# Multi-year School Support Plan

## Division and School Information

| Information Needed | Enter Information Below |
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| School Year | 2025-2026 |
| Division Name | Prince William County |
| Division Superintendent | LaTanya D. McDade, Ed.D. |
| School Name | R. Dean Kilby Elementary |
| Grades Served | PK-5 |
| Principal Name | Chanel Evelyn |
| Principal Email | evelyncy@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** | Chanel Evelyn | evelyncy@pwcs.edu | School | Principal |
| **School Leader** | Teresa Woodson | woodsotj@pwcs.edu | School | Assistant Principal |
| **School Leader** | Amy Tuthill | tuthilaf@pwcs.edu | School | Assistant Principal |
| **Teacher** | Nicole Penland | penlannj@pwcs.edu | School | Reading Specialist |
| **Teacher** | Joi Funches | funchejn@pwcs.edu | School | Title I Reading Teacher |
| **Teacher** | Kaitlyn Salfer | salferkm@pwcs.edu | School | Title I Reading Teacher |
| **Teacher** | Robin Newman | andersrt@pwcs.edu | School | Math Coach |
| **Teacher** | Tyronja Bovain | Bovaintl@pwcs.edu | School | Title I Math Teacher |
| **Teacher** | Monica Castro | castrom@pwcs.edu | School | Title I Math Teacher |
| **Teacher** | Julie Jones | jonesjt@pwcs.edu | School | Title I Math Teacher |
| **Teacher** | Tameka Goldsmith | goldsmtv@pwcs.edu | School | Instructional Coach |
| **Teacher** | Kristine Dietz | dietzkm@pwcs.edu | School | Special Education Teacher |
| **Teacher** | Elisa Rivera | riveraej1@pwcs.edu | School | EL Lead Teacher |
| **Teacher** | Jennifer Hart | hartjn@pwcs.edu | School | School Counselor |
| **Parent and Teacher** | Chantelle Alho | alhocm@pwcs.edu | School | Parent and General Education Teacher |
| **Teacher** | Devon Delaney | delanedt@pwcs.edu | School | General Education Teacher |
| **Teacher** | Audrey Mangrum | mangruac@pwcs.edu | School | Gifted and Talented Teacher |
| **Teacher** | Tameka Martin | martintd1@pwcs.edu | School | Instructional Technology Coach |
| **Parent and Teacher** | Devene Hall-Willams | halld1@pwcs.edu | School | Parent and General 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 | | | |
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| 3-Year Goal Statement<br>Include the goal statement completed as part of the needs assessment process. | Our current state in reading 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 reading SOL by June 2028. | | |
| School Performance and Support Framework Alignment<br>Select indicator that the goal addresses. | Reading Mastery | | |
| Measurable Objectives<br>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.<br><br>40% or more of 2nd–5th grade students with disabilities will be reading on/above level by June 2026.<br><br>50% or less of 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.<br><br>50% or more of 2nd–5th grade students with disabilities will be reading on/above level by June 2027.<br><br>40% 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.<br><br>60% or more of 2nd–5th grade students with disabilities will be reading on/above level by June 2028.<br><br>35% or less of students with disabilities scoring in the high-risk band of VALLSS by June 2028. |
| Evidence-Based Strategy<br>Describe the evidence-based strategy and the rationale for selection. Identify evidence tier. | **Evidence-Based Strategies:**<br>Reading Decoding K-3: Teach students to decode words, analyze word parts, and write and recognize words.<br><br>Reading Comprehension 4-5: Routinely use a set of comprehension building practices to help students make sense of the text.<br><br>**Description of Evidence-Based Strategies:** | | |

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| | 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.<br><br>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.<br><br>**Rationale:**<br>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 education and special education teachers need to increase their own understanding of decoding and comprehension strategies to intentionally plan to provide students with opportunities to practice decoding/spelling and comprehension strategies. The team determined a strategic priority for increasing student achievement in reading with a focus on students with disabilities. The team then discussed and selected evidence-based strategies that focused on improving students' decoding and comprehension skills.<br><br>**Evidence Tier:**<br>Tier 1 (strong evidence) for the above evidence-based strategies. |
| Intended Outcomes<br>Describe how student outcomes will improve as a result implementing the evidence-based strategy. | **Intended Outcomes:**<br>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<br>recognize letter patterns and word parts and understanding that sounds relate to letters in |

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| | predictable and unpredictable ways will help students decode and read increasingly complex<br>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.<br><br>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.<br><br>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), Instructional Coach, Reading Team, Reading Specialist, and All-In VA Coordinators |

| **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?) |
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| **Professional Learning:**<br>Year 1 | Reading Specialist | 7/1/2025 – 6/12/2028 | BOY, MOY, and EOY progress monitoring meetings | 100% of K-5 teachers will use HQIM (UFLI/HMH) to teach students to blend | $118,000 | Title I |

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| K-5 special education and general education teachers and teacher assistants will participate in professional learning to support the implementation of explicit instruction for decoding and comprehension skills to support students with disabilities.<br><br><u>Year 2</u><br>K–5 special education and general education teachers and teacher assistants will participate in professional learning on planning specially designed instruction in decoding and comprehension to include the analysis of progress monitoring data.<br><br><u>Year 3</u><br>K-5 special education and general education teachers will participate in professional learning focused on | | | Monthly Team Lead and Resource Team meetings | letter sounds and sound-spelling patterns from left to right within a word to produce a recognizable pronunciation.<br><br>100% of grade 2-5 teachers will use HQIM (HMH) higher level questioning for students to collaboratively discuss text through 'engage and respond'. | | |

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| anticipating decoding and comprehension breakdowns based on student cognitive and linguistic needs. Professional learning will also focus on intentionally designing, delivering, and refining specially designed instruction, including targeted small-group instruction. | | | | | | |
| **Planning:**<br><u>Year 1</u><br>During CLT's, K-5 general and special education teachers will collaboratively plan how to deliver decoding and comprehension instruction for students with disabilities.<br><br><u>Year 2</u><br>During CLT's, K-5 general and special education teachers will analyze decoding and comprehension progress monitoring data.<br><br><u>Year 3</u> | Reading Specialist | 7/1/2025 – 6/30/2028 | BOY, MOY, and EOY progress monitoring meetings<br><br>Monthly Team Lead and Resource Team meetings | 100% of K-5 teachers will use HQIM (UFLI/HMH) to teach students to blend letter sounds and sound-spelling patterns from left to right within a word to produce a recognizable pronunciation.<br><br>100% of grade 2-5 teachers will use HQIM (HMH) higher level questioning for students to collaboratively discuss text through 'engage and respond'. | None | Site-Based Funding |

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| During CLT's, K-5 general and special education teachers will intentionally design, deliver, and refine specially designed instruction, allowing for further refinement of small group instructional practices. | | | | | | |
| **Monitoring:** Administrators and reading team will utilize the PWCS walkthrough tools (foundational skills and reading comprehension) to monitor implementation of explicit instruction, aligned practice, and instructional supports for students with disabilities. Feedback will be provided to determine next steps.<br>• TNTP visits<br>• ELA department visits<br>• Special education department visits | Reading Specialist | 7/1/2025 – 6/30/2028<br><br>Create monthly walkthrough schedule | BOY, MOY, and EOY progress monitoring meetings<br><br>Monthly Team Lead and Resource Team meetings | 100% of K-5 teachers will use HQIM (UFLI/HMH) to teach students to blend letter sounds and sound-spelling patterns from left to right within a word to produce a recognizable pronunciation.<br><br>100% of grade 2-5 teachers will use HQIM (HMH) higher level questioning for students to collaboratively discuss text through 'engage and respond'. | $118,000 | Site-Based |

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| • School support visits from Level Office | | | | | | |
| **Monitoring:**<br>K-5 general and special education teachers will analyze the results of the weekly decoding progress monitoring skill check to plan next steps. Next steps may include adjusting responsive small group instruction. The teacher will include scaffolds and specially designed instruction for students with disabilities. | Reading Specialist | 7/1/2025 – 6/30/2028 | BOY, MOY, and EOY progress monitoring meetings<br><br>Monthly Team Lead and Resource Team meetings | 90% of K-5 students with disabilities will earn 75% or higher "of total points" on weekly progress monitoring quick checks.<br><br>90% of 3-5 students with disabilities will respond correctly to the selected 'collaborative discussion' question. | None | Site-Based |
| **Monitoring:**<br>3-5 general and special education teachers will analyze the results of the written student comprehension sample (justification to various types of questions)<br>to plan next steps. Next steps may include adjusting responsive small group instruction. The teacher will include scaffolds and | Reading Specialist | 7/1/2025 – 6/30/2028<br><br>. | BOY, MOY, and EOY progress monitoring meetings<br><br>Monthly Team Lead and Resource Team meetings | 90% of K-5 students with disabilities will earn 75% or higher "of total points" on weekly progress monitoring quick checks.<br><br>90% of 3-5 students with disabilities will respond correctly to the selected 'collaborative discussion' question. | None | Site-Based |

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| specially designed instruction for students with disabilities. | | | | | | |
| **Monitoring:** Teachers will monitor students with disabilities progress in “All-In VA” tutoring. | All-In VA Coordinators | 7/1/2025 – 6/30/2026 | BOY, MOY, and EOY progress monitoring meetings<br><br>Monthly Team Lead and Resource Team meetings | 90% of K-5 students with disabilities will earn 75% or higher "of total points" on weekly progress monitoring quick checks.<br><br>90% of 3-5 students with disabilities will respond correctly to the selected 'collaborative discussion' question. | $60,000 | Site-Based |

## Multi-year School Support Plan

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| 3-Year Goal Statement<br>Include the goal statement completed as part of the needs assessment process. | Our current state in math for students with disabilities is 25% 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<br>Select indicator that the goal addresses. | Math Mastery | | |
| Measurable Objectives<br>Define objectives that support accomplishing the goal. | **Measurable Objective Year 1** | **Measurable Objective Year 2** | **Measurable Objective Year 3** |
| | 35% or more of students with disabilities scoring proficient on the math SOL by June 2026.<br><br>35% or more of 2nd–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.<br><br>50% 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.<br><br>61% or more of K-5 students with disabilities will meet or exceed performance on the end of year Momentum assessment by June 2028. |

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| Evidence-Based Strategy<br>Describe the evidence-based strategy and the rationale for selection. Identify evidence tier. | **Evidence-Based Strategy:**<br>Assist students in monitoring and reflecting on the problem-solving process.<br><br>**Description of Evidence-Based Strategy:**<br>Math Recommendation 2: Provide students with a list of prompts to help them monitor and reflect during the problem-solving process. Model how to monitor and reflect on the problem-solving process. Use student thinking about a problem to develop students' ability to monitor and reflect.<br><br>**Rationale:**<br>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 and special education teachers need to increase their understanding of how to model and support students with disabilities in the problem-solving process. The team determined a strategic priority for increasing student achievement in math with a focus on English language learners and students with disabilities. The team then discussed and selected an evidence-based strategy that focused on improving students' word problem solving skills.<br><br>**Evidence Tier:**<br>Tier 1 (strong evidence) |
| Intended Outcomes<br>Describe how student outcomes will improve as a result implementing the evidence-based strategy. | **Intended Outcomes:**<br>Students learn mathematics and solve problems better when they monitor their thinking and problem-solving steps as they solve problems. Monitoring and reflecting during problem solving<br>helps students think about what they are doing and why they are doing it, evaluate the steps they<br>are taking to solve the problem and connect new concepts to what they already know. The more<br>students reflect on their problem-solving processes, the better their mathematical reasoning, and their ability to apply this reasoning to new situations, will be. |

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| | | | To help us achieve the intended outcomes above, we will provide teachers with professional development on explicitly teaching students, specifically students with disabilities how solve problem better through monitoring their thinking and problem-solving steps; growth producing feedback on instructional delivery and implementation of problem-solving processes; 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), Math Team, Math Coach, 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:**<br><u>Year1</u><br>K-5 general and special education teachers and teacher assistants will participate in professional learning to increase their understanding of the problem-solving process (strategies). This will include explicit examples of how to support students with disabilities through structured | Math Coach | 7/1/2025 – 6/30/2028 | BOY, MOY, and EOY progress monitoring meetings<br><br>Monthly Team Lead and Resource Team meetings | 100% of K-5 teachers will plan for and provide students with disabilities opportunities to justify their thinking, orally or in writing, about how they solve various math problems. | $118,000 | Title I |

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| questioning and guided practice.<br><br><u>Year 2</u><br>K–5 general and special education teachers and teacher assistants will participate in professional learning focused on anticipating areas of difficulty for students with disabilities during problem solving. Teachers will plan scaffolds, questioning, and instructional structures to support students with disabilities access to grade-level tasks.<br><br><u>Year 3</u><br>K–5 general and special education teachers and teacher assistants will engage in professional learning focused on instructional decision-making, using student data and learning profiles to determine how to adjust supports within Tier 1 | | | | | | |

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| instruction to support students with disabilities in math problem-solving. | | | | | | |
| **Planning:**<br><u>Year 1</u><br>During CLT's, K-5 general and special education teachers will include specially designed instruction that takes into account the rigor of the standard and students' unique learning needs when planning the task.<br><br><u>Year 2</u><br>During CLT's, K-5 general and special education teachers will strengthen the planning of specially designed instruction by anticipating where students with disabilities may struggle with the rigor of the standard. Teachers will intentionally plan scaffolds, instructional strategies, and co-teaching structures within grade-level tasks to support | Math Coach | 7/1/2025 – 6/30/2028 | BOY, MOY, and EOY progress monitoring meetings<br><br>Monthly Team Lead and Resource Team meetings | 100% of K-5 teachers will plan for and provide students with disabilities opportunities to justify their thinking, orally or in writing, about how they solve various math problems. | None | Site-Based |

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| students' unique learning needs.<br><br><u>Year 3</u><br>During CLT's, K-5 general and special education teachers will refine the use of specially designed instruction by using student progress data to adjust instruction when students with disabilities do not respond as expected. Teachers will ensure scaffolds are targeted, instruction remains aligned to grade-level rigor, and students with disabilities demonstrate increasing independence with complex tasks. | | | | | | |
| **Monitoring:** Administrators and the math team will use the PWCS walkthrough tool (student ownership and high-quality instructional practices that ensure access for students with disabilities) to monitor | Math Coach | 7/1/2025 – 6/30/2028<br><br>Create walkthrough schedule. | BOY, MOY, and EOY progress monitoring meetings<br><br>Monthly Team Lead and Resource Team meetings | 100% of K-5 teachers will plan for and provide students with disabilities opportunities to justify their thinking, orally or in writing, about how they solve various math problems. | None | Site-Based |

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| implementation and provide feedback.<br>• Math department visits<br>• Special education department visits<br>• School support visits from Level Office | | | | | | |
| **Monitoring:**<br><u>Year 1</u><br>2nd-5th grade general and special education teachers will plan and deliver learning experiences where teachers ask questions and provide prompts for students with disabilities to share their thinking during the problem-solving process. Teachers will use scaffolds to ensure access to grade-level tasks.<br><br><u>Year 2 and 3</u><br>Phase in K-1: general and special education teachers will plan and deliver learning experiences where teachers ask questions and | School Administrators<br>Teachers<br>Math Resource Teachers | 7/1/2025 – 6/30/2028 | BOY, MOY, and EOY progress monitoring meetings<br><br>Monthly Team Lead and Resource Team meetings | 100% of 2nd-5th grade students with disabilities will explain their thinking as they work through the problem-solving process. | $118,000 | Site-Based |

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| provide prompts for students with disabilities to share their thinking during the problem-solving process. Teachers will use scaffolds to ensure access to grade-level tasks.<br><br>2nd-5th grade general and special education teachers will continue to enhance the practice from Year 1. | | | | | | |
| **Monitoring:** Monitor student progress for All-In VA Tutoring specific to enrollment and progress of students with disabilities. | All- In VA Coordinator | 7/1/2025 – 6/30/2026 | BOY, MOY, and EOY progress monitoring meetings<br><br>Monthly Team Lead and Resource Team meetings | 100% of 2nd-5th grade students with disabilities will explain their thinking as they work through the problem-solving process. | $60,000 | Site-Based |