

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	Loch Lomond Elementary
Grades Served	PK-5
Principal Name	Vineeth Lagouit
Principal Email	lagouivv@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	Vineeth Lagouit	lagouivv@pwcs.edu	School	Principal
School Leader	Randi Giarrizzi	mccoysr@pwcs.edu	School	Assistant Principal
School Leader	Arlette Medina	medinaaz@pwcs.edu	School	Administrative Intern
Teacher	Bridgett Brookbank	brookbankbx@pwcs.edu	School	ESOL Teacher
Teacher	Dominga Rodriguez	rodrigd1@pwcs.edu	School	Kindergarten Teacher
Teacher	Genese Perlas	perlasgy@pwcs.edu	School	1 st Grade Teacher
Teacher	Suzanne Franco	francosd@pwcs.edu	School	2 nd Grade Teacher
Teacher	Alexis Miller	milleran@pwcs.edu	School	3 rd Grade Teacher
Teacher	Jennifer Calhoun	calhoujj@pwcs.edu	School	4 th Grade Teacher
Teacher	Charlene Mohammed	mohammc@pwcs.edu	School	5 th Grade Teacher
Teacher	Ryan Dates	datesr@pwcs.edu	School	5 th Grade Teacher
Teacher	Kathryn Astley	astleyka@pwcs.edu	School	Title I Math Teacher
Teacher	Margareth Ferruzola	ferruzms@pwcs.edu	School	Title I Math/ESOL Teacher
Teacher	Dorothy Klieber	kliede@pwcs.edu	School	Reading Specialist
Teacher	Christina Shrauder	shraudcc@pwcs.edu	School	Reading Specialist
Teacher	Jennifer Loach	loachja@pwcs.edu	School	Title I Reading Teacher
Teacher	Kristen Carr	carrkl@pwcs.edu	School	Special Education Teacher
Teacher	Terry Rittenhouse	rittentc@pwcs.edu	School	Librarian
Teacher	Christine McCullum	mccullcr@pwcs.edu	School	Instructional Technology Coach
Division Leader	Meisram Hernandez	figuerml@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 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

Multi-year School Support Plan

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<p>3-Year Goal Statement</p> <p>Include the goal statement completed as part of the needs assessment process.</p>	<p>Our current state in reading for students with disabilities is 31.7% proficiency on the reading SOL in June 2025. Our desired future state for our students with disabilities is 50% or more proficiency on the reading SOL by June 2028.</p>		
<p>School Performance and Support Framework Alignment</p> <p>Select indicator that the goal addresses.</p>	<p>Reading Mastery</p>		
<p>Measurable Objectives</p> <p>Define objectives that support accomplishing the goal.</p>	<p>Measurable Objective Year 1</p> <p>By June 2026, 40% or more of students with disabilities in grades 3-5 will demonstrate proficiency on the reading SOL.</p> <p>By June 2026, 40% or more of students with disabilities in grades 2-5 will be reading on/above grade level.</p> <p>By June 2026, 40% or more of students with disabilities in grades K-2 will score within the low-risk band of the VALLSS assessment.</p>	<p>Measurable Objective Year 2</p> <p>By June 2027, 45% or more of students with disabilities in grades 3-5 will demonstrate proficiency on the reading SOL.</p> <p>By June 2027, 45% or more of students with disabilities in grades 2-5 will be reading on/above grade level.</p> <p>By June 2027, 50% or more of students with disabilities in grades K-2 will score within the low-risk band of the VALLSS assessment.</p>	<p>Measurable Objective Year 3</p> <p>By June 2028, 50% or more of students with disabilities in grades 3-5 will demonstrate proficiency on the reading SOL.</p> <p>By June 2028, 50% or more of students with disabilities in grades 2-5 will be reading on/above grade level.</p> <p>By June 2028, 60% or more of students with disabilities in grades K-2 will score within the low-risk band of the VALLSS assessment.</p>
<p>Evidence-Based Strategy</p> <p>Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.</p>	<p>Evidence-Based Strategies:</p> <p>Reading Decoding K-3: Teach students to decode words, analyze word parts, and write and recognize words.</p> <p>Reading Comprehension 4-5: Routinely use a set of comprehension building practices to help students make sense of the text.</p> <p>Description of Evidence-Based Strategies:</p>		

	<p>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.</p> <p>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.</p> <p>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 HMM Growth Measure. Root Cause protocol was used to determine root cause focused on the components of the instructional core. Root Cause: Students continue to need support in decoding to help build their fluency and stamina which will impact comprehension. Continue to build teacher knowledge on UFLI and HMM. Inconsistent implementation of foundational skills in upper grades. The school’s CI Team determined a strategic priority for increasing student achievement in reading for all students in K-5, including EL and students with disabilities. The team then discussed and selected evidence-based strategies that focused on improving students' decoding and comprehension skills.</p> <p>Evidence Tier: Tier 1 (strong evidence) for the above evidence-based strategies.</p>
<p>Intended Outcomes Describe how student outcomes will improve as a result implementing the evidence-based strategy.</p>	<p>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</p>

							<p>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.</p> <p>Learning to ask and answer questions will enable students, specifically students with disabilities 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.</p> <p>To help us achieve the intended outcomes above, we will provide teachers with professional development on explicitly teaching students with disabilities on how to decode and utilize comprehension building practices. Teachers will receive growth producing feedback on instructional delivery and implementation of decoding and comprehension strategies as well as monitor students' decoding and comprehension progress, which will increase our students with disabilities performance on the reading SOL.</p>
Lead person (Who is responsible for ensuring the work gets done?)							School Principal and School Continuous Improvement (CI) Team
Team Members (Who are responsible for doing the work?)							Principal, Assistant Principal, Reading Team, CI Team, and K-5 Teachers (General Education and Special Education Teachers)
Action Step <i>(What will be accomplished?)</i> List the specific, sequenced steps required to complete the activity.	Process Owner <i>(Who is responsible for ensuring the action step is complete?)</i> Identify a single, accountability lead.	Time Frame <i>(How long will it take?)</i> Identify the start and end dates for each action step, including any key milestones.	Progress Checks <i>(How will the team monitor progress?)</i> Define key dates to review process, make adjustments, and confirm the work remains on track.	Measures of Success <i>(How will the team know if the action step is complete?)</i> Define clear, observable indicators of completion.	Cost Elements <i>(What resources are needed to complete the action step?)</i>	Funding Source <i>(Where will the money come from?)</i>	
Professional Learning: <u>Year 1</u> Professional learning for all K-2 general and special education teachers on how to	Reading Specialists	8/11/2025-6/2028	BOY, MOY, and EOY progress monitoring meetings School Reading Team meetings	100% of K-5 teachers will include HQIM and foundational and comprehension skills and tasks into their lessons, aligned to the rigor of the standards, which will be monitored through	None	None	

<p>explicitly plan for and teach foundational skills.</p> <p><u>Year 2</u> Professional learning for all K-2 general and special education teachers focused on using targeted small-group instruction to provide explicit foundational skills lessons for students with disabilities based on their decoding needs.</p> <p><u>Year 3</u> Professional learning for all K-2 general and special education teachers focused on embedding specially designed instruction into foundational skills lessons and adjusting instruction based on the learning needs of students with disabilities.</p>				<p>observations or walkthroughs.</p>		
<p>Professional Learning: <u>Year 1</u> Professional learning for all K-5 general and special education teachers on how to implement and apply comprehension</p>	<p>Reading Specialists</p>	<p>8/11/2025-6/2028</p>	<p>BOY, MOY, and EOY progress monitoring meetings</p> <p>School Reading Team meetings</p>	<p>100% of K-5 teachers will include HQIM and foundational and comprehension skills and tasks into their lessons, aligned to the rigor of the standards, which will be monitored through</p>	<p>None</p>	<p>None</p>

<p>building practices, to include explicit instruction and checks for understanding.</p> <p><u>Year 2</u> Professional learning for all K-5 general and special education teachers focused on using small group instruction to explicitly teach students how to find and justify answers to different types of questions and how to ask questions about the text while reading.</p> <p><u>Year 3</u> Professional learning for all K-5 general and special education teachers focused on refining explicit comprehension instruction based on student responses where they independently find, justify, and generate questions while reading.</p>				<p>observations or walkthroughs.</p>		
<p>Planning: <u>Year 1</u> K-5 general and special education teachers will utilize C</p>	<p>Reading Specialists</p>	<p>8/11/2025-6/2028</p>	<p>BOY, MOY, and EOY progress monitoring meetings CLT meetings</p>	<p>100% of K-5 teachers will include HQIM and foundational and comprehension skills and tasks into their</p>	<p>None</p>	<p>None</p>

<p>LT meetings to collaboratively plan explicit foundational and comprehension building skills instruction that aligns to the rigor of the standards and include specific student look fors.</p>				<p>lessons, aligned to the rigor of the standards, which will be monitored through observations or walkthroughs.</p>		
<p><u>Year 2</u> K-5 general and special education teachers will utilize C LT meetings to analyze data to identify students with disabilities not making expected progress and plan targeted small-group instruction that provides explicit, systematic decoding and comprehension building instruction.</p>						
<p><u>Year 3</u> K-5 general and special education teachers will utilize C LT meetings to anticipate learning barriers for students with disabilities and plan specially designed instruction with scaffolds to</p>						

support foundational and comprehension building skills.						
<p>Planning: K-5 general and special education teachers will utilize CLT meetings to collaboratively plan grade level tasks that are aligned to the rigor of the standards where students demonstrate their knowledge of decoding and comprehension building skills through reading, writing, speaking and/or listening tasks.</p>	Reading Specialist	8/11/2025-6/2028	BOY, MOY, and EOY progress monitoring meetings CLT meetings	100% of foundational skills and reading comprehension observations will have students applying decoding and/or comprehension skills on reading, writing and speaking tasks.	None	None
<p>Monitoring: Administrators will conduct walkthroughs and observations using the PWCS Foundational Skills and the PWCS Reading Comprehension Walkthrough tools to monitor and provide K-5 general and special education teachers with growth-producing feedback on the implementation of decoding and</p>	School Administrators	8/11/2025-6/2028	BOY, MOY, and EOY progress monitoring meetings School CI Team meetings Administrative meetings	100% of K-5 teachers will include HQIM and foundational and comprehension skills and tasks into their lessons, aligned to the rigor of the standards, which will be monitored through observations or walkthroughs.	None	None

comprehension building instruction aligned to the rigor of the standards.						
Monitoring: K-5 general and special education teachers will analyze student data (by name and need) to monitor students' decoding and comprehension skills progress and identify students who need small group instruction as well as additional support through All-In VA Tutoring and Extended Day Opportunities.	Reading Specialists	8/11/2025-6/2028	BOY, MOY, and EOY progress monitoring meetings School CI Team meetings CLT Meetings	100% of foundational skills and reading comprehension observations will have students applying decoding and/or comprehension skills on reading, writing and speaking tasks.	\$3,000	Title I
Monitoring: K-5 general and special education teachers will support students in developing and monitoring individual goals to monitor decoding and reading comprehension growth and reflect on what they need for future growth following formative/summative assessments.	School Administrators	8/11/2025-6/2028	BOY, MOY, and EOY progress monitoring meetings	100% of foundational skills and reading comprehension observations will have students applying decoding and/or comprehension skills on reading, writing and speaking tasks.	None	None

Multi-year School Support Plan

<p>3-Year Goal Statement Include the goal statement completed as part of the needs assessment process.</p>	<p>Our current state in math for students with disabilities is 43.9% proficiency on the math SOL in June 2025. Our desired future state for our students with disabilities is 65% or more proficiency on the math SOL by June 2028.</p>		
<p>School Performance and Support Framework Alignment Select indicator that the goal addresses.</p>	<p>Math Mastery</p>		
<p>Measurable Objectives Define objectives that support accomplishing the goal.</p>	<p>Measurable Objective Year 1</p>	<p>Measurable Objective Year 2</p>	<p>Measurable Objective Year 3</p>
	<p>By June 2026, 50% or more of students with disabilities in grades 3-5 will demonstrate proficiency on the math SOL.</p> <p>By June 2026, 50% or more students with disabilities in grades 1-5 will meet or exceed performance on the EOY momentum assessment.</p>	<p>By June 2027, 60% or more of students with disabilities in grades 3-5 will demonstrate proficiency on the math SOL.</p> <p>By June 2027, 60% or more students with disabilities in grades K-5 will meet or exceed performance on the EOY momentum assessment. (Phase in Kindergarten)</p>	<p>By June 2028, 65% or more of students with disabilities in grades 3-5 will demonstrate proficiency on the math SOL.</p> <p>By June 2028, 65% or more students with disabilities in grades K-5 will meet or exceed performance on the EOY momentum assessment.</p>
<p>Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.</p>	<p>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.</p> <p>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.</p> <p>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: There are minimal opportunities for students to use the concrete-representational-</p>		

							<p>abstract (C-R-A) approach strategies during math instruction. The team determined a strategic priority for increasing student achievement in math for all students including EL and 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.</p> <p>Evidence Tier: Tier 1 (strong evidence)</p>
<p>Intended Outcomes Describe how student outcomes will improve as a result implementing the evidence-based strategy.</p>							<p>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.</p> <p>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). Teachers will receive growth producing feedback on instructional delivery and implementation of C-R-A as well as monitor students' progress, which will increase our students with disabilities performance on the math SOL.</p>
<p>Lead person (Who is responsible for ensuring the work gets done?)</p>							School Principal and School Continuous Improvement (CI) Team
<p>Team Members (Who are responsible for doing the work?)</p>							Principal, Assistant Principals, Math Team, CI Team, K-5 Teachers (General Education and Special Education Teachers)
<p>Action Step <i>(What will be accomplished?)</i> List the specific, sequenced steps required to complete the activity.</p>	<p>Process Owner <i>(Who is responsible for ensuring the action step is complete?)</i> Identify a single, accountability lead.</p>	<p>Time Frame <i>(How long will it take?)</i> Identify the start and end dates for each action step, including any key milestones.</p>	<p>Progress Checks <i>(How will the team monitor progress?)</i> Define key dates to review process, make adjustments, and confirm the work remains on track.</p>	<p>Measures of Success <i>(How will the team know if the action step is complete?)</i> Define clear, observable indicators of completion.</p>	<p>Cost Elements <i>(What resources are needed to complete the action step?)</i></p>	<p>Funding Source <i>(Where will the money come from?)</i></p>	

<p>Professional Learning: <u>Year 1</u> Professional learning for all K-5 general and special education teachers on the new math instructional resources along with implementing the C-R-A approach.</p> <p><u>Year 2</u> Professional learning for all K-5 general and special education teachers focused on planning and how to implement explicit C-R-A instruction to increase access and understanding for students with disabilities.</p> <p><u>Year 3</u> Professional learning for all K-5 general and special education teachers on how to utilize student data to adjust and refine instruction using the C-R-A approach to ensure consistent access and progress for students with disabilities.</p>	<p>Math Specialist</p>	<p>8/11/2025 – 6/2028</p>	<p>BOY, MOY, and EOY progress monitoring meetings</p> <p>School Math meetings</p>	<p>100% of math teachers will include oral and/or written grade level math tasks (aligned to the standards) in their lessons that require the use of the C-R-A approach to solve math problems.</p>	<p>None</p>	<p>None</p>
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<p>Planning: <u>Year 1</u> K-5 general and special education teachers will utilize C LT meetings to collaboratively plan grade level rich tasks and C-R-A strategies that are aligned to the rigor of the standards.</p> <p><u>Year 2:</u> K-5 general and special education teachers will utilize C LT meetings to collaboratively plan explicit C-R-A instruction that focuses on students' unique learning needs.</p> <p><u>Year 3:</u> K-5 general and special education teachers will utilize C LT meetings to collaboratively analyze student data to determine effective strategies and support within C-R-A instruction.</p>	Math Specialist	8/11/2025 – 6/2028	BOY, MOY, and EOY progress monitoring meetings CLT meetings	100% of math teachers will include oral and/or written grade level math tasks (aligned to the standards) in their lessons that require the use of the C-R-A approach to solve math problems.	None	None
<p>Monitoring: Administrators will conduct walkthroughs and observations using</p>	School Administrators	8/11/2025 – 6/2028	BOY, MOY, and EOY progress monitoring meetings	100% of math teachers will include oral and/or written grade level math tasks (aligned to the	None	None

the PWCS Math Walkthrough tool to monitor and provide K-5 general and special education teachers with growth-producing feedback on grade level tasks that are aligned to the rigor of the standards and students apply their knowledge of C-R-A on math tasks using scaffolds and accommodations that meet their unique needs.			School CI Team meetings Administrative meetings	standards) in their lessons that require the use of the C-R-A approach to solve math problems.		
Implementation: K-5 general and special education teachers will explicitly model and teach students how to use a school-wide problem-solving process template that focuses on math vocabulary, C-R-A strategies, and specially designed instruction for students with disabilities to solve math tasks.	Math Specialist	8/11/2025 – 6/2028	BOY, MOY, and EOY progress monitoring meetings CLT meetings	100% of students will utilize the C-R-A approach to demonstrate their learning through verbal or written student-centered tasks that are aligned to the rigor of the standards as measured by monthly CLT check-ins of student work using a rubric.	None	None
Monitoring: K-5 general and special education teachers will analyze student data (by name and need) to	Math Specialists	8/11/2025 – 6/2028	BOY, MOY, and EOY progress monitoring meetings CLT meetings	100% of students will utilize the C-R-A approach to demonstrate their learning through verbal or written	None	None

consistently create, monitor, and readjust groupings across the grade level (to include students with disabilities) based on the students' needs.				student-centered tasks that are aligned to the rigor of the standards as measured by monthly CLT check-ins of student work using a rubric.		
Monitoring: Students in grades 3-5 identified as needing extra support in math will participate in small group instruction to support continuous growth in their use of the C-R-A approach and mathematical strategies.	All-In VA Tutoring Coordinator	10/28/2025-5/2028	BOY, MOY, and EOY progress monitoring meetings	100% of students will utilize the C-R-A approach to demonstrate their learning through verbal or written student-centered tasks that are aligned to the rigor of the standards as measured by monthly CLT check-ins of student work using a rubric.	\$177,000	All-In VA Tutoring Funding

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 18.8% proficiency on the science SOL in June 2025. Our desired future state for our students with disabilities is 65% or more proficiency 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			
	40% or more of students with disabilities will demonstrate proficiency on the science SOL. 30% or more of students with disabilities in grades 4-5 will	55% or more of students with disabilities will demonstrate proficiency on the science SOL. 40% or more of students with disabilities in grades 3-5 will demonstrate proficiency on	65% or more of students with disabilities will demonstrate proficiency on the science SOL. 50% or more of students with disabilities in grades K-5 will			

	demonstrate proficiency on End of Unit Assessments.	End of Unit Assessments. (Phase in 3 rd grade)	demonstrate proficiency on End of Unit Assessments. (Phase in grades K-2)
<p>Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.</p>	<p>Evidence-Based Strategy: Science K-5: Plan and deliver instruction in the 5E model to support experiential, inquiry-based student learning.</p> <p>Description of Evidence-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.</p> <p>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: Inconsistent use of the scientific process, hands on experiences, and 5E model in K-5 classrooms. The team determined a strategic priority for increasing science proficiency in grades K-5 including EL and students with disabilities. The team then discussed and selected an evidence-based strategy that focused on improving students' active, experiential science learning skills.</p> <p>Evidence Tier: Tier 1 (strong evidence)</p>		
<p>Intended Outcomes Describe how student outcomes will improve as a result implementing the evidence-based strategy.</p>	<p>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.</p>		

		To achieve the intended outcomes above, we will provide teachers with professional development on the 5E instructional model, provide growth-producing feedback on the delivery and implementation of the 5Es, and monitor student progress. These actions will increase science SOL performance for students with disabilities.				
Lead person (Who is responsible for ensuring the work gets done?)		School Principal and School Continuous Improvement (CI) Team				
Team Members (Who are responsible for doing the work?)		Principal, Assistant Principals, Instructional Technology Coach, Librarian, CI Team, K-5 Teachers (General Education and Special Education Teachers)				
Action Step <i>(What will be accomplished?)</i> List the specific, sequenced steps required to complete the activity.	Process Owner <i>(Who is responsible for ensuring the action step is complete?)</i> Identify a single, accountability lead.	Time Frame <i>(How long will it take?)</i> Identify the start and end dates for each action step, including any key milestones.	Progress Checks <i>(How will the team monitor progress?)</i> Define key dates to review process, make adjustments, and confirm the work remains on track.	Measures of Success <i>(How will the team know if the action step is complete?)</i> Define clear, observable indicators of completion.	Cost Elements <i>(What resources are needed to complete the action step?)</i>	Funding Source <i>(Where will the money come from?)</i>
Professional Learning: <u>Year 1</u> Professional learning for all K-5 general and special education teachers focused on understanding the 5E instructional model, asking high level questions, and identifying the embedded scaffolds within the science curriculum that support access and engagement for students with disabilities. <u>Year 2</u> Professional learning for all K-5 general and	Instructional Technology Coach	8/25/2025 – 6/2028	BOY, MOY, and EOY progress monitoring meetings	100% of science observations will include high quality instructional practices along with high level questioning to support students learning and applying scientific concepts.	None	None

<p>special education teachers focused on intentionally implementing the curriculum's embedded scaffolds and high-level questions within each phase of the 5E model to improve access, participation, and understanding for students with disabilities.</p> <p><u>Year 3</u> Professional learning for all K-5 general and special education teachers focused on refining effective 5E instructional practices and high-level questioning techniques by analyzing student data, sharing strategies, and adjusting use of embedded scaffolds to ensure consistent outcomes for students with disabilities.</p>						
<p>Planning: <u>Year 1</u> K-5 general and special education teachers will utilize CLT meetings to</p>	<p>Instructional Technology Coach</p>	<p>8/18/2025–6/2028</p>	<p>BOY, MOY, and EOY progress monitoring meetings</p> <p>CLT meetings</p>	<p>100% of science observations will include high quality instructional practices along with high level questioning</p>	<p>None</p>	<p>None</p>

<p>collaboratively plan for learning experiences that include the 5E instructional model, high level questions, and identify the embedded scaffolds within the science curriculum that support access and engagement for students with disabilities. (Monthly CLTs for grades K-3 and weekly for grades 4-5.)</p>				<p>to support students learning and applying scientific concepts.</p>		
<p><u>Year 2</u> K-5 general and special education teachers will utilize CLT meetings to intentionally implement the embedded curriculum's scaffolds within each phase of the 5E model along with high level questions to improve access, participation, and understanding for students with disabilities.</p>						
<p><u>Year 3</u> K-5 general and special education</p>						

teachers will utilize CLT meetings to refine effective 5E instructional practices by analyzing student data, sharing strategies, and adjusting use of embedded scaffolds and high-level questioning techniques to ensure consistent outcomes for students with disabilities.						
Monitoring: K-5 general and special education teachers will utilize CLT meetings to analyze student data after each unit to adjust instructional practices used within the 5E model, plan next steps to include high level questioning techniques, students' needs, determine spiral review, and remediation or enrichment opportunities for students.	Administrators	8/18/2025-6/2028	BOY, MOY, and EOY progress monitoring meetings CLT meetings	100% of science observations will include high quality instructional practices along with high level questioning to support students learning and applying scientific concepts.	None	None
Monitoring: Administrators will conduct walkthroughs and observations using	School Administrators	8/11/2025 – 6/2028	BOY, MOY, and EOY progress monitoring meetings	100% of science observations will include high quality instructional practices along with	None	None

<p>the PWCS Science Walkthrough tool to monitor and provide K-5 general and special education teachers with growth-producing feedback on tasks alignment to the rigor of the standards, high quality instructional practices, high level questioning, and the use of scaffolds and accommodations to meet the needs of students (including students with disabilities).</p>			<p>School CI Team meetings</p> <p>Administrative meetings</p>	<p>high level questioning to support students learning and applying scientific concepts.</p>		
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