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

Table 2: Division and School Information

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

Table 3: 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	MMLemmon@fcps.edu, SAJerauld@fcps.edu	Department of School Improvement	Assistant Superintendent Executive Director
Division	Jameile Choice Lindsay Trout	jchoice@fcps.edu, LTrout@fcps.edu,	Region 1	Assistant Superintendent Executive Principal
Division	Ellen Reilly Terri Edmunds-Heard	ereilly@fcps.edu tledmundshea@fcps.edu	Office of Instructional Services Department of Special Services	Assistant Superintendent Assistant Superintendent
Division	Tara Hewan	tphewan@fcps.edu	Office of Equity & Student Relations	Executive Director
School Administration	Monika Vereb (Principal) Elizabeth Baxter (AP) Kelly Cosgrove (AP)	mgvereb1@fcps.edu, eabaxter@fcps.edu, kmcosgrove@fcps.edu, daholliday@fcps.edu	Herndon Elementary Administrative Team	Principal Assistant Principals
School Leaders	Adriana Rivera, Committee Lead & First Grade Teacher Rachel Gonzalez, Committee Lead & First Grade Teacher Cristina Seaton, PreK Teacher Riccardo Emilien, Music Teacher	aeriverapach@fcps.edu rbarranco@fcps.edu crseaton@fcps.edu, remilien@fcps.edu, tngebauer1@fcps.edu, ambear@fcps.edu, rbsnyder@fcps.edu, yymendozaalv@fcps.edu	Herndon ES	Family Engagement Committee Leads Family Engagement Committee Members

	Taylor Gebauer, Fourth Grade Advanced Academics Teacher Raquel Snyder, Family Liaison Yessenia Mendoza, Family Liaison			
Parents	Alaina Bear Kate McCartney	alainambear@gmail.com kadybug242@gmail.com	PTA	President & Executive Board Member
Student Leaders	Cana Gardner, Student Piper Kimsey, Student Rachel Falkey, Student Avery Bevels, Student	1793726@fcpsschools.net 1798983@fcpsschools.net 1793641@fcpsschools.net 1792210@fcpsschools.net	Student Leadership	Student Leaders
Business Partners	Bethany Gardner, Bechtel	bethany.pinnick@gmail.com	Bechtel	Community Partners
Military Partners	Alisha Burgfeld, Military	alishalynn5@gmail.com	Purple Star School	Military Representative

Table 6: Multi-year School Support Plan

Multi-year School Support Plan: Reading			
3-Year Goal Statement	By Spring 2028, the number of 'all students' and all 'student groups' requiring intensive Tier 3 supports will be significantly decreased (as measured by VALLSS) and the number of students reaching grade-level reading proficiency and vocabulary acquisition will significantly increase (as measured by iReady and SOL outcomes).		
School Performance and Support Framework Alignment	Mastery: Incorporates all student *Standards of Learning* test results. It awards additional credit for students who reach advanced levels and partial credit for students who do not yet meet grade-level standards. Growth: Uses a student's past performance on Virginia SOL tests to measure how they are expected to learn from the start of the school year to the end. The metric then compares expected learning to actual learning at the end of the year. https://www.doe.virginia.gov/state-board-data-funding/accreditation-accountability/school-performance-and-support-framework/spsf-overview/elementary-schoo		
Measurable Objectives	**2025-2026** **Measurable Objective Year 1**	**2026-2027** **Measurable Objective Year 2**	**2027-2028** **Measurable Objective Year 3**
	By June 2026, the school will establish baseline proficiency in core reading routines, resulting in 60% of K–3 students achieving low risk or moderate risk on VALLSS, and 50% of students in Grades 3–6 demonstrating measurable growth on the reading SOL.	By June 2027, 70% of K–3 students will achieve benchmark growth in oral reading fluency, accuracy, and automaticity on the VALLSS, and 70% of students in Grades 3–6 will pass the grade-level reading SOL.	By June 2028, 80% of K-3 students will achieve low risk on VALLSS, and 80% of students will achieve a *Pass* or *Pass Advanced* on the reading SOL.
Evidence-Based Strategy	**Reading EBI #1**: **Teach students to decode words, analyze word parts, and write and recognize words.** https://ies.ed.gov/ncee/WWC/PracticeGuide/21 • Evidence Tier: 1 • Rationale for Selection: Early literacy development in Kindergarten through 3rd Grade relies heavily on the transition from basic letter-sound awareness to automated word recognition. Locally, our Virginia Language & Literacy Screening System (VALLSS) data continues to		

	demonstrate that a large population of our students exhibits significant foundational deficits and requires intensive, Tier 3 reading instruction to get back on track. To systematically close these gaps, this strategy places a heavy emphasis on analyzing word parts. Breaking down words into prefixes, suffixes, and base roots serves as a powerful, evidence-based catalyst for vocabulary instruction, which continues to be a critical strategic area of focus for our school. By teaching students to unpack word structures, we are not just improving decoding accuracy; we are explicitly building their semantic frameworks. As structural word analysis and vocabulary acquisition become automated, it frees up valuable cognitive capacity, allowing students to focus entirely on text comprehension. **Reading EBI #2: Routinely use a set of comprehension-building practices to help students make sense of the text.** https://ies.ed.gov/ncee/WWC/PracticeGuide/29 ● Evidence Tier: 1 ● Rationale for Selection: By the upper-elementary(Grades 4–6), academic text across all content areas becomes significantly more complex. Locally, our school's recent Standards of Learning (SOL) and iReady diagnostic data in the comprehension domain demonstrate a substantial, pressing area of need across a large population of our student body. Furthermore, this systematic framework yields profound benefits for our Multilingual Learners (MLs). Rather than leaving comprehension skills implied, this strategy provides MLs with explicit instruction to decode meaning. It intentionally designs pathways for MLs to surface and access relevant background knowledge, bridging cultural or linguistic context gaps. Implementing these routines gives our teachers a uniform, data-driven approach to break down systemic reading barriers, reduce student frustration, and install lifelong reading habits.

Intended Outcomes	● Students will demonstrate significant growth in oral reading fluency, accuracy, and automaticity. ● Students will successfully apply decoding knowledge to increasingly complex, multi-syllabic words encountered in higher-level texts. ● By embedding spelling instruction within phonics routines, student outcomes will improve simultaneously in both reading decoding and written expression (encoding). ● By reducing the cognitive load required to physically read words, students will display higher-order comprehension, stronger vocabulary acquisition, and a more robust foundation for upper-grade learning. ● Students will demonstrate an increased capacity to understand, synthesize, and retain information from complex, grade-level academic texts across multiple disciplines (Science, History, English Language Arts). ● General Education students and SWD will develop active self-monitoring habits, allowing them to instantly recognize when a text stops making sense and apply internal fix-up strategies. ● Students will show measurable growth in their ability to quickly determine the main idea of narrative and informational texts, shifting away from superficial skimming toward deep reading. ● Targeted instructional supports will reduce text-induced frustration, leading to enhanced academic stamina, increased reading engagement, and closed achievement gaps for struggling sub-groups.
Lead Person	Principal Region Leaders
Team Members	Assistant Principals MTSS Lead Special Education Lead Multilingual Learner Lead Literacy Resource Teachers Instructional Leadership Team Teachers Office of School Support Resource Teachers

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

School-wide professional development and curriculum alignment to establish baseline proficiency in core reading routines across all grade bands	MTSS Lead	- Summer Literacy Training (June-August 2026) -Schoolwide SPIRE Training (August 2026 and as needed by teacher beyond) -Monthly teacher observations and feedback (January 2026-June 2028) -Teacher engagement in student-centered coaching cycles (August 2025-June 2028)	Audit of material distribution and training attendance (Sept. 2026, Sept 2027, June 2028) Monthly teacher observations and feedback on fidelity of implementation (January 2026-June 2028) Monthly review of student formative and summative data (September 2025-June 2028)	Classroom walkthrough matrices verify 100% compliance with daily foundational and comprehension lesson structures. Improved student outcomes on formative and summative assessments.	SPIRE Kits Comprehension Routines Books/Materials Hourly funding for teachers outside of contract hours	CSI Grant School funds Division funds
Implementation of integrated foundational routines & cross-disciplinary comprehension	Assistant Principals	-Embed explicit spelling instruction into daily K–3 phonics routines to drive simultaneous growth in decoding and written encoding. (September 2026-June 2028) -Deliver routine comprehension building practices across English Language Arts, Science, and History blocks in Grades 3–6.	Unit formative and summative assessment data (August 2025-June 2028) Beginning- and middle-of-year iReady and VALLSS data (August 2025-June 2028)	Classroom walkthrough matrices verify 100% compliance with daily foundational and comprehension lesson structures. Improved student outcomes on formative and summative assessments. Additionally, see measurable objectives above.	Supplemental phonics/spelling consumables Materials and supplies	CSI Grant School funds

Expand instructional depth to target complex word structures and further close the achievement gap for Students with Disabilities (SWD) and Multilingual Learners (MLs)	Special Education Lead Teacher ESOL Lead Teacher	-Teacher observations and feedback 2x/month (September 2027-June 2028) -Teacher engagement in student-centered coaching cycles (August 2027-June 2028)	Data analysis of student group growth metrics (September 2027) Mid-year data analysis of VALLSS/iReady data (January 2028)	Classroom walkthrough matrices verify 100% compliance with daily foundational and comprehension lesson structures. Improved student outcomes on formative and summative assessments. Additionally, see measurable objectives above.	Hourly funding for teacher professional development Resources and materials to support planning	CSI Grant School funds
Implement and sustain a Tiered literacy intervention program with fidelity to meet student needs outlined in VA Reading Plans and ensure all students read on grade level by the end of third grade	Principal Region leaders	-Implement a Walk to Read model of intervention for 3rd graders (SY2025-26) and 2nd and 3rd graders (SY2026-27) and 1st, 2nd, and 3rd graders (SY2027-28). -Teacher observations and feedback 2x/month during intervention block (September 2026-June 2028)	-Monthly Project Momentum meetings (August 2025-June 2028) -Bi-weekly Region leader visits with school administrators to include classroom walkthroughs, data analysis, and problem solving. (August 2025-June 2028) -Observation data and teacher practice change over time aligned to feedback provided (January 2026-June 2028) -Student outcomes on screener, formative, and summative assessments (August 2025-June 2028)			

Systemize literacy routines to ensure sustainability to meet Year 3 goals	Principal Region Leaders	Conduct monthly data dialogues and classroom observations to include school, Region, and OSS leaders. (August 2025-June 2028) Conduct beginning-, middle-, and end-of-year data analysis of VALLSS, iReady, and SOL data and refine systems and structures to develop and sustain effective implementation as evidenced by student outcomes. (June 2025-June 2028) Establish an onboarding team to ensure consistency and sustainability of the literacy framework.	Monthly meetings with school, region, and OSS leaders (August 2025 - June 2028) 2x/month teacher observations and feedback on fidelity of implementation of literacy instruction (January 2026-June 2028) Monthly review of student formative and summative data (September 2025-June 2028)	Increased student outcomes on: -Unit formative and summative assessments -Beginning-, middle, and end-of-year iReady and VALLSS screener assessments	n/a	n/a

Multi-year School Support Plan: Math

3-Year Goal Statement	By Spring 2028, the percent of 'all students' and all 'student groups' passing the Mathematics SOL will meet or exceed 80%.
School Performance and Support Framework Alignment	Mastery: Incorporates all student *Standards of Learning* test results. It awards additional credit for students who reach advanced levels and partial credit for students who do not yet meet grade-level standards. Growth: Uses a student's past performance on Virginia SOL tests to measure how they are expected to learn from the start of the school year to the end. The metric then compares expected learning to actual learning at the end of the year. https://www.doe.virginia.gov/state-board-data-funding/accreditation-accountability/school-performance-and-support-framework/spsf-overview/elementary-schoo

Measurable Objectives	2025-2026 Measurable Objective Year 1	2026-2027 Measurable Objective Year 2	2027-2028 Measurable Objective Year 3
	By the end of SY2025-26, the percentage of 3rd-6th grade students passing the Mathematics SOL will increase from 44% to 55% or higher.	By the end of SY2026-27, the percentage of 3rd-6th grade students passing the Mathematics SOL will increase from the outcome of the SY2025-26 to 70% or higher.	By the end of SY2027-28 the percentage of 3rd-6th grade students passing the Mathematics SOL will increase from the outcome of the SY2026-27 to 80% or higher.
Evidence-Based Strategies	**Math EBI #1**: **Mathematical Language: Teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts**. https://ies.ed.gov/ncee/WWC/PracticeGuide/26 ● Evidence Tier: 1 ● Rationale for Selection: Implementing explicit mathematical language instruction bridges the gap between numerical computation and conceptual understanding, directly boosting student performance on word problems and standardized assessments. The use of precise vocabulary reduces cognitive load and provides crucial equity for multilingual learners. This strategy ensures vertical alignment across grade levels and empowers students to confidently articulate and defend their mathematical reasoning. **Math EBI #2**: **Instruction during the intervention should be explicit and systematic.** ● Evidence Tier 1 ● Implementing explicit and systematic intervention directly targets foundational gaps by breaking complex mathematical skills into structured, manageable steps with clear teacher modeling. This evidence-based approach removes ambiguity, reduces cognitive load, and provides the predictable routine that struggling students and Tier 2/3 learners need to build confidence. By blending intentional scaffolding with continuous practice and cumulative review, our school can efficiently accelerate student mastery.		
Intended Outcomes	● Students will decode complex prompts and interpret standardized assessment problems accurately by applying precise mathematical language to trigger correct conceptual schemas, rather than relying on key words. ● Students will utilize interactive word walls, structured sentence frames and other strategies to master academic vocabulary, allowing them to overcome language barriers and fully demonstrate their mathematical understanding, reducing the language barrier for our Multilingual Learners.		

	• Students will explain the conceptual reasoning behind mathematical procedures by using precise language instead of tracking mechanical, rote steps. They will articulate their mathematical reasoning, defend their solutions, and constructively critique the logic of peers during collaborative academic discourse. • Students will maintain continuous, cumulative academic growth across grade levels by utilizing a consistent, school-wide mathematical vocabulary that eliminates the need to unlearn imprecise terminology. • Students will master missing prerequisite skills at an accelerated pace through systematic, targeted task analysis to rapidly close foundational gaps and achieve grade-level proficiency. • Students will build academic confidence and reduce task-avoidant behavior by participating in a predictable, supportive instructional framework. • Students will consolidate mathematical concepts into long-term memory for future application by engaging with chunked information and consistent, cumulative review. • Students will internalize modelled cognitive strategies to solve problems completely independently with high rates of mastery as structured teacher scaffolding is gradually faded. • Students will access rigorous mathematical concepts through structured, distraction-free pathways and standardized instructional language tailored to support diverse learning and cognitive needs.
Lead Person	Principal Region Leaders
Team Members	Assistant Principals MTSS Lead Special Education Lead Multilingual Learner Lead Mathematics Resource Teacher Instructional Leadership Team Teachers Office of School Support Resource Teachers

Action Step	Process Owner	Time Frame	Progress Checks	Measures of Success	Cost Elements	Funding Source
School-wide professional development and curriculum alignment to establish baseline	MTSS Lead	-Early release days and staff meetings (September 2026-June 2028)	Audit of manipulatives distribution and training attendance (Sept. 2026, Sept 2027, June 2028) Monthly teacher observations and feedback on fidelity of	Classroom walkthrough matrices verify compliance with math instructional model and student accommodations.	Books Materials and supplies	CSI Grant School funds Division funds

proficiency in core mathematics routines across all grade bands.		-Monthly teacher observations and feedback (September 2025-June 2028) -Teacher engagement in student-centered coaching cycles (August 2025-June 2028)	implementation (January 2026-June 2028) Monthly review of student formative and summative data (September 2025-June 2028)	Improved student outcomes on formative and summative assessments.	Hourly funding for teachers outside of contract hours	
Implementation of mathematical language and intervention model	Assistant Principals	-Embed explicit mathematics instruction into daily classroom Tier 1 instruction and Tiers 2 and 3 interventions. (September 2025-June 2028) -Deliver routine vocabulary building practices across mathematics classrooms in all grade levels.	-Monthly Project Momentum meetings (August 2025-June 2028) -Bi-weekly Region leader visits with school administrators to include classroom walkthroughs, data analysis, and problem solving. (August 2025-June 2028) -Unit formative and summative assessment data (August 2025-June 2028) -Beginning- and middle-of-year MAP data (August 2025-June 2028)	Classroom walkthrough matrices verify 100% compliance with daily expectations to implementing explicit mathematical language instruction and explicit and systematic mathematics instruction. Improved student outcomes on formative and summative assessments. Additionally, see measurable objectives above.	Supplemental mathematics manipulatives and intervention materials Materials and supplies Books Hourly teacher pay beyond contract hours	CSI Grant School funds
Expand instructional depth to target mathematical language and concepts and further close the achievement gap for Students with Disabilities	Special Education Lead Teacher ESOL Lead Teacher	-Teacher observations and feedback 2x/month (September 2027-June 2028) -Teacher engagement in student-centered coaching cycles (August 2027-June 2028)	Data analysis of student group growth metrics Mid-year data analysis of MAP data	Classroom walkthrough matrices verify 100% compliance with mathematical model Improved student outcomes on formative and summative assessments.	Hourly funding for teacher professional development Resources and materials to support planning	CSI Grant School funds

(SWD) and Multilingual Learners (MLs)				Additionally, see measurable objectives above.		
Systemize mathematics routines to ensure sustainability to meet Year 3 goals	Principal Region Leaders	Conduct monthly data dialogues and classroom observations to include school, Region, and OSS leaders. (August 2025-June 2028) Conduct beginning-, middle-, and end-of-year data analysis of MAP data and refine systems and structures to develop and sustain effective implementation as evidenced by student outcomes. (June 2025-June 2028) Establish an onboarding team to ensure consistency and sustainability of the mathematics model.	Monthly meetings with school, region, and OSS leaders (August 2025 - June 2028) 2x/month teacher observations and feedback on fidelity of implementation of literacy instruction (January 2026-June 2028) Monthly review of student formative and summative data (September 2025-June 2028)	Increased student outcomes on: -Unit formative and summative assessments -Beginning-, middle, and end-of-year MAP screener assessments	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 wellness outcomes.		
Measurable Objectives	**2025-2026** **Measurable Objective Year 1**	**2026-2027** **Measurable Objective Year 2**	**2027-2028** **Measurable Objective Year 3**
	By Spring 2026, the school will develop and implement a	By Spring 2027, 90% of school-based purchasing	By Spring 2028, the school will fully implement a

	standardized budget process that includes defined timelines, staff roles, purchasing protocols, and aligned expectations connected to school improvement priorities, with 75% of grade levels and departments trained on the process.	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.	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 identified student wellness needs. 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 wellness interventions, resulting in improved access to supports, stronger implementation of school improvement initiatives, and increased student achievement and wellness outcomes.		
Lead person	Principal Region leaders		
Team Members	Finance Technician Assistant Principals School-Based Technology Specialist Instructional Coach School Improvement Team Grade level and Department/Team leaders		

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,	Principal	Dec 2025 - June 2028	Monthly leadership team framework establishment and cycle of analysis and	Finalize and distribute the standardized budgeting framework to all staff for immediate school-wide	n/a	n/a

purchasing procedures, approval processes, and alignment expectations connected to SIIP priorities			refinement (Dec 2025 - June 2028)	implementation (July 2026)		
Provide training for grade level leaders, department chairs, and relevant staff on strategic, data-driven budgeting practices and purchasing protocols.	Assistant Principal	Development and implementation: (November 2025–February 2026) Expanded Training: (July/August 2026-Spring 2028)	Training attendance reviews; feedback surveys after each session (July/August 2026-Spring 2028) Audits of finances and budget allotments/alignment with improvement goals (July/August 2026-Spring 2028)	Achieve 100% staff training completion 100% of initial submissions meet all standardized protocol requirements.	Professional learning materials Meeting coverage if needed	School operating funds
Establish quarterly budget monitoring meetings to review expenditures, alignment to SIIP priorities, and student achievement/wellness data.	Finance Technician	January 2026–Spring 2028	Quarterly meeting review findings and follow up action steps (January 2026–Spring 2028) Reflection on implementation and success of action steps.	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 aligned to allocated resources.	n/a	n/a

Decision-making protocol that requires documented justification connecting purchases to student data, identified needs, and school improvement goals.	Finance Tech	Develop protocol (December 2025–March 2026) Implement protocol, reflect on impact, refine processes (April 2026-June 2028)	When approving instructional purchases, the Herndon ES Leadership Team will require justification tied to our school improvement and CSI identified areas of improvement.	90% or more of purchasing requests include documented alignment to school improvement goals and student needs.	n/a	n/a
Annual reviews of fiscal allocations and program impact to evaluate effectiveness, equity, and alignment to student outcomes.	Principal	Mid year and end-of-year (May 2026 – May 2028)	Fiscal Allocation Review - All department spend-down reports submitted and reviewed 2x/year. (May 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 wellness scores for prioritized student groups.	Leadership planning time	School operating funds; applicable grant funds.

Addressing Resource Inequities Plan: Student Support Services

3-Year Goal Statement	By Spring 2028, the school will implement and sustain a comprehensive, school-wide behavior and wellness framework that ensures equitable, proactive, and consistent social-emotional and behavioral supports for all students, resulting in improved student belonging, wellness, and academic achievement.		
Measurable Objectives	**2025-26 Measurable Objective Year 1**	**2026-2027 Measurable Objective Year 2**	**2027-2028 Measurable Objective Year 3**
	By Fall 2026, the school will establish and begin implementing a school-wide behavior and wellness framework through staff training, SEL curriculum implementation, and	By Spring 2027, the school will strengthen consistency and expand targeted behavioral and wellness supports to improve student belonging, attendance,	By Spring 2028, the school will sustain a fully integrated and equitable behavior and wellness framework that positively impacts school

	consistent behavior systems in all classrooms. Success will be measured by 100%of staff completing training, implementing SEL in all classrooms, reducing office discipline referrals by 10%, and establishing baseline student belonging and wellness survey data.	and behavior outcomes. Success will be measured by achieving 90% implementation fidelity, reducing repeat behavior referrals by 20%, decreasing chronic absenteeism by 5%, and increasing positive student belonging survey responses by 15%.	climate and academic achievement. Success will be measured by maintaining 95% implementation fidelity, reducing overall discipline referrals by 30%, increasing student wellness and belonging indicators by 25%, and improving academic proficiency rates by at least 10%.
Strategy	Implement a multi-tiered, school-wide behavior and wellness framework that includes consistent Tier 1 behavior expectations, explicit social-emotional learning instruction, restorative practices, student wellness supports, and data-based intervention systems. The strategy was selected because current inconsistencies in behavioral and emotional support practices limit students' sense of belonging and access to equitable support, negatively impacting both wellness and academic achievement. Establishing a proactive and unified system will create consistency across classrooms and ensure students receive timely behavioral and social-emotional support.		
Intended Outcomes	As a result of implementing this strategy, students will experience increased feelings of safety, belonging, and connectedness within the school community. Behavioral incidents, office referrals, and exclusionary discipline practices will decrease, while student engagement, attendance, self-regulation skills, and academic achievement will improve. Staff will also implement behavior expectations and interventions more consistently across settings.		
Lead person (Who is responsible for ensuring the work gets done?)	Principal Region Leaders		
Team Members (Who are responsible for doing the work?)	Assistant Principals School Counseling Team Social Worker Psychologist Title I funded Resource Teachers MTSS Team Classroom Teachers Special Education Teachers Multilingual Learner Teachers Instructional Coach		

Student Support Staff						
Action Step	**Process Owner**	**Time Frame**	**Progress Checks**	**Measures of Success**	**Cost Elements**	**Funding Source**
Develop and implement school-wide Tier 1 behavior expectations and behavior matrix for all school settings	Assistant Principal	Build and finalize behavior matrix (June 2026-August 2026)	Monthly leadership and MTSS team reviews; classroom walkthroughs (September 2026-June 2028)	School-wide behavior matrix posted and implemented in 100% of classrooms and common areas (September 2026)	Printing materials, signage, staff planning time	School operating funds
Provide professional development on restorative practices, SEL strategies, trauma-informed practices, and consistent behavior responses.	Assistant Principal School Counselors	Quarterly PD sessions (September 2026–June 2028)	Staff feedback surveys; PD attendance logs; walkthrough observations (September 2026–June 2028) Discipline and referral data analysis (September 2026–June 2028)	100% of staff participate in professional learning and demonstrate implementation during observations across school settings.	PD materials, consultant/trainer fees, substitute coverage	Title I school instruction funds
Implement a universal SEL curriculum with dedicated instructional time across all grade levels.	School Counselors Instructional Coach	Curriculum selected by August 2026 Implementation (September 2026-June 2028)	Quarterly lesson implementation checks; teacher feedback (September 2026–June 2028) Discipline and referral data analysis (September 2026–June 2028)	SEL lessons implemented consistently in all classrooms according to established schedule	SEL curriculum resources and instructional materials	Title IV school instruction funds
Establish and implement a consistent student referral and intervention process through MTSS and	MTSS Lead	August 2026 – January 2027	Monthly MTSS meetings and Discipline and referral data analysis (September 2026–June 2028)	Clear referral process documented and utilized consistently by staff	n/a	n/a

student support teams.						
Develop systems to monitor student behavior, attendance, wellness, and intervention effectiveness using data dashboards.	Administrators MTSS Lead OSS Data Specialist	October 2026–June 2028	Quarterly data reviews with school, region and OSS leadership and support teams	Data dashboard utilized monthly to inform effectiveness of systems, structures, and interventions that lead to action steps	Staff collaboration time outside of contract hours	School operating funds
Increase student voice and belonging opportunities through student leadership groups, mentoring, and wellness activities.	Administrators School Counselors	January 2027 – June 2028	Student climate surveys; participation tracking	Increased positive responses on belonging and wellness survey measures	Activity materials Event supplies	PTA, school activity funds, Title I
Conduct annual review and refinement of the behavior and wellness framework based on student outcome data and stakeholder feedback.	Principal Region leaders	May 2027 – June 2028	Annual stakeholder feedback sessions Data analysis	Evidence of framework revisions and improved student outcome data over time.	Staff planning time outside of contract hours	School operating budget