Multi-year School Support Plan

Division and School Information

Information Needed	Enter Information Below
School Year	2025-2026
Division Name	Prince William County Schools
Division Superintendent	LaTanya D. McDade, Ed.D.
School Name	Innovation Elementary School
Grades Served	PK-5
Principal Name	Kelle Stroud
Principal Email	stroudka@pwcs.edu
Division Multi-year School Support Plan Lead Name and Title	Kimberly Gudinas, Associate Superintendent, Western
Division Multi-year School Support Plan Lead Email	gudinakg@pwcs.edu

Stakeholder Engagement

Stakeholder Representation	Name	Email	Organization, Department, or Office	Title
School Leader	Kelle Stroud	stroudka@pwcs.edu	School	Principal
School Leader	Brandy Masters	masterbm@pwcs.edu	School	Assistant Principal
School Leader	Tasha Haston	hastontd@pwcs.edu	School	Assistant Principal
Teacher	Gina Centamore	centamgx@pwcs.edu	School	Instructional Coach
Teacher	Heather Williamson	williahr@pwcs.edu	School	Innovative Technology Lab Teacher
Teacher	Marsha Swartz	swartzma@pwcs.edu	School	Title I Literacy Teacher
Teacher	Raisa Salas	salasra@pwcs.edu	School	School Counselor
Teacher	Brittney Orsborn	orsborba@pwcs.edu	School	Title I Math Teacher
Teacher	Maria Kisner	kisnerm@pwcs.edu	School	School Counselor
Teacher	Christina Hayes	hayescm@pwcs.edu	School	Teacher of Students with Autism
Teacher	Ashley Halsey	halseyam@pwcs.edu	School	Special Education Teacher
Teacher	Samantha Geschke	geschksa@pwcs.edu	School	EL Teacher
Teacher	Donna Garzione	garziodf@pwcs.edu	School	Reading Specialist
Teacher	Ilene Crowther	crowthie@pwcs.edu	School	EL Teacher
Teacher	Amanda Brown	brownaj@pwcs.edu	School	Title I Math Teacher
Division Leader	Dr. Amy Larrick	larrical@pwcs.edu	Strategic Planning and Continuous Improvement Department	Coordinator, Continuous Improvement Coaching
Division Leader	Tiffany Hardy	hardytd@pwcs.edu	Teaching and Learning Office	Director of Professional Development
Division Leader	Kimberly Gudinas	gudinakg@pwcs.edu	Elementary Level Office	Associate Superintendent, Western
Division Leader	Valerie Hardy	hardyvk@pwcs.edu	Elementary Level Office	Director of Elementary Schools, Western
Division Leader	Haley Guglielmi	guglieh@pwcs.edu	Special Education Department	Administrative Coordinator Special Education

Multi-year School Support Plan

Multi-year School Support Plan			
3-Year Goal Statement Include the goal statement completed as part of the needs assessment process.	Our current state in reading for students with disabilities is 31% proficiency on the SOL in June 2025. Our desired future state for students with disabilities is 60% or more proficient on the reading SOL by June 2028.		
School Performance and Support Framework Alignment Select indicator that the goal addresses.	Reading Mastery		
Measurable Objectives Define objectives that support accomplishing the goal.	**Measurable Objective Year 1**	**Measurable Objective Year 2**	**Measurable Objective Year 3**
	40% or more of students with disabilities scoring proficient on the reading SOL by June 2026. 40% or more of 2nd–5th grade students with disabilities will be reading on/above level by June 2026. 30% or less of K-2 students with disabilities scoring in the high-risk band of VALLSS by June 2026.	50% or more of students with disabilities scoring proficient on the reading SOL by June 2027. 50% or more of 2nd–5th grade students with disabilities will be reading on/above level by June 2027. 25% or less of K-2 students with disabilities scoring in the high-risk band of VALLSS by June 2028.	60% or more of students with disabilities scoring proficient on the reading SOL by June 2028. 70% or more of 2nd–5th grade students with disabilities will be reading on/above level by June 2028. 20% or less of K-2 students with disabilities scoring in the high-risk band of VALLSS by June 2028.
Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.	**Evidence-Based Strategies:** Reading Decoding K-3: Teach students to decode words, analyze word parts, and write and recognize words. Reading Comprehension 4-5: Routinely use a set of comprehension building practices to help students make sense of the text. **Description of Evidence-Based Strategies:** Decoding Recommendation 3: Teach students to blend letter sounds and sound–spelling patterns from left to right within a word to produce a recognizable pronunciation. Instruct		

	students in common sound–spelling patterns. Teach students to recognize common word parts. Have students read decodable words in isolation and in text. Teach regular and irregular high-frequency words so that students can recognize them efficiently. Comprehension Recommendation 3B: Routinely use a set of comprehension building practices to help students make sense of the text. Explicitly teach students how to find and justify answers to different types of questions. Teach students to ask questions about the text while reading. Learning to ask and answer questions will enable students with reading difficulties to integrate information from the passage with the knowledge they have gained from earlier lessons or their reading. These connections will enable students to draw text-based interpretations or inferences about what the author implied. By asking and answering questions about text, students can better interpret its meaning. **Rationale:** The comprehensive needs assessment included an analysis of three-year trend data (to include overall and student groups): SOL, Unit Assessments, PALS, VALLSS, and HMH Growth Measure. Root Cause protocol was used to determine root cause focused on the components of the instructional core. **Root Cause:** Decoding – students with disabilities need more opportunities to practice phonemic awareness skills. Comprehension – students with disabilities need explicit instruction for comprehension strategies to engage with text to ask/answer questions and use text to justify responses The team determined a strategic priority for increasing achievement in reading. The team then discussed and selected evidence-based strategies that focused on improving students' decoding and comprehension skills. **Evidence Tier:** Tier 1 (strong evidence) for the above evidence-based strategies.
Intended Outcomes Describe how student outcomes will improve as a result implementing the evidence-based strategy.	**Intended Outcomes:** Students need to learn how to break down and read complex words by segmenting the words into pronounceable word parts. To do this, students must understand morphology. Learning to recognize letter patterns and word parts and understanding that sounds relate to letters in predictable and unpredictable ways will help students decode and read increasingly complex

	words. It will also help them to read with greater fluency, accuracy, and comprehension. As word recognition becomes easier, students can focus more on word meaning when they read, ultimately supporting reading comprehension. Learning to ask and answer questions will enable students with reading difficulties to integrate information from the passage with the knowledge they have gained from earlier lessons or their reading. These connections will enable students to draw text-based interpretations or inferences about what the author implied. By asking and answering questions about text, students can better interpret its meaning. To help us achieve the intended outcomes above, we will provide teachers with professional development on explicitly teaching students, specifically students with disabilities how to decode and utilize comprehension building practices; growth producing feedback on instructional delivery and implementation of decoding and comprehension strategies; and monitoring students decoding and comprehension progress, which will increase our students with disabilities performance on the reading SOL.
Lead person (Who is responsible for ensuring the work gets done?)	Building Principal
Team Members (Who are responsible for doing the work?)	School Continuous Improvement (CI)Team, K-5 Teachers (General Education and Special Education), Reading Specialist, and All-In VA Coordinator

Action Step *(What will be accomplished?)* List the specific, sequenced steps required to complete the activity.	**Process Owner** *(Who is responsible for ensuring the action step is complete?)* Identify a single, accountability lead.	**Time Frame** *(How long will it take?)* Identify the start and end dates for each action step, including any key milestones.	**Progress Checks** *(How will the team monitor progress?)* Define key dates to review process, make adjustments, and confirm the work remains on track.	**Measures of Success** *(How will the team know if the action step is complete?)* Define clear, observable indicators of completion.	**Cost Elements** *(What resources are needed to complete the action step?)*	**Funding Source** (Where will the money come from?)
Professional Learning: <u>Year 1</u> Reading team will provide professional learning during grade level CLT's to support ELA needs for general	Reading Specialist	8/11/2025–5/29/2028	BOY, MOY, and EOY progress monitoring meetings Monthly school leadership team meetings	100% of K-2 teachers will explicitly teach foundations skills and provide opportunities for student practice. 100% of 3-5 teachers will use HQIM to	$110, 000	Title I

and special education teachers. Teams will discuss content expectations for foundational skills and comprehension and decoding and comprehension strategy implementation. <u>Year 2</u> Professional learning will be provided to support K-5 general and special education teachers in using explicit instruction during targeted small-group instruction to address specific student skill gaps. <u>Year 3</u> Professional learning will be provided to support K-5 general and special education teachers in refining small group, explicit instruction by using student data to adjust scaffolds and increase student independence.				provide high level questioning for students to demonstrate understanding with supporting ideas about text (engage and respond).		

Planning: K-2 general and special education teachers will discuss phonics features to ensure understanding and model delivery. <u>Year 1</u> During grade level CLT's, K-5 general and special education teachers will plan for modelling to students with disabilities on how to segment when spelling, continuous blending with finger swipe, think time. The reading specialist will offer coaching support as needs arise. <u>Year 2</u> K-5 general and special education teachers will use data to determine which phonics strategies and modeling routines (e.g., finger swipe, sound tapping) to use and how to explicitly model them to address specific students with disabilities' needs	Reading specialist	8/11/2025-5/29/2028	BOY, MOY, and EOY progress monitoring meetings	100% of K-2 teachers will explicitly teach foundations skills and provide opportunities for student practice. 100% of 3-5 teachers will use HQIM to provide high level questioning for students to demonstrate understanding with supporting ideas about text (engage and respond).	$12,910.20 to fund seven substitutes to cover seven special education teachers' while they attend grade level planning.	TSI funds requested

during small group instruction. <u>Year 3</u> K-5 general and special education teachers will use student data to refine the use of phonics strategies and modeling routines, so students with disabilities increasingly apply decoding skills independently.						
Planning: 3rd-5th grade general and special education teachers will discuss and document high quality questions to build comprehension (aligned task) to allow students to respond individually or collaboratively, verbal and written, within each reading module. This includes explicit instruction to support students with disabilities to justify answers to a variety of questions and asking/answering	Reading Specialist	8/25/2025 – 6/5/2028	BOY, MOY, and EOY progress monitoring meetings Monthly school leadership team meetings	100% of K-2 teachers will explicitly teach foundations skills and provide opportunities for student practice. 100% of 3rd-5th grade teachers will use HQIM to provide high level questioning for students to demonstrate understanding with supporting ideas about text (engage and respond).	$12,910.20 to fund seven substitutes to cover seven special education teachers' while they attend grade level planning. (As noted above, this is not a duplicated request.)	TSI funds requested

questions about their own reading. <u>Year 1</u> Comprehension: Professional learning for structured conversations will be provided to support 3rd-5th grade general and special education teachers' ability to plan opportunities for peer: peer discourse for students to share their thinking of the text (justify answer and/or asking and answering their own questions about the text). <u>Year 2</u> Professional learning will be provided to support 3rd-5th grade general and special education teachers' ability to plan targeted small-group instruction and specially designed instruction to provide the supports students with disabilities need to actively engage in meaningful discourse						

about text, including justifying responses and asking and answering questions. <u>Year 3</u> Professional learning will be provided to 3rd-5th grade general and special education teachers focused on refining the use of targeted small-group instruction and specially designed instruction. Teachers will use student data to adjust supports, ensuring students with disabilities independently engage in meaningful discourse about text, including justifying responses and asking and answering questions.						
Monitoring: <u>Year 1</u> Administrators use the PWCS foundational skills and comprehension walkthrough tools to monitor implementation and provide feedback. Administrators will	School Administrators	9/2/2025 – 5/29/2028	BOY, MOY, and EOY progress monitoring meetings Monthly school leadership team meetings	100% of K-2 teachers will explicitly teach foundations skills and provide opportunities for student practice. 100% of 3-5 teachers will use HQIM to provide high level questioning for students to	None	None

focus on: Foundational Skills Assessment and Differentiation: Teacher responds to data and adjusts instruction accordingly to support students. Comprehension: Student ownership: How are teachers using the right level of specially designed instruction and scaffolds so students can actively participate and students still own the complex thinking? • TNTP visits • ELA department visits • Special education department visits <u>Year 2 and 3</u> The team will add the entire student ownership componen t to examine use and quality of peer: peer discourse and intentional choice of type of structured				demonstrate understanding with supporting ideas about text (engage and respond).		

conversation to support comprehension. Feedback and coaching will be provided to support teachers to ensure students with disabilities independently engage in meaningful discourse.						
Monitoring: K-2 general and special education teachers will discuss students with disabilities who need additional support with weekly phonics features. The teachers will plan small group instruction that is proactively planned to address students' unique learning needs through specially designed instruction.	Reading Specialist	8/18/2015 - 6/5/2028	BOY, MOY, and EOY progress monitoring meetings Monthly school leadership team meetings	100% of K-2 students with disabilities will accurately use features on the weekly decoding/encoding progress monitoring quick checks.	None	None
Monitoring: 3rd-5th grade general and special education teachers will examine student responses to selected question(s) to determine how well	Reading specialist	8/18/2025 – 6/5/2028	BOY, MOY, and EOY progress monitoring meetings Monthly school leadership team meetings	100% of K-2 students with disabilities will accurately use features on the weekly decoding/encoding progress monitoring quick checks.	None	None

students use evidence from the text to justify their thinking. Teachers will adjust instruction to address students' unique learning needs.				100% of 3rd-5th grade students with disabilities will accurately respond to 'engage and respond': orally weekly; written 1 time per month 'respond to the text' in MyBook.		
Monitoring Provide high dosage tutoring (All-In VA) or extended day reading and writing instruction. (monitor enrollment, attendance, and progress of students with disabilities).	All-In VA Coordinator	8/25/2025–6/30/2026	BOY, MOY, and EOY progress monitoring meetings Monthly school leadership team meetings	100% of K-2 students with disabilities will accurately use features on the weekly decoding/encoding progress monitoring quick checks. 100% of 3rd-5th grade students with disabilities will accurately respond to 'engage and respond': orally weekly; written 1 time per month 'respond to the text' in MyBook.	None	None

Multi-year School Support Plan

3-Year Goal Statement Include the goal statement completed as part of the needs assessment process.	Our current state in math for students with disabilities is 28% proficiency on the SOL in June 2025. Our desired future state for students with disabilities is 70% or more proficient on the math SOL by June 2028.		
School Performance and Support Framework Alignment Select indicator that the goal addresses.	Math Mastery		
Measurable Objectives	**Measurable Objective Year 1**	**Measurable Objective Year 2**	**Measurable Objective Year 3**

Define objectives that support accomplishing the goal.	35% or more of students with disabilities scoring proficient on the math SOL by June 2026. 35% or more of 3rd– 5th grade students with disabilities will score proficient and mastery on the math unit assessments by June 2026.	50% or more of students with disabilities scoring proficient on the math SOL by June 2027. 50% or more of K-5 students with disabilities will meet or exceed performance on the end of year Momentum assessment by June 2027.	70% or more of students with disabilities scoring proficient on the math SOL by June 2028. 70% or more of K-5 students with disabilities will meet or exceed performance on the end of year Momentum assessment by June 2028.
Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.	**Evidence-Based Strategy:** Math K-5: Use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures. **Description of Evidence-Based Strategy:** Math Recommendation 3: Provide students with concrete and semi-concrete representations that effectively represent the concept or procedure being covered. When teaching concepts and procedures, concrete, and semi-concrete representations to abstract representations. Provide ample and meaningful opportunities for students to use representations to help solidify the use of representations as “thinking tools.” Revisit concrete and semi-concrete representations periodically to reinforce and deepen understanding of mathematical ideas. **Rationale:** The comprehensive needs assessment included an analysis of three-year trend data (to include overall and student groups): SOL and Unit Assessments. Root Cause protocol was used to determine root cause focused on the components of the instructional core. **Root Cause:** Grade level and special education teachers need to increase understanding of intentional selection and modeling the representations to support the math concept and provide students with disabilities opportunities to have hands on experience with the representations to build an understanding of math knowledge. The team determined a strategic priority for increasing achievement in math. The team then discussed and selected an evidence-based strategy that focused on improving students' understanding of using multiple representations to support learning of mathematical concepts and procedures.		

	Evidence Tier: Tier 1 (strong evidence)
Intended Outcomes Describe how student outcomes will improve as a result implementing the evidence-based strategy.	**Intended Outcomes:** Students who struggle to learn mathematics need additional, focused instruction using representations to model mathematical ideas and procedures. This can be achieved by selecting representations carefully and connecting them explicitly to the abstract representations (mathematical notation). Additionally, providing multiple opportunities for students to utilize representations allow them to deeply understand and solve problems To help us achieve the intended outcomes above, we will provide teachers with professional development on explicitly teaching students, specifically students with disabilities how to utilize concrete and semi-concrete representations (concrete-representational-abstract approach, C-R-A); growth producing feedback on instructional delivery and implementation of C-R-A; and monitoring students' progress, which will increase our students with disabilities performance on the math SOL.
Lead person (Who is responsible for ensuring the work gets done?)	Building Principal
Team Members (Who are responsible for doing the work?)	School Continuous Improvement (CI)Team, K-5 Teachers (General Education and Special Education), Title I Math Teachers, and All-In VA Tutoring Coordinator

Action Step *(What will be accomplished?)* List the specific, sequenced steps required to complete the activity.	**Process Owner** *(Who is responsible for ensuring the action step is complete?)* Identify a single, accountability lead.	**Time Frame** *(How long will it take?)* Identify the start and end dates for each action step, including any key milestones.	**Progress Checks** *(How will the team monitor progress?)* Define key dates to review process, make adjustments, and confirm the work remains on track.	**Measures of Success** *(How will the team know if the action step is complete?)* Define clear, observable indicators of completion.	**Cost Elements** *(What resources are needed to complete the action step?)*	**Funding Source** (Where will the money come from?)
Planning: During grade level CLT's, K-5 general and special education teachers will discuss and model the	Title 1 math teachers	8/11/2025 –5/29/2028	BOY, MOY, and EOY progress monitoring meetings	100% of K-5 teachers will use multiple representations to model math thinking for students to create	$12,910.20 to fund seven substitutes to cover seven special education teachers' while they attend grade level	TSI funds requested

dialogue and representations to use to support students with disabilities' learning for the math concept. Title 1 math teachers' model and coach as needs arise. <u>Year 1</u> During grade level CLT's, K-5 general and special education teachers will discuss the math standards and the curriculum to plan lessons with the intentional use of representations to support learning of the math concept. Teams will create sentence stems/frames to support students with disabilities explanations of the math concept using the selected representation(s). <u>Year 2</u> During grade level CLT's, K-5 general and special education teachers will plan structured			Monthly school leadership team meetings	and connect to math concepts.	planning. (As noted above, this is not a duplicated request.)	

opportunities for students with disabilities to use representations during peer-to-peer discussions, ensuring students with disabilities have clear supports to participate and explain their mathematical thinking. <u>Year 3</u> During grade level CLT's, K-5 general and special education teachers will review student work and discussions to determine how effectively students with disabilities are using representations to explain their mathematical thinking. Teachers will adjust modeling, supports, and representation choices to strengthen understanding and independence.						
Monitoring: Administrators will use the PWCS walkthrough tool to	School Administrators	9/2/2025 – 5/29/2028 Schedule monthly walkthroughs and	BOY, MOY, and EOY progress monitoring meetings	100% of K-5 teachers will use multiple representations to model math thinking	None	None

monitor implementation and provide feedback in the following areas: Student Ownership: *Students use appropriate tools strategically when solving problems. High Quality Instructional Practices: *The teacher provides opportunities for students to create and connect multiple representations and ideas. *The teacher implements tasks that make students' current understanding (including misconceptions) of the math visible and adapts the lesson to support student understanding. • Math department visits • Special education department visits		feedback to CLT teams	Monthly school leadership team meetings	for students to create and connect to math concepts.		
Monitoring: K-5 general and special education teachers will examine	Title 1 math teachers	8/25/2025 – 6/5/2028	BOY, MOY, and EOY progress monitoring meetings	100% of K-5 students with disabilities will demonstrate their learning on a written	None	None

students with disabilities use of mathematical representation(s) to explain the math concept. Teachers will plan specific instructional next steps to support their learning.			Monthly school leadership team meetings	task at least 1 time per unit, using representations to support their explanation.		
Monitoring: Provide high dosage tutoring (All-In VA) and extended day math instruction for qualified students. (monitor enrollment, attendance, progress).	All-In VA Coordinator	8/25/2025 – 6/30/26	BOY, MOY, and EOY progress monitoring meetings Monthly school leadership team meetings	100% of K-5 students with disabilities will demonstrate their learning on a written task at least 1 time per unit.	None	None