOLs are complete). Evidenced by calendar invites, meeting notes, and slides indicating reflections and action steps.<br>• Monthly required, division scheduled Project Momentum meetings to review current data, observe classroom instruction, reflect on practices, and identify follow up action steps. Evidenced by calendar invites and meeting notes.<br>• Weekly visits from August 2025 | • All meeting agenda notes will indicate task, person responsible, and timeline. At each subsequent meeting, the team will review progress towards action steps.<br>• Subsequent observations and data should indicate related improved leadership practice, teacher practice, and evidence of improved student outcomes. | Internal and external stakeholders' time. Possible costs resulting from action steps identified through data discussions, meetings, and walkthroughs may include materials, resources, hourly funding for tutors, hourly funding for teacher pay outside of contract hours. | • Division funds<br>• School funds<br>• School Improvement Grant funds |

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| measured by Division created WIDA-like assessments or Summit K12 assessments<br>d. Required Division Common Assessment Data for reading, math, science by grade level, teacher, and student groups<br><br>• Conduct weekly Learning Walks conducted with a focus on high quality Tier 1 instruction. | | | through January 2026 have been completed. Evidenced by calendar invitations, coaching conversations and follow up notes. | | | |
| **4. Engage Families and Community**<br><br>• Develop plans to create and sustain a Family and Community Engagement | Jameile Choice<br>Monika Vereb | <u>January - June 2026</u><br><br>• Increase communication via weekly Bee Hive newsletter to families<br><br><u>February-June 2026</u> | Quarterly check-ins | • The family and community engagement model will be fully developed as evidenced by a year long calendar for SY2026-27 | • Funding for reception refreshments and serving materials | • School Funds |

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| model | | • Develop a plan for community and family forums<br>• Develop a plan to engage community and families in data-informed conversation focused on math achievement, literacy development, chronic absenteeism, and English language development<br>• Engagement activities will include family nights, feedback sessions, and multilingual communication support | | outlining events, strategies, actions, leads, and team members. | | |
| **5. Evaluate Staffing Model**<br>• Explore staffing model | Jameile Choice<br>Monika Vereb | December 2025 - June 2026<br>• Evaluate staff roles and responsibilities, current impact, needs assessment findings and realign to student needs and instructional priorities | • Monitoring will occur through Region leader and principal ongoing check-ins throughout SY2025-26 | • Written and oral communication will indicate any shifts and outlined roles and responsibilities of staff based on findings.<br>• Subsequent shifts in assignments and/or responsibilities will be evidenced in the | • Hourly pay for tutors<br>• Teacher hourly pay for any training needed resulting from shifts in roles and responsibilities | • Division funds (All in VA)<br>• School Improvement Grant funds |

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| | | | | master schedule, teacher, and tutor schedules, resulting in evidence of improved student outcomes. | | |
| **6. Review and Select Instructional Programs**<br><br>• Evaluate current Tier I instruction, and intervention programs and practices and identify opportunities for enhancements or adjustments aligned to student needs. | Jameile Choice<br>Monika Vereb | <u>January - June 2026</u><br>• Weekly Region/school leadership walkthroughs, provide individual feedback to teachers, identify trends<br>• Monthly Project Momentum classroom observations, provide individual feedback to teachers, identify trends | • School leaders' walkthrough logs<br>• Feedback review meetings with teachers<br>• Region leadership weekly school visit notes<br>• Monthly Project Momentum meeting notes | • Observation logs evidence increased alignment to Tier 1 instructional expectations and fidelity of implementation of interventions<br><br>• Improved student achievement data on formative and summative assessments | • Funding for instructional materials<br>• Hourly funding for teacher pay outside of contract hours. | • School Improvement Grant<br>• School funds<br>• Division funds |
| **7. Provide Professional Development and Supports:**<br><br>• Develop, sustain, and support professional | Jameile Choice<br>Stephanie Jerauld<br>Monika Vereb | <u>January 2026 - ongoing</u> | • Year long PD Plan for 2026-27 outlined with dates, trainings scheduled, and facilitators confirmed to present | • Increased staff capacity in literacy and language development<br>• Observational evidence of instructional strategy implementation | • Funding for books and other professional development resources/material<br><br>• Hourly funding for teacher pay outside | • School Improvement Grant<br>• School funds |

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| development in the following areas:<br>Schoolwide:<br>a. Effective Tier 1 instruction and interventions that meet the needs of diverse learners<br>b. Collaborative Teams<br>Leadership<br>a. Developing and sustaining systems and structures<br>b. Data driven decision making<br>c. Observation and growth producing feedback | | | • Teachers' written commitments to attending planned PDs that occur off contract<br>• Receipts for purchases of needed materials<br>• Meeting notes re: leadership development, action steps, feedback, and impact<br>• PD attendance records<br>• Staff feedback surveys | • Improved student achievement data resulting from improved teacher and leadership practice | of contract hours. | |

# 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** | Herndon ES |
| **Principal Name** | Monika Vereb |
| **Principal Email** | mgvereb1@fcps.edu |
| **School Performance Category** | Off-Track |
| **School Federal Designation** | Comprehensive 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.

| Monika Vereb | Monika Vereb | January 25, 2026 |
|---|---|---|
| Principal Name | Principal Signature | Date Approved |
| Stephanie Jerauld | SJerauld GP | January 25, 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

# Mountain View HS CSI Multi-Year School Support Plan 2025-26

## Division and School Information

Table 2: Division and School Information

| Division and School Information | |
|---|---|
| Information Needed | Enter Information Below |
| **School Year** | 2025-2026 |
| **Division Name** | Fairfax County Public Schools |
| **Division Superintendent** | Michelle Reid |
| **School Name** | Mountain View High School |
| **Grades Served** | 9-12 |
| **Principal Name** | Erin Whatley |
| **Principal Email** | elwhatley@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

Developing the plan with stakeholders is required and includes teachers, school leaders, community partners, parents, students, and representatives from business, higher education, or the military. Actively involving stakeholders supports purposeful planning, builds shared ownership, and helps translate the plan from intent to action, leading to improved student outcomes.

*Table 3: Stakeholder engagement*

Identify the stakeholder group represented, name, email department/office/organization, and title for each stakeholder. Add or remove rows as necessary.

| Stakeholder Engagement | | | | |
|---|---|---|---|---|
| Stakeholder Representation | Name | Email | Organization, Department, or Office | Title |
| Division | Marie Lemmon<br>Stephanie Jerauld<br>Darin Thompson | MMLemmon@fcps.edu,<br>SAJerauld@fcps.edu | Department of School Improvement | Assistant Superintendent, Department of School Improvement and Supports<br>Executive Director, School Improvement<br>Senior Administrator, Nontraditional School Programs |
| Division | Pablo Resendiz<br>Kim Greer<br>Adam Erbrecht | presendiz@fcps.edu<br>kpgreer@fcps.edu<br>awerbrecht@fcps.edu | Region 4 Leadership Team | Assistant Superintendent<br>Executive Principal<br>Executive Principal |
| Division | Ellen Reilly<br>Terri Edmunds-Heard | ereilly@fcps.edu<br>tledmundshea@fcps.edu | Office of Instructional Services<br>Department of Special Services | Assistant Superintendent, Instructional Services<br>Assistant Superintendent, Department of Special Services |

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| Division | Jen Glaser | jtglaser@fcps.edu | Office of Instructional Services | Director III, Counseling & College & Career Readiness |
| Division | Charles Hom | cphom@fcps.edu | Office of School Support | Senior Manager, School Support & On-Time Graduation |
| School Administration | Erin Whatley<br>Jennifer Crump Strawderman<br>Amanda Dorr<br>Brittanye Mohrbacher<br>Gonzalo Ovalle | elwhatley@fcps.edu<br>jscrumpstraw@fcps.edu<br>acdorr@fcps.edu<br>bsmohrbacher@fcps.edu<br>gtovalle@fcps.edu | Mountain View HS | Principal<br>Director of Student Services<br>Assistant Principal<br>Assistant Principal<br>Assistant Principal |
| Instructional, Counseling, and Support Staff | Kevin Russell<br>Mike Hardy<br>Diana Sosa | klrussell@fcps.edu<br>mmhardy@fcps.edu<br>DMSosa@fcps.edu | Mountain View HS | On-Time Graduation Coordinator<br>Department Chair<br>Social Worker |
| External Partner | Cindy Conley | caconley1@fcps.edu | Bryant HS | Principal |

## Planning Year

All newly identified Comprehensive Support and Improvement and Additional Targeted Support and Improvement Schools are required to engage in a planning year. Complete table 4 to describe activities that will occur during the planning year. If a planning year is not required, then proceed to table 6.

*Table 4: Summary of Planning Year Activities*

For each planning year activity, provide a brief summary of (1) what the division plans to do to support the school, (2) why the activity is important, and (3) how the activity will contribute to improved student outcomes.

| **Required Planning Year Activities**<br>The activities listed below are required to be completed during the planning year. | |
|---|---|
| **Conduct a Needs Assessment** | **What we will do:**<br>The Division, in response to data and outcomes for students at Mountain View High School (MVHS), an alternative high school setting, identified MVHS as a Project Momentum Priority school in July 2025. Project Momentum is the FCPS school improvement program that provides accountability, support, and monitoring. Schools identified for status have the highest level of requirements and receive the most significant support and oversight.<br><br>**Why it is important:**<br>Data shows significant achievement gaps persist for students as evidenced by outcomes measured by Virginia's School Performance and Support Framework.<br><br>**How it will contribute to improved student outcomes:**<br>The needs assessment identified the following opportunities for school improvement:<br>• Increase student attendance<br>• Increase student engagement<br>• Decrease graduation timelines from 6 years or 5 years to 4 years<br>• Decrease dropout rate<br>• Greater access to credit recovery<br>• Resolve transportation challenges<br>• Increase student access and opportunity via improved literacy |

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| | • Greater access to internship opportunities<br>• Instructional resources aligned to meet the needs of the diverse student body: culturally relevant, online resources, intervention programs for students with disabilities, age/interest appropriate texts for students ages 14-22. |
| **Identify Resource Inequities** | **What we will do:**<br>By June 30, 2026, the Division will complete the required *Identifying Resource Inequities* to review and strengthen school improvement efforts, based on urgency and importance of needs, results from the SPSF, and federal identification related to the categories below, embed findings in the Multi-year School Support Plan, and ensure they are addressed through intentional, sustainable actions.<br>Special attention will be given to the unique and diverse needs of the students in this alternative setting.<br><br>1. Fiscal Resources<br>2. Human Capital<br>3. Instructional Resources and Opportunities<br>4. Student Support Services<br>5. Facilities and Operations<br>6. Technology and Digital Access<br>7. Family and Community Engagement<br><br>**Why it is important:**<br>School improvement cannot be achieved without first addressing the structural disparities that underpin student performance. This review is critical because it shifts our approach from reactive to strategic, evidence-based allocation of resources. By rigorously examining resource distribution across these seven domains, we ensure that the Multi-year School Support Plan is not based on assumptions, but on a clear understanding of where gaps exist.<br><br>**How it will contribute to improved student outcomes:** Engaging in this process will lead to the creation of a strategic roadmap for sustainable change, ensuring compliance while driving equitable outcomes for every student. |

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| **Monitor Student Outcomes Across all Indicators in the School Performance and Support Framework** | **What we will do:**<br>Division and school leaders will monitor student outcomes with fidelity through Region, Project Momentum, and Nontraditional School Program structures that include:<br>• School visits with principal and assistant principals weekly by Region leaders with a focus on graduate rates/progress by cohort, instructional practice, non-academic data (discipline/attendance) resulting in supporting the whole child.<br>• Bi-annual School Support and Performance Framework Data Dialogues, facilitated by a member of the Office of School Support, to review HS framework indicators, student data, impact and outcomes of action plans. These data dialogues will result in action plans for members of each stakeholder group.<br>• Quarterly Project Momentum Priority School meetings including Region leaders, DSIS leaders and school leaders with a focus on progress monitoring student data (SOL, VAAP, screener, WIDA, required Division common assessments, chronic absenteeism, and grade reports) resulting in action plans to be implemented by all parties following the meetings.<br>• Frequent and consistent high leverage, SPSF-related data provided to Region and school leaders to include:<br>  ○ Chronic Absenteeism (every 10 school days) indicating change over time and comparisons from prior school year on those dates<br>  ○ On-Time Graduation Monitoring (monthly)<br>  ■ FGI by cohort<br>  ■ Dropouts by cohort<br>  ■ Unconfirmed Transfers<br>  ■ Quarter and Semester D/F lists by student and teacher<br>  ■ Verified credit tracking<br>  ■ Course repeater audits<br>  ■ Required Division Common Assessment Data for reading, math, science by grade, teacher, and student groups |

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| | ■ Benchmarking data with other schools<br><br>• Prioritized job-embedded professional learning through six week Student Centered Coaching cycles, for identified teachers at MVHS, provided by trained resource teachers from the Office of School Support and engage in CT Leader training and ongoing support from the Office of School Support.<br><br>**Why it is important:**<br>Establishing a rigorous monitoring structure through Region leadership and Project Momentum ensures that school improvement is proactive rather than reactive. By institutionalizing bi-annual SPSF specific data dialogues, frequent high-leverage reporting on screener, formative, and summative local data, and targeted monitoring of progress towards expected graduation timelines, the school moves from simply collecting data to operationalizing it. This consistent cycle of review ensures that resource allocation and professional learning are not based on guesswork, but on real-time evidence of student needs.<br><br>**How it will contribute to improved student outcomes:**<br>This system directly translates accountability into academic growth and on-time graduation by shrinking the gap between identifying a problem and fixing it. When leaders and teachers receive frequent, specific data combined with job-embedded coaching, they can make rapid instructional adjustments. This leads to stronger Tier I instruction and ensures that interventions are timely, targeted, and effective, ultimately driving higher achievement for all student groups. |
| **Suggested Planning Year Activities**<br>The activities listed below are not required. If the school division plans to engage in any of these activities and intends to use school improvement grant funding to support them, then the division must complete the information in the table below. | |
| **Engage Families and Community** | **What we will do:**<br>1. Identify opportunities to expand existing partnerships and develop new partnerships within the community.<br>2. Develop a family engagement plan |

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| | **Why it is important**: Decades of research confirm that family engagement is one of the strongest predictors of student achievement. However, engagement cannot happen without trust and accessible communication channels. A sustained outreach model moves beyond traditional parent-teacher conferences to create ongoing, two-way dialogue.<br><br>**How it will contribute to improved student outcomes**: Strong relationships with families allow schools to identify the root causes of absenteeism early. When parents feel welcomed and valued, they are more invested in ensuring their children attend consistently. Further, when expectations are consistent between home and school, students exhibit better social-emotional regulation and fewer disciplinary issues. |
| **Review External Providers** | **What we will do:**<br>Research and explore opportunities with Big Picture Learning and Corwin's Pathways to Student Engagement.<br><br>**Why it is important**: Big Picture Learning creates opportunities for students to learn through interests and internships, leading to increased engagement and retention, while contributing to students' career readiness, and offering personalized academic support through an advisor-student model. Corwin's Pathways to Student Engagement helps teachers understand the barriers to engagement. It provides teaching strategies and opportunities that build student/teacher relationships, and tools for students to take charge of their own learning.<br><br>**How it will contribute to improved student outcomes**: Engagement in both of these external providers will expand teacher and school program capacity to allow students increased access, improving students' critical thinking and communication skills, while fostering a sense of self-efficacy that drives lifelong learning. |
| **Evaluate Staffing Models** | **What we will do:**<br>1. Explore staffing model.<br><br>**Why it is important**: By sustaining an On-Time Graduation Resource Teacher position |

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| | and reevaluating staff members' roles and responsibilities, we move beyond a traditional model to a responsive infrastructure. This ensures that every student has equitable access, receives responsive and personalized support, and graduates prepared for the future.<br><br>**How it will contribute to improved student outcomes**: These actions will lead to increased graduation rates for students, in a shorter period of time, help to prevent students from dropping out of school, and prepare them for post-secondary experiences. |
| **Review and Select Instructional Programs** | **What we will do:**<br>1. Explore opportunities to offer a wider array of course offerings<br>2. Identify additional intervention programs matched to student needs<br><br>**Why it is important**: By exploring a wider array of course offerings and identifying targeted intervention programs, we create a school environment that is both aspirational and supportive. This dual approach ensures that we are inviting students into learning through relevant, diverse pathways while simultaneously providing the precise safety nets they need to succeed in those rigorous environments. Student engagement is inextricably linked to relevance. When course offerings are limited, students often feel disconnected from their education, viewing it as a series of obligations rather than opportunities. Expanding the course catalog—whether through CTE (Career Technical Education), the arts, advanced placement, or niche electives—signals to students that their unique interests and future goals are valued.<br><br>**How it will contribute to improved student outcomes**: This will lead to increased engagement and attendance because students are more likely to come to school and participate actively when they have classes they are genuinely excited about. Access to specialized courses allows students to build marketable skills and explore career paths before leaving high school. Further, students who struggle in traditional core classes might excel in a specialized elective. This success builds self-efficacy that often transfers back into improved performance in Math and English. |
| **Provide Professional Development and Supports** | **What we will do:**<br>1. Develop, sustain, and support professional development in the following areas: |

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| | Schoolwide:<br>a. Collaborative Teams<br>b. Meeting the Needs of Diverse Learners<br>c. Interdisciplinary Literacy<br>d. Mindset<br>Leadership<br>a. Sustaining systems and structures<br>b. Data driven decision making<br>c. Observation and growth producing feedback<br>d. Shift ownership of staff professional development from division support to internal capacity to lead<br><br>**Why it is important**:. Anchoring school improvement in Collaborative Teams shifts teacher practice from isolation to collective efficacy, where every educator is responsible for every student's success. GLAD training and high-leverage instructional strategies ensure that our instruction is not only rigorous but accessible, specifically targeting the needs of our diverse learners. Interdisciplinary literacy empowers students to read, write, and think critically across all content areas, not just in English class. Underpinning this work is a shift in mindset and leadership development, supported by growth-producing feedback. This culture of continuous improvement ensures that teachers—like their students—are constantly learning.<br><br>**How it will contribute to improved student outcomes**: This comprehensive approach ensures that high-quality instruction is a guaranteed experience for every student, leading to measurable growth in academic achievement and self-efficacy, closing achievement gaps, fostering deep learning, and leading to higher student engagement and academic success. |
| **Implement other Planning Activities as Needed**<br>Provide a Description of the Planning Activities | **What we will do:**<br>1. Investigate innovations for student transportation supports<br>2. Explore allowances for attendance credits in non-traditional school programs |

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| | **Why it is important**: Adapting the traditional transportation model and exploring different allowances for students to earn credits better matches the needs of students attending alternative high school settings to secure their access to opportunities and prevent chronic absenteeism.<br><br>**How it will contribute to improved student outcomes**: This will lead to more students being able to access course content and successfully completing graduation requirements on-time. |

*Table 5: Planning Year Action Plan*

Complete an action plan for each activity identified in table 4. For each activity, identify the lead person, team members, actions steps, process owner, time frame, progress checks, measures of success, cost elements, and funding sources.

| **Planning Year Action Plan**<br>The activities listed below are required to be completed during the planning year. | |
|---|---|
| **Planning Year Activity**<br>(What do you plan to do?) | 1. Conduct a Comprehensive Needs Assessment<br>2. Identify Resource Inequities<br>3. Monitor Student Outcomes Across all Indicators in the School Performance and Support Framework<br>4. Engage Families and Community<br>5. Review External Providers<br>6. Evaluate Staffing Model<br>7. Review and Select Instructional Programs<br>8. Provide Professional Development and Supports<br>9. Implement Other Planning Activities as Needed |

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| **Lead Person**<br>(Who is responsible for ensuring the work gets done?) | 1. Pablo Resendiz (Assistant Superintendent), Stephanie Jerauld (Executive Director), Erin Whatley (Principal)<br>2. Pablo Resendiz (Assistant Superintendent), Erin Whatley (Principal)<br>3. Pablo Resendiz (Assistant Superintendent), Stephanie Jerauld (Executive Director), Erin Whatley (Principal)<br>4. Pablo Resendiz (Assistant Superintendent), Erin Whatley (Principal)<br>5. Pablo Resendiz (Assistant Superintendent), Erin Whatley (Principal)<br>6. Pablo Resendiz (Assistant Superintendent), Erin Whatley (Principal)<br>7. Pablo Resendiz (Assistant Superintendent), Erin Whatley (Principal)<br>8. Pablo Resendiz (Assistant Superintendent), Stephanie Jerauld (Executive Director), Erin Whatley (Principal)<br>9. Pablo Resendiz (Assistant Superintendent) |
| **Team Members**<br>(Who is responsible for doing the work?) | Division, Region, and school leaders outlined in the Stakeholder Engagement section of this form, as appropriate and aligned to the specific action steps outlined below. |

| **Action Step**<br>*(What will be accomplished?) List the specific, sequenced steps required to complete the activity.* | **Process Owner**<br>*(Who is responsible for ensuring the action step is complete?) Identify a single, accountability lead.* | **Time Frame**<br>*(How long will it take?) Identify the start and end dates for each action step, including any key milestones.* | **Progress Checks**<br>*(How will the team monitor progress?) Define key dates to review process, make adjustments, and confirm the work remains on track.* | **Measures of Success**<br>*(How will the team know if the action step is complete?) Define clear, observable indicators of completion.* | **Cost Elements**<br>*(What resources are needed to complete the action step?)* | **Funding Source**<br>*(Where will the money come from?)* |
|---|---|---|---|---|---|---|
| **1. Conduct a Comprehensive Needs Assessment**<br>• Review multiple data sources (academic, attendance, behavior, | Pablo Resendiz<br>Stephanie Jerauld<br>Erin Whatley | CNA: Completed January 2026 | January-June 2026:<br>• Quarterly required, division scheduled Project Momentum meetings to review current data, observe classroom instruction, reflect on practices, and | • Quarterly meeting agenda notes will indicate task, person responsible, and timeline. At each subsequent meeting, the team will review progress towards action | Internal and external stakeholders' time. | n/a |

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| subgroup performance).<br>• Facilitate data analysis sessions with division, school, internal and external stakeholders.<br>• Identify prioritized root causes impacting student outcomes. | | | identify follow up action steps. | steps.<br>• Multi-year School Support Plan completed by June 30, 2026 that directly aligns to identified needs. | | |
| **2. Identify Resource Inequities**<br>• Conduct a Resource Inequity Review using VDOE template and protocol.<br>• Analyze staffing, instructional materials, and program access.<br>• Develop a resource inequities plan aligned to root | Pablo Resendiz<br>Erin Whatley | <u>February-March 2026</u>:<br>• Initial meeting to outline plan, identify team members, roles, responsibilities, timelines, actions, and deliverables.<br><u>March-April 2026</u>:<br>• Team conducts the review with a focus on each VDOE identified area and other areas of interest.<br><u>April-May 2026</u>: | <u>February-June 2026</u>: Monthly meetings to review current state, identify barriers to task completion, and identify any new action steps. | • Strategies and actions resulting from the resource inequity review, specific to staffing, instructional materials and program access will be outlined in the Multi-Year School Support plan by June 30, 2026.<br>• All meeting agenda notes will indicate task, person responsible, and timeline. At each subsequent meeting, the team | • Internal and external stakeholders' time.<br>• Materials to support development of planning | • Division funds<br>• School funds<br>• School Improvement Grant funds will be used to implement determined outcomes from findings. |

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| causes. | | • Team brings findings together and outlines roles, responsibilities, timelines, actions, and deliverables to address root causes and action steps related to staffing, instructional materials and program access.<br><br><u>June 2026</u>:<br><br>• Team convenes to ensure all action steps are in place for full implementation, monitoring and progress checks for SY2026-27. | | will review progress towards action steps. | | |
| **3. Monitor Student Outcomes Across all Indicators in the School Performance and Support Framework**<br><br>• School Support and Performance Framework Data Dialogues to | Pablo Resendiz<br>Stephanie Jerauld<br>Erin Whatley | <u>January - June 2026</u><br><br>• July, 2025 (completed), January 2026 (completed), June 2026 (using local data after SOLs are complete)<br><br>• At Project Momentum | • July, 2025 (completed), January 2026 (completed), June 2026 (using local data after SOLs are complete). Evidenced by calendar invites, meeting notes, and slides indicating | • All meeting agenda notes will indicate task, person responsible, and timeline. At each subsequent meeting, the team will review progress towards action steps. | Internal and external stakeholders' time. Possible costs resulting from action steps identified through data discussions, meetings, and walkthroughs may include materials, resources, hourly funding for tutors, hourly funding for | • Division funds<br><br>• School funds<br><br>• School Improvement Grant funds |

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| review ES framework indicators and school data, and outcomes.<br><br>• Engage in data dialogues related to student outcome data to include:<br>a. On-Time Graduation rates<br>b. Course failures<br>c. Verified Credits<br>d. Chronic Absenteeism<br>e. WIDA Progress as measured by Division created WIDA-like assessments or Summit K12 assessments<br>f. Required Division Common Assessment Data for reading, | | quarterly meetings from August 2025 - June 2026. August 2025 - January 2026 have been completed. All future meetings are already scheduled.<br><br>• Each week for SY2025-26. August 2025. | reflections and action steps.<br><br>• Quarterly required, division scheduled Project Momentum meetings to review current data, observe classroom instruction, reflect on practices, and identify follow up action steps. Evidenced by calendar invites and meeting notes.<br><br>• Weekly visits from August 2025 through January 2026 have been completed. Evidenced by calendar invitations, coaching conversations and follow up notes. | • On-Time Graduation Tracking Sheet indicating required timelines met for all required actions.<br><br>• Subsequent observations and data should indicate related improved leadership practice, teacher practice, and evidence of improved student outcomes. | teacher pay outside of contract hours. | |

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| math, science by grade level, teacher, and student groups | | | | | | |
| **4. Engage Families and Community:**<br>• Identify opportunities to expand existing partnerships and develop new partnerships within the community.<br>• Develop a family engagement plan | Pablo Resendiz<br>Erin Whatley | January - June 2026 | Quarterly Check ins | • Family Engagement Plan will be developed outlining strategies and actions.<br>• School will have begun implementing the action plan. Evidence will include: sign-in sheets, pictures, meeting agendas, email communication<br>• Increased opportunities for students through expanded community partnerships | Funding for reception refreshments and serving materials | School Funds |
| **5. Review External Providers:**<br>Research Big Picture Learning conference and follow up | Erin Whatley (Principal) | January - June 2026<br>• Register and organize travel for conference<br>• Meet with | Quarterly Check ins | • BPL Big Bang July conference registration, travel pre-approvals completed, flights and hotels | • Conference costs: Registration, hotel, airfare<br>• Possible costs associated with | • School Improvement Grant<br>• Possibly school or division funds |

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| consulting opportunities and research Corwin Pathways to Student Engagement opportunities | | consultants to explore coaching offerings and engage with additional Division leaders in next steps. | | reserved.<br>• Engagement training scheduled and teachers' written commitment to attend.<br>• If the team determines to move forward with additional support/training from either external provider, a documented plan from the vendor and the funding source has been identified and secured. | follow up support/training<br>• Resource/material costs associated with either external provider<br>• Teacher hourly pay for off-contract training | for BPL support/training follow up |
| **6. Evaluate Staffing Model:**<br><br>Explore staffing model. | Pablo Resendiz<br>Erin Whatley | <u>February - June 2026</u><br>• Evaluate staff roles and responsibilities, current impact, needs assessment findings and realign to student needs and instructional priorities | • Monitoring will occur through Region leader and principal ongoing check-ins throughout SY2025-26 | • Written and oral communication will indicate any shifts and outlined roles and responsibilities of staff based on findings.<br>• Subsequent shifts in assignments and/or responsibilities will be evidenced in the master | • OTG RT salary<br>• Hourly teacher funds | • Division funds<br>• SIG Funds for hourly teacher pay |

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| | | | | schedule, teacher, and tutor schedules, resulting in evidence of improved student outcomes. | | |
| **7. Review and Select Instructional Programs:**<br><br>1. Explore opportunities to offer a wider array of course offerings<br><br>2. Identify additional intervention programs matched to student needs | Pablo Resendiz<br>Erin Whatley | <u>Feb-March 2026</u><br><br>• Audit current state of intervention programming and identify additional programs to support students based on individual needs and begin new interventions<br>• Investigate course catalogue offerings aligned to needs assessment outcomes (AP options, literacy courses)<br><br><u>May-July 2026</u><br><br>• Conduct a program audit & intervention match for SWD | <u>Feb-June 2026</u><br><br>• Develop schoolwide PD calendar for SY 2026-27<br><br>• Develop an instructional schedule that incorporates needed intervention time<br><br>• Documentation of monitoring course catalogue offerings and related staffing training needs<br><br>• Develop and plan summer PD for staff and order materials and resources<br><br>• Monitor evidence of implementation of improved MTSS structures. | <u>Feb-June 2026</u><br><br>• Evaluate current state and identify needed Intervention programs, and PD plan.<br><br>• Evidence of program matching and purchase of associated intervention materials | • Cost of intervention program resources and staff training | • Division funds<br><br>• School funds |

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| **8. Planning to Provide Professional Development and Supports**<br><br><u>Schoolwide</u>:<br>a. Collaborative Teams<br>b. Meeting the Needs of Diverse Learners: GLAD Training<br>c. Mindset<br><br><u>Leadership</u>:<br>a. Sustaining systems and structures<br>b. High leverage instructional strategies<br>c. Growth producing feedback<br>d. Shift ownership of staff professional development from division support to internal capacity to lead | Pablo Resendiz<br>Erin Whatley | January - June 2026 | Quarterly Check ins | • Year long PD Plan for 2026-27 outlined with dates, trainings scheduled, and facilitators confirmed to present<br>• Teachers' written commitments to attending planned PDs that occur off contract<br>• Receipts for purchases of needed materials<br>• Meeting notes re: leadership development, action steps, feedback, and impact | Funding for books and other professional development resources/materials:<br>• funding for GLAD materials | • School Improvement Grant<br>• School funds |

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| **9. Implement Other Planning Activities as Needed:**<br><br>• Innovations for Student Transportation Supports<br><br>• Explore VA allowances for attendance credits in non-traditional school programs/days. | Pablo Resendiz | February - June 2026<br><br>• Initial meetings in February 2026 and continued through 6/30/26 as needed. | • Meeting agenda notes with outcomes from meetings with Chief Transportation, Executive Director of Student Testing, Research and Accountability | • Evidence of evaluation and outcomes for adjustments to staffing roles and responsibilities, adjustments, based on data and identified needs.<br>• Evidence of evaluation and outcomes for transportation adjustments, based on data and identified needs.<br>• Evidence of a review of required seat time requirements and alignment with school practices and determinations for opportunities to adjust current practices, based on data and identified student needs. | • To be determined | • If deemed needed, Division or school funds for transportation |

# 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** | Mountain View High school |
| **Principal Name** | Erin Whalley |
| **Principal Email** | elwhalley@fcps.edu |
| **School Performance Category** | Needs Intensive Support |
| **School Federal Designation** | Comprehensive 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.

| Fran Whatley | | 1/23/26 |
|---|---|---|
| Principal Name | Principal Signature | Date Approved |
| Stephanie Jerauld | | 1123/26 |
| 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