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	John D. Jenkins Elementary
Grades Served	PK-5
Principal Name	Dr. Marlene Coleman
Principal Email	colemams@pwcs.edu
Division Multi-year School Support Plan Lead Name and Title	Kimberly Werle, Associate Superintendent, Eastern
Division Multi-year School Support Plan Lead Email	werleka@pwcs.edu

Stakeholder Engagement

Stakeholder Representation	Name	Email	Organization, Department, or Office	Title
School Leader	Marlene Coleman	colemams@pwcs.edu	School	Principal
School Leader	Catherine Trenkelbach	trenkecn@pwcs.edu	School	Assistant Principal
School Leader	Meredith Allen	allenmr@pwcs.edu	School	Assistant Principal
Teacher	Karen Lanzetta	lanzetkw@pwcs.edu	School	Title I Math Teacher
Teacher	Jennifer Vanzetta	vanzetj@pwcs.edu	School	Title I Literacy Teacher
Teacher	Candace Miles	milescj@pwcs.edu	School	Instructional Coach
Teacher	Nanette Wilson	wilsonnb@pwcs.edu	School	Reading Specialist
Teacher	Angela Savage	savageal@pwcs.edu	School	Title I Math Teacher
Teacher	Denise Potter	potterdm@pwcs.edu	School	Special Education Teacher
Division Leader	Dr. Amy Larrick	larrical@pwcs.edu	Strategic Planning and Continuous Improvement Department	Coordinator, Continuous Improvement Coaching
Division Leader	Haley Guglielmi	guglieh@pwcs.edu	Special Education Department	Administrative Coordinator Special Education
Division Leader	Tiffany Hardy	hardytd@pwcs.edu	Teaching and Learning Office	Director of Professional Development
Division Leader	Kimberly Werle	werleka@pwcs.edu	Elementary Level Office	Associate Superintendent, Eastern
Division Leader	Starr Granby	granbyse@pwcs.edu	Elementary Level Office	Director of Elementary Schools, Eastern

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**
	50% or more of students with disabilities scoring proficient on the reading SOL by June 2026. 50% or more of 2nd-5th grade students with disabilities will be reading on/above level by June 2026. 50% or less of students with disabilities scoring in the high-risk band of VALLSS by June 2026.	55% or more of students with disabilities scoring proficient on the reading SOL by June 2027. 55% or more of 2nd-5th grade students with disabilities will be reading on/above level by June 2027. 35% or less of students with disabilities scoring in the high-risk band of VALLSS by June 2027.	60% or more of students with disabilities scoring proficient on the reading SOL by June 2028. 60% or more of 2nd-5th grade students with disabilities will be reading on/above level by June 2028. 25% or less of 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.	**Evidenced-Based Strategies:** Reading Decoding K-3: Teach students to decode words, analyze word parts, and write and recognize words. Reading Decoding 4-5: Build students' decoding skills so they can read complex multisyllabic words. **Description of Evidenced-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. Decoding Recommendation 1: Identify the level of students' word-reading skills and teach vowel and consonant letter sounds and combinations, as necessary. Teach students a routine they can use to decode multisyllabic words. Embed spelling instruction in the lesson. Engage students in a wide array of activities that allow them to practice reading multi-syllabic words accurately and with increasing automaticity. **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:** General and special education teachers need to increase their own understanding of decoding strategies to provide specific opportunities for students with disabilities to decode and encode outside of foundational skills lessons. The team determined a strategic priority for increasing reading achievement for students with disabilities. The team then discussed and selected evidence-based strategies that focused on improving students' decoding skills. **Evidence Tier:** Tier I (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.

	By upper elementary and middle school grades, texts include more complex multisyllabic words. Many difficult multisyllabic words are essential for understanding the meaning of the text. For that reason, adequate word-reading skills are essential for understanding the more complex texts that appear in these higher grade levels. The goal is to prepare students with the skills needed to break apart and accurately sound out multi-syllabic words. To help us achieve the intended outcomes above, we will provide teachers with professional development on explicitly teaching students with disabilities how to decode and utilize comprehension building practices. Teachers will receive growth producing feedback on instructional delivery, implementation of decoding and comprehension strategies, and monitoring of students decoding and comprehension progress, which will increase 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 Specialists, Reading Team, and All-In VA School 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> Professional learning for all K-5 general and special education teachers on how to use the curriculum documents to plan and deliver explicit instruction in decoding skills. This	Title I Reading Teacher	7/1/2025 – 5/29/2028	BOY, MOY, and EOY progress monitoring meetings Monthly CI/Leadership meetings	100% of K-5 teachers will use the decodable text and dictated sentences, with fidelity, during the HMH/UFLI lesson.	None	None

will include the use of modeling, think alouds, and frequent checks for understanding, as well as highlight the focus and purpose of the lesson. <u>Year 2</u> Professional learning for all K-5 general and special education teachers will focus on planning specially designed instruction in decoding to include the analysis of progress monitoring data to identify when students with disabilities are not responding to core instruction. <u>Year 3</u> K-5 general and special education teachers will engage in professional learning focused on anticipating decoding breakdowns based on student cognitive and linguistic needs, and intentionally designing, delivering, and refining specially						

designed instruction, including targeted small-group instruction.						
Planning: <u>Year 1</u> K-5 general and special education teachers will utilize CLT meetings to collaboratively plan for how to deliver decoding instruction for students with disabilities. This will include anticipating students' challenges, embed scaffolds and specially designed instruction, and ensure access to rigorous decoding instruction. <u>Year 2 and 3</u> K-5 general and special education teachers will utilize CLT meetings to intentionally design, deliver and refine specially designed instruction, allowing for further refinement of small group instructional practices.	Title 1 Reading Teacher	7/1/2025 – 5/29/2028	BOY, MOY, and EOY progress monitoring meetings Monthly CI/Leadership meetings	100% of K-5 teachers will use the decodable text and dictated sentences, with fidelity, during the HMH/UFLI lesson.	None	None

Implementation: <u>Year 1</u> K-5 general and special education teachers will use scaffolds and provide explicit feedback during small-group instruction to reinforce students' use of Tier 1 decoding strategies to support student achievement of grade-level rigor. <u>Year 2 and 3</u> K-5 general and special education teachers will receive ongoing modeling and coaching in the implementation of decoding strategies and specially designed instruction.	Title 1 Reading Teacher	7/1/2025 – 5/29/2028	BOY, MOY, and EOY progress monitoring meetings Monthly CI/Leadership meetings	100% of K-5 teachers will use the decodable text and dictated sentences, with fidelity, during the HMH/UFLI lesson.	None	None
Monitoring: Administrators and central office staff will use the PWCS foundational skills walkthrough tool (culture of learning, student ownership) to monitor implementation, provide feedback, and determine next steps.	Instructional Coach	7/1/2025 – 5/29/2028	BOY, MOY, and EOY progress monitoring meetings Monthly CI/Leadership meetings	100% of K-5 teachers will use the decodable text and dictated sentences, with fidelity, during the HMH/UFLI lesson.	None	None

• TNTP visits • ELA department visits • Special education department visits • School support visits from Level Office						
Monitoring: K-5 general and special education teachers will administer the weekly decoding/encoding quick check. The teacher will analyze the results to determine the next steps. Next steps may include additional whole group instruction and/or targeted small group instruction. The teacher will include scaffolds and specially designed instruction for students with disabilities who are not yet meeting grade-level decoding/encoding expectations.	Title 1 Reading Teacher	7/1/2025 – 5/29/2028	BOY, MOY, and EOY progress monitoring meetings Monthly CI/Leadership meetings	100% of K-5 students with disabilities will apply their learning on the weekly encoding HMH/UFLI progress monitoring quick checks, that includes a dictated sentence.	None	None

Monitoring: Teachers will monitor students with disabilities progress in "All-In VA" tutoring.	All-In VA Coordinator	7/1/2025 – 6/30/2026	BOY, MOY, and EOY progress monitoring meetings	100% of K-5 students with disabilities will apply their learning on the weekly encoding HMH/UFLI progress monitoring quick checks, that includes a dictated sentence.	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 33% proficiency on the SOL in June 2025. Our desired future state for students with disabilities is 60% 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 Define objectives that support accomplishing the goal.	**Measurable Objective Year 1**	**Measurable Objective Year 2**	**Measurable Objective Year 3**
	50% or more of students with disabilities scoring proficient on the math SOL by June 2026. 50% or more of 3rd – 5th grade students with disabilities scoring mastery and proficient on the math unit assessments by June 2026.	55% or more of students with disabilities scoring proficient on the math SOL by June 2027. 55% or more of K-5 students with disabilities will meet or exceed performance on the end of year Momentum assessment by June 2027.	60% or more of students with disabilities scoring proficient on the math SOL by June 2028. 60% 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.	**Evidenced-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 Evidenced-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:** General and special education teachers need to increase their understanding of how to intentionally use representations for Concrete-Representational-Abstract (C-R-A) approach to provide more opportunities for students with disabilities to use C-R-A models so students can use math language to explain their thinking. The team determined a strategic priority for increasing math achievement for students with disabilities. 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 I (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 allows 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 (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 CI Team, K-5 Teachers (General Education and Special Education), Math Coach, Title I Math Teachers and All-In VA School 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?)
Implementation: <u>Year 1</u> K-5 general and special education teachers will model the selection and use of concrete or semi-concrete representations and plan specific questions to be asked during class time. <u>Year 2</u> K-5 general and special education teachers will analyze student work and assessment data to intentionally select concrete and semi-concrete representations and anticipate where students may struggle to meet task rigor.	Title 1 Math Teacher	7/1/2025 – 5/29/2028	BOY, MOY, and EOY progress monitoring meetings Monthly CI/Leadership meetings	100% of K-5 teachers will deliberately pose questions that require students to justify and explain their thinking with their concrete or semi-concrete models.	None	None

<u>Year 3</u> K-5 general and special education teachers will collaborate to embed specially designed instruction through intentional use of representations, planned questioning, and responsive scaffolds, adjusting instruction as needed to ensure students with disabilities meet grade-level expectations.						
Monitoring: Administrators will utilize the PWCS walkthrough tools (high quality instructional materials, culture of learning, student ownership) to monitor implementation and provide feedback. • Math department visits • Special education department visits • School support visits from Level Office	Instructional Coach	7/1/2025 – 5/29/2028	BOY, MOY, and EOY progress monitoring meetings Monthly CI/Leadership meetings	100% of K-5 teachers will deliberately pose questions that require students to justify and explain their thinking with their concrete or semi-concrete models.	None	None

Monitoring: <u>Year 1</u> General and special education teachers in grades 3-5 will evaluate students' responses (representations, justification) on a common task or Magma math to determine next steps. <u>Year 2 and 3</u> General and special education teachers in grades K-2 will evaluate students' use of representations and justification on a weekly math task to determine next steps.	Title 1 Math Teacher	12/17/2025-5/29/2028	BOY, MOY, and EOY progress monitoring meetings Monthly CI/Leadership meetings	100% of K-5 students with disabilities will use concrete or semi-concrete models to explain their mathematical thinking.	None	None
Monitoring: Teachers will monitor students with disabilities of progress in "All-In VA" tutoring.	All-In VA Coordinator	7/1/2025 – 6/30/2026	BOY, MOY, and EOY progress monitoring meetings	100% of K-5 students with disabilities will use concrete or semi-concrete models to explain their mathematical thinking.	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 science for students with disabilities is 38% proficiency on the SOL in June 2025. Our desired future state for students with disabilities is 60% or more proficient on the science SOL by June 2028.
School Performance and Support Framework Alignment Select indicator that the goal addresses.	Science Mastery

Measurable Objectives Define objectives that support accomplishing the goal.	**Measurable Objective Year 1**	**Measurable Objective Year 2**	**Measurable Objective Year 3**
	50% or more of students with disabilities scoring proficient on the science SOL by June 2026. 50% or more of 5th grade students with disabilities scoring mastery and proficient on the science unit assessments by June 2026.	55% or more of students with disabilities scoring proficient on the science SOL by June 2027. 55% or more of 5th grade students with disabilities scoring mastery and proficient on the science unit assessments by June 2027.	60% or more of students with disabilities scoring proficient on the science SOL by June 2028. 60% or more of 5th grade students with disabilities scoring mastery and proficient on the science unit assessments by June 2028.
Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.	**Evidenced-Based Strategy:** Science: Plan and deliver instruction using the 5E model to support experiential, inquiry-based student learning. **Description of Evidenced-Based Strategy:** Science Recommendation: The 5E Instructional Model consists of the following phases: Engage - Access the learner's prior knowledge and help them become engaged in a new concept through short activities that promote curiosity and elicit prior knowledge. Explore - Provide students with experiences that build a common base of activities within which current concepts (i.e., misconceptions), processes, and skills are identified, and conceptual change is facilitated. Explain - Focus students' attention on an aspect of their engagement and exploration experiences and provide opportunities to demonstrate their conceptual understanding, process skills, or behaviors. Elaborate - Challenge and extend students' conceptual understanding and skills. Evaluate - Encourage students to assess their understanding and abilities and evaluate student progress toward mastery. **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:** General education teachers need to implement and monitor the appropriate scaffolds and accommodations to support students with disabilities with experiential science learning through the 5E model. The team determined a strategic priority for		

	increasing science achievement for students with disabilities and EL students. The team then discussed and selected an evidence-based strategy that focused on improving students' active, experiential science learning skills. **Evidence Tier:** Tier I (strong evidence)
Intended Outcomes Describe how student outcomes will improve as a result implementing the evidence-based strategy.	**Intended Outcomes:** The 5E instructional model, deeply rooted in the constructivist approach, enhances student outcomes by promoting active, experiential learning where students construct their own understanding. With a strengthened foundation in active, experiential science learning, and providing teachers with professional development on the 5E instructional model; growth producing feedback on instructional delivery and implementation of the 5Es; and monitoring students' progress, we will increase our students with disabilities performance on the science SOL.
Lead person (Who is responsible for ensuring the work gets done?)	Building Principal
Team Members (Who are responsible for doing the work?)	School CI Team, K-5 Teachers (General Education and Special Education), and Instructional Coach

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> K-3 teachers will engage in professional learning on the 5E model.	Instructional Coach	8/11/2025–6/12/2028	BOY, MOY, and EOY progress monitoring meetings Monthly CI/Leadership meetings	100% of K-5 teachers will deliver instruction to students with disabilities in the 5E model to support inquiry-based student learning.	None	None

4th and 5th grade teachers will engage in professional learning during CLT's to focus on embedding scaffolds and specially designed instruction within the phases of the 5E model to support students with disabilities in understanding the science concepts while maintaining inquiry-based rigor. <u>Year 2</u> K-3 teachers will engage in professional learning during CLT's to focus on embedding scaffolds and specially designed instruction within the phases of the 5E model to support students with disabilities in understanding the science concepts while maintaining inquiry-based rigor. 4th and 5th grade teachers will engage in professional						

learning to focus on continuing to embed specially designed instruction by refining scaffolds and supports so students with disabilities can independently engage in inquiry and exploration. <u>Year 3</u> K-3 teachers will engage in professional learning to focus on continuing to embed specially designed instruction by refining scaffolds and supports so students with disabilities can independently engage in inquiry and exploration.						
Planning: <u>Year 1</u> K-3 teachers will plan science lessons using the 5E model to include hands-on investigations. 4th and 5th grade teachers will plan lessons using the 5E model to include scaffolds and	Instructional Coach	8/11/2025–6/12/2028	BOY, MOY, and EOY progress monitoring meetings Monthly CI/Leadership meetings	100% of K-5 teachers will deliver instruction to students with disabilities in the 5E model to support inquiry-based student learning.	None	None

specially designed instruction to reflect inquiry-based rigor with multiple access points for students with disabilities. <u>Year 2 and 3</u> K-3 teachers will plan lessons using the 5E model to include scaffolds and specially designed instruction to reflect inquiry-based rigor with multiple access points for students with disabilities. Continue to enhance 4th and 5th grade teachers' practices from Year 1.						
Monitoring: Administrators, instructional coach, and Level Office will use the PWCS walkthrough tool (Culture of Learning, High Quality Instructional Materials, Student Ownership) to monitor implementation and provide feedback.	Instructional Coach	8/11/2025 6/12/2028	BOY, MOY, and EOY progress monitoring meetings Create monthly schedule of walkthroughs Monthly CI/Leadership meetings	100% of K-5 teachers will deliver instruction to students with disabilities in the 5E model to support inquiry-based student learning.	None	None

Monitoring: Year 1 4th and 5th grade teachers will monitor students' use of evidence (including appropriate content vocabulary by the end of the elaborate phase) to demonstrate understanding of the science concept to justify their thinking (recorded observations, claim-evidence-reasoning (CER), and formative/summative assessments). Year 2 and 3 Phase in K-3 teachers: monitor students' use of evidence (including appropriate content vocabulary by the end of the elaborate phase) to demonstrate understanding of the science concept to justify their thinking (recorded observations, claim-evidence-reasoning (CER), and	Instructional Coach	8/11/2025–6/12/2028	BOY, MOY, and EOY progress monitoring meetings Monthly CI/Leadership meetings	100% of 4-5 students with disabilities will demonstrate understanding of the science concept by using evidence to justify their thinking.	None	None

formative/summative assessments). Continue to enhance 4th and 5th grade teachers' practices from Year 1.						