Mountain View HS: CSI Multi-year School Support Plan

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 Executive Director, Office of School Support
Division Multi-Year School Support Plan Lead Email	sajerauld@fcps.edu

Table 3: Stakeholder Engagement

Stakeholder Engagement				
Stakeholder Representation	Name	Email	Organization, Department, or Office	Title
Division	Megan Vroman	mrvroman@fcps.edu	Chief of Schools Office	Chief of Schools
Division	Marie Lemmon Stephanie Jerauld Darin Thompson	MMLemmon@fcps.edu, SAJerauld@fcps.edu dathompson2@fcps.edu	Department of School Improvement	Assistant Superintendent, Department of School Improvement and Supports Executive Director, School Improvement Senior Administrator, Nontraditional School Programs
Division	TBD Kim Greer Adam Erbrecht	TBD kpgreer@fcps.edu awerbrecht@fcps.edu	Region 4 Leadership Team	Assistant Superintendent Executive Principal Executive Principal
Division	Ellen Reilly Terri Edmunds-Heard	ereilly@fcps.edu tledmundshea@fcps.edu	Office of Instructional Services Department of Special Services	Assistant Superintendent, Instructional Services Assistant Superintendent, Department of Special 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	Erin Whatley Jennifer Crump-Strawderman Brittanye Mohrbacher Gonzalo Ovalle	elwhatley@fcps.edu jscrumpstraw@fcps.edu bsmohrbacher@fcps.edu gtovalle@fcps.edu	Mountain View HS	Principal Director of Student Services Assistant Principal Assistant Principal
Instructional, Counseling, and Support Staff	Mike Hardy Diana Sosa	mmhardy@fcps.edu DMSosa@fcps.edu	Mountain View HS	Department Chair/Teacher Social Worker
External Partner	Axel Vasquez	axel@axelmakeupacademy.com	Axel Make Up Academy	Community Partnership

Table 6: Multi-year School Support Plan

Multi-year School Support Plan			
3-Year Goal Statements	By August 2028, the Federal Graduation Index will increase from 28.89% to 67% or higher. By August 2028, the Dropout rate will decrease from 21% to 6% or less.		
School Performance and Support Framework Alignment (SPSF)	**Graduation** *https://www.doe.virginia.gov/state-board-data-funding/accreditation-accountability/school-performance-and-support-framework/framework-overview/high-school* *Includes a cohort rate for high school students graduating with an advanced or standard high school diploma in four years.*		
Measurable Objectives	**Measurable Objective Year 1 SY2025-26**	**Measurable Objective Year 2 SY2026-27**	**Measurable Objective Year 3 SY2027-28**
	By August 2026, the Federal Graduation Index will increase from 28.89% to 42% or higher.	By August 2027, the Federal Graduation Index will increase to 54% or higher.	By August 2028, the Federal Graduation Index will increase to 67% or higher.

	Measurable Objective Year 1 SY2025-26	**Measurable Objective Year 2 SY2026-27**	**Measurable Objective Year 3 SY2027-28**
	By August 2026, the Dropout rate will decrease from 25% to 21% or less.	By August 2027, the Dropout rate will decrease to 11% or less.	By August 2028, the Dropout rate will decrease to 6% or less.
Evidence-Based Strategies	**EBI #1**: **Provide intensive, individualized support to students who have fallen off track and face significant challenges to success**. Students who are already off track, who have not responded to interventions already attempted related to attendance, behavior, and/or academic problems or who must overcome large personal obstacles are unlikely to graduate without more intense intervention. Regularly monitoring attendance, behavior, and/or academic data will help staff identify which students are chronically absent or have failed multiple courses, which students are not responding to interventions, and who are facing significant personal challenges. A trained adult advocate can help these students by providing individualized support to meet their academic, personal, and emotional needs. Preventing Dropout in Secondary Schools (WWC) **EBI #2: Provide academic support and enrichment to improve academic performance.** https://ies.ed.gov/ncee/WWC/PracticeGuide/9 Schools with large numbers of at-risk students may struggle to provide students with the personalized attention and support described in Recommendations 1, 2, and 3. By grouping students into small communities, teachers and other school staff will have fewer students to monitor and manage, and will be better able to implement the other recommendations in this guide. In a small, personalized community, staff can check in with students more frequently, pay closer attention to their needs, form stronger and more meaningful relationships with them, and keep track of what troubles and motivates them. As students, teachers, and other school staff get to know one another throughout the year, students will feel more connected to the people in their school and develop a greater sense of belonging in the school community, which will help them persevere to graduation. **EBI #3: Personalize the learning environment and instructional process.** https://ies.ed.gov/ncee/WWC/PracticeGuide/9 A personalized learning environment creates a sense of belonging and promotes a sense of community. The panel agreed that students at risk of dropping out need academic, social, and behavioral encouragement from teachers and from the school community. A personalized learning environment fosters a school climate where students and teachers get to know one another. **EBI #4: Assign adult advocates for students at risk of dropping out.** **https://ies.ed.gov/ncee/WWC/PracticeGuide/9**		

	Personal and academic needs can be addressed through a meaningful and sustained personal relationship with a trained adult. The adult should be responsible for academic and social needs, communicating with the family and advocating for the student. The adult and student should have time to meet regularly. Training for adult advocates is essential.
Intended Outcomes	To systematically identify high-risk students using data monitoring and match them with a trained adult advocate who delivers tailored academic, emotional, and personal support to ensure graduation readiness. To systematically improve student achievement and revitalize school engagement by deploying targeted academic interventions and enrichment opportunities, integrated with comprehensive support systems to accelerate learning. To systematically identify and re-engage high-risk secondary students through data-driven monitoring, delivering targeted, one-on-one advocacy that addresses individual academic, behavioral, and personal barriers to ensure successful high school graduation. To bridge critical gaps in student support by pairing at-risk youth with highly trained adult advocates who coordinate targeted academic interventions, foster sustained partnership, and champion students' success through consistent, structured mentorship.
Lead Person	Principal Region Leaders
Team Members	Assistant Principals Director of Student Services Multilingual Learner Lead Teacher Teachers Counselors Office of School Support Staff

Action Step	Process Owner	Time Frame	Progress Checks	Measures of Success	Cost Elements	Funding Source
Establish and sustain Collaborative Team structures for the four core subjects	Assistant Principals CT leads	Phase 1: Implementation - SY 2025-2026 Phase 2: Deepen knowledge, enhance practices, gradual	CT and classroom observations 2x/month (October 2025 through June 2028)	Calendars evidence consistent cadence of meetings throughout the year. Meeting agendas evidence	Hourly teacher funding outside of contract for content curriculum planning.	CSI Grant

		release - SY 2026-2027 Phase 3: Refine practices and sustain - SY 2027-28		implementation of CT cycle. Evidence of consistent teacher practices across classrooms that align with CT processes and practices. Student outcome data on common assessments.		
Provide Teacher and CT Professional Development	Administrative team Office of School Support (OSS) staff	Conference attendance (Summer 2026 & Summer 2027) Quarterly school-wide PD Job-embedded support for CTs	Quarterly: September 2025 through June 2028) Rotating cycles of support, based on individual team needs with a focus on gradual release from OSS staff to school based staff (CT leads or administrator).	Administrators and OSS staff observations and feedback to teachers Reduction in number of students earning Ds and/or Fs Improved student outcomes on assessments	Registration, airfare, hotel, and per diem for conference(s). Books and resources Hourly Teacher funds	CSI Grant
Engage Teachers in Student Centered Coaching Cycles	Administrative team Office of School Support (OSS) staff	Phase 1: 1-2 coaching cycles for each core content teacher 2025-2026 Phase 2: 1-2 coaching cycles for each core content teacher, with a focus on teachers new to Mountain View. Engage school-based	Classroom observations and feedback to teachers 2x/month beginning October 2025 through June 2028. Student assessment data	Student outcomes on common assessments based on student-centered coaching goals. SOL outcomes Decreased dropout rate	N/A	N/A

		instructional leaders and build capacity to lead to a gradual release - SY 2026-2027 Phase 3: Refine practices, engage school-based instructional leaders and build internal capacity. Coaching cycles as needed for specific teachers, sustain practices - SY 2027-28		Increased FGI Improved teacher practice, as evidenced in documentation from classroom observations and process notes provided by observer(s).		
Develop MTSS Structure to monitor data and impact, then refine processes	Principal	Phase 1: Implementation - SY 2025-2026 Phase 2: Deepen knowledge, enhance practices, gradual release - SY 2026-2027 Phase 3: Refine practices and sustain - SY 2027-28	Weekly meetings (September 2025 through June 2028)	Calendars evidence consistent cadence of meetings throughout the year. Meeting agendas evidence implementation of MTSS structures. Improved student outcomes	N/A	N/A
Inventory and align current academic supports to ensure they target foundational skill gaps.	Principal	Phase 1: Identify current state and needs (SY2025-26) Phase 2: Implementation and progress monitoring (September 2026-June 28)	Tri-annual evaluation of resources and support structures for interventions. (September 2026 through June 2028)	Increased access to intervention programming	Intervention program resources Teacher training	Division Funds School Funds CSI Grant

Evaluate and Refine School Improvement Practices	Region Leaders Office of School Support Director	Project Momentum Meetings (August 202-June 2028)	Quarterly meetings to observe classroom instruction, analyze data, progress monitor goals, and develop action plans	Progress towards outlined goals Improved student outcomes	N/A	N/A

Table 7: Addressing Resource Inequities Plan

Addressing Resource Inequities Plan: Fiscal Resources			
3-Year Goal Statement	By Spring 2028, the school will implement a transparent and data-driven budget framework with clearly defined roles, aligned protocols, and monitoring systems to ensure fiscal resources are equitably allocated and evaluated for impact on student achievement and on-time graduation rates.		
Measurable Objectives	**Measurable Objective Year 1 SY2025-26**	**Measurable Objective Year 2 SY2026-27**	**Measurable Objective Year 3 SY2027-28**
	By Spring 2026, the school will develop and implement a standardized budget process that includes defined timelines, staff roles, purchasing protocols, and aligned expectations connected to school improvement priorities, with 100% of the administrative team and department chairs trained on the process.	By Spring 2027, 90% of school-based purchasing requests and expenditures will demonstrate documented alignment to identified student needs, student achievement data, and school improvement goals through quarterly budget monitoring and review processes.	By Spring 2028, the school will fully implement a transparent and data-driven budgeting framework with ongoing monitoring systems, resulting in 100% of fiscal allocations reviewed for equity, strategic alignment, and measurable impact on student achievement and wellness outcomes.
Strategy	Develop and implement a collaborative, data-driven budgeting framework that establishes clear timelines, defined roles, purchasing protocols, and quarterly monitoring processes aligned to SIIP priorities, student achievement data, and on-time graduation rates. The strategy includes staff training, regular review cycles, and shared decision-making structures to ensure equitable and strategic allocation of fiscal resources.		
Intended Outcomes	Fiscal decisions will become more transparent, consistent, and aligned to student needs and school improvement priorities. Staff will have increased clarity and capacity regarding budgeting expectations and processes. Resources will be more equitably distributed to support targeted academic and on-time graduation interventions, resulting in improved access to supports, stronger implementation of school improvement initiatives, and increased student achievement and on-time graduation rates.		

Lead Person	Principal Region leaders
Team Members	Finance Technician Assistant Principals Instructional Leads

Action Step	Process Owner	Time Frame.	Progress Checks	Measures of Success	Cost Elements	Funding Source
Develop a standardized school budgeting framework that includes timelines, staff roles, purchasing procedures, approval processes, and alignment expectations connected to SIIP priorities	Principal	Dec 2025 - June 2028	Monthly leadership team framework establishment and cycle of analysis and refinement (Dec 2025 - June 2028)	Finalize and distribute the standardized budgeting framework to all staff for immediate school-wide implementation (September 2026)	NA	NA
Provide training for staff on strategic, data-driven budgeting practices and purchasing protocols	Assistant Principals	Development and implementation: (May-August 2026) Expanded Training: (July/August 2026-Spring 2028)	Audits of finances and budget allotments/alignment with improvement goals (July/August 2026-Spring 2028)	Achieve 100% training completion -100% of initial submissions meet all standardized protocol requirements.	N/a	N/A
Establish quarterly budget monitoring meetings to review expenditures, alignment to school improvement priorities, student achievement and on-time graduation data.	Finance Technician	September 2026–Spring 2028	Quarterly meeting review findings and follow up action steps (September 2026–June 2028) Reflection on implementation and success of action steps. (ongoing)	100% completion of scheduled quarterly budget reviews, evidenced by a centralized log of formal adjustments and leadership-approved recommendations. Evidence of budget aligned with priorities for school improvement Evidence of improved student outcomes	NA	NA

				aligned to allocated resources.		
Decision-making protocol that requires documented justification connecting purchases to student data, identified needs, and school improvement goals.	Finance Tech	Develop protocol (May - July 2026) Implement protocol, reflect on impact, refine processes (August 2026-June 2028)	When approving instructional purchases,the leadership team will require justification tied to school improvement and CSI identified areas of improvement.	90% or more of purchasing requests include documented alignment to school improvement goals and student needs.	NA	NA
Annual reviews of fiscal allocations and program impact to evaluate effectiveness, equity, and alignment to student outcomes.	Principal	Mid year and end-of-year (Nov. 2026 – May 2028)	Fiscal Allocation Review - all spend-down reports submitted and reviewed 2x/year. (Nov 2026-May 2028)	Bi-annual budget reports verify that 100% of funding allocations correspond to student need-based metrics, with a documented correlative increase in achievement and progress towards graduation..	N/A	N/A

Addressing Resource Inequities Plan: Instructional Resources and Opportunities			
3-Year Goal Statement	By June 2028, Mountain View HS will earn 100% of available Readiness points as measured by the VDOE School Performance and Support Framework (SPSF). . ***Readiness*** *considers measures such as chronic absenteeism, advanced coursework in middle school, and the percentage of students demonstrating they are post secondary readiness when they graduate from high school through the 3E Framework (Enrollment, Employment, and Enlistment). It also includes the percentage of students graduating with additional time.* *https://www.doe.virginia.gov/state-board-data-funding/accreditation-accountability/school-performance-and-support-framework/framework-overview/high-school*		
Measurable Objectives	**Measurable Objective Year 1 SY2025-26**	**Measurable Objective Year 2 SY2026-27**	**Measurable Objective Year 3 SY2027-28**

	By June 2026, Mountain View HS will earn 25% or more out of a possible 35% SPSF Readiness score.	By June 2027, Mountain View HS will earn 30% or more out of a possible 35% SPSF Readiness score.	By June 2028, Mountain View HS will earn a 35% SPSF Readiness score.
Strategies	1. Reallocate existing staffing to include an additional elective teacher to offer CTE coursework (business infosystems) which provides the opportunity to complete the sequential elective requirement. 2. Mountain View HS will provide/identify teachers to take the CTE (and pass) the CTE Praxis exam; therefore, increasing school-based CTE options for students. 3. Mountain View HS Administration will partner with CTE leadership to explore academy options and increase CTE opportunities.		
Intended Outcomes	Decrease chronic absenteeism, improve the 6-year FGI by for CTE coursework, and Increase student access and opportunities by providing students at Mountain View HS increased access and opportunities to participate in CTE coursework.		
Lead Person	Principal Region Leaders		
Team Members	Assistant Principals CTE Teacher(s) Director of Counseling and College/Career Readiness Senior Manager for Career/Technical Education		

Action Step	Process Owner	Time Frame	Progress Checks	Measures of Success	Cost Elements	Funding Source
Identify additional school-based CTE course(s)	Principal Director of Student Services (DSS) Region leaders	Quarterly administrative team meetings to identify appropriate course and develop plans for implementation in SY2026-27.(August 2025, October 2025, January 2026, April 2026)	Team meeting notes outlining decisions, plans, and indicating completion of action steps	By August 2026, team has identified the additional school-based CTE opportunity, reallocated existing staffing, hired a licensed teacher, master schedule reflects courses for SY 2026-27, and at least 15 students are registered per section.	Potential cost for licensure exam, depending on teacher.	School-based or division funding.

Manage allocated staffing to ensure a CTE position is an elective option	Principal Region leaders	Winter 2025-Spring 2026 and sustained for all future years.	Each spring, the principal will ensure one allocated instructional position is allocated and staffed for the upcoming school year; Region leaders monitor.	Staffing allocated each school year includes a certified teacher and schedule includes courses available to students.	N/A - reallocated from pre-existing staffing.	N/A
Create a master schedule that allows for increased student participation in CTE elective(s).	Director of Student Services (DSS) Region leaders	Winter 2025-Spring 2026 and sustained for all future years.	Each spring/summer, the DSS will ensure the master schedule allocates access and opportunities for the upcoming school year; Region leaders monitor.	Master schedule is completed and all CTE courses have a minimum of 15 students/section,	N/A	N/A
Identify opportunities for students to access additional course options available at Chantilly Academy	Principal Director of Student Services (DSS) Region leaders Office of Career and Technical Education, Instructional Services Department	Quarterly meetings with the principal and DSS and staff from the Office of Career and Technical Education. September 2025-June 2028	Team meeting notes outlining decisions, plans, and indicating completion of action steps.	Students attending Mountain View will have access to courses at Chantilly Academy. Decreased dropout rate Increased FGI	Transportation: shuttle buses to get students to Chantilly Academy	Division funds
Provide teachers the opportunity to add CTE certification to their licensure.	Principal Director of Student Services (DSS)	August 2026 through June 2027 - Praxis test dates are offered year round by appointment.	November 2026-June 2028.	By May 2027, a minimum of two teachers will pass the CTE praxis test. By May 2028, additional teachers may add CTE certification(s) to their licensure	Cost of Praxis	School-based or division funding.

Identify additional school-based CTE course(s).	Director of Student Services	December 2026 through May 2027	Monthly meetings with staff agreeing to take the CTE Praxis test	By August 1, 2027, two additional CTE courses will be included in the Master Schedule for SY 27-28.	NA	NA