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	Marumsco Hills Elementary
Grades Served	PK-5
Principal Name	Julie Cuocci
Principal Email	cuoccija@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	Julie Cuocci	cuoccija@pwcs.edu	School	Principal
School Leader	Chris Knighting	knightcx@pwcs.edu	School	Assistant Principal
School Leader	Theodisa Battiest	battiet@pwcs.edu	School	Assistant Principal
Teacher	Rachael Eklund	eklundrm@pwcs.edu	School	Kindergarten Teacher
Teacher	Althia Simms	simmsa@pwcs.edu	School	1st Grade Teacher
Teacher	Charmelyn Calugas	calugac@pwcs.edu	School	2nd Grade Teacher
Teacher	Sarah Couture	couturse@pwcs.edu	School	3rd Grade Teacher
Teacher	Shawn Roberts Garwood	garwoosr@pwcs.edu	School	4th Grade Teacher
Teacher	Ciara Weaver	weavercg@pwcs.edu	School	5th Grade Teacher
Teacher	Tamara Jacobson	jacobstj@pwcs.edu	School	Instructional Coach
Teacher	Donna Smith	smithdl1@pwcs.edu	School	Reading Specialist
Teacher	Laura McCracken	mccraclt@pwcs.edu	School	Math Coach
Teacher	Yashin Daniel Moreno	morenoyd@pwcs.edu	School	EL Teacher
Teacher	Louise Rasmussen	rasmusll@pwcs.edu	School	EL Teacher
Teacher	Carly Ott	ottcm@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 24% 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. 35% or less of students with disabilities scoring in the high-risk band of VALLSS by June 2026.	60% or more of students with disabilities scoring proficient on the reading SOL by June 2027. 60% or more of 2nd–5th grade students with disabilities will be reading on/above level by June 2027. 30% or less of students with disabilities scoring in the high-risk band of VALLSS by June 2027.	70% 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. 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.	**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:** Special education and general education teachers need to increase their understanding of decoding and comprehension practices to provide opportunities for students with disabilities to decode and comprehend text through explicit instruction and rigorous written/oral response for comprehension across content areas. 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. **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 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?)

Professional Learning: <u>Year 1</u> K-5 general and special education teachers will participate in professional learning for foundational skills and comprehension, provided by the reading specialist. Coaching and modeling will be provided to staff to support implementation of the decoding and comprehension strategies. <u>Year 2</u> K-5 general and special education teachers will participate in professional learning on explicit, targeted small-group instruction in foundational reading skills and comprehension for students with disabilities who need additional support. <u>Year 3</u>	Reading Specialist	8/14/2025 – 6/5/2028	BOY, MOY, and EOY progress monitoring meetings Monthly instructional team leadership meetings	85% of K-5 teacher walk-through data for foundational skills will show evidence of aligned content, teacher directed instruction, and student practice (response yes). 100% of K-5 teachers will provide opportunities for students to speak and respond, daily, for 'engage and respond' and weekly in writing.	None	None

K-5 general and special education teachers will participate in professional learning on analyzing reading data to evaluate the effectiveness of small-group instruction and adjust supports for students with disabilities, taking into account their unique learning needs.						
Planning: <u>Year 1</u> During weekly CLT meetings, K-5 general and special education teachers will engage in discussions about students with disabilities progress with decoding and comprehension. Teachers will use those results to plan small group instruction to meet students' needs. 2nd grade general and special education teachers engage in lesson study to review student work samples to plan specially	Reading Specialist	8/20/2025 – 6/5/2028	BOY, MOY, and EOY progress monitoring meetings Monthly instructional team leadership meetings	85% of K-5 teacher walk-through data for foundational skills will show evidence of aligned content, teacher directed instruction, and student practice (response yes). 100% of K-5 teachers will provide opportunities for students to speak and respond, daily, for 'engage and respond' and weekly in writing.	None	None

designed instruction to support comprehension for students with disabilities needs. <u>Year 2</u> Increase lesson study to 3rd-5th grade general and special education teachers to focus on specially designed instruction to support questioning and comprehension for students with disabilities. <u>Year 3</u> Increase lesson study to K and 1st grade general and special education teachers to focus on specially designed instruction to support questioning and comprehension for students with disabilities.						
Monitoring: Instructional leaders will utilize the PWCS literacy walk-through forms (foundational skills and reading comprehension) to	Reading Specialist	8/25/2025 – 6/5/2028 Create monthly schedule of walkthroughs	BOY, MOY, and EOY progress monitoring meetings Monthly instructional team leadership meetings	85% of K-5 teacher walk-through data for foundational skills will show evidence of aligned content, teacher directed instruction, and	None	None

monitor implementation and provide feedback. • TNTP visits • ELA department visits • Special education department visits • School support visits from Level Office				student practice (response yes). 100% of K-5 teachers will provide opportunities for students to speak and respond, daily, for 'engage and respond' and weekly in writing.		
Monitoring: K-5 general and special education teachers will monitor students' application of the new weekly foundational concept on the progress monitoring quick checks. Teachers will plan and remediate students with disabilities in small groups based on needs. The teams will collaborate with the special education coordinator to examine data and IEP goals to the alignment of the interventions being used.	Reading Specialist	9/8/2025 – 6/5/2028	BOY, MOY, and EOY progress monitoring meetings Monthly instructional team leadership meetings	70% of students with disabilities will successfully use the new foundational concept on the weekly HMH/UFLI Progress Monitoring Quick Check. Students with disabilities will respond correctly to selected collaborative discussion 'respond to the text' prompts on a weekly basis in the HMH MyBook.	$118,535	Title I

Monitoring: During CLT's, 3rd-5th grade general and special education teachers will analyze written student work samples to determine the success of students with disabilities to justify answers to different types of questions. Teachers will plan specially designed instruction to meet students' instructional needs.	Reading Specialist	8/20/2025 – 6/4/2028	BOY, MOY, and EOY progress monitoring meetings Monthly instructional team leadership meetings	70% of students with disabilities will successfully use the new foundational concept on the weekly HMH/UFLI Progress Monitoring Quick Check. Students with disabilities will respond correctly to selected collaborative discussion 'respond to the text' prompts on a weekly basis in the HMH MyBook.	None	None
Monitoring: Monitor student progress for All-In VA Tutoring specific to the enrollment and progress of students with disabilities (to include after school and Saturday school).	All-In VA Tutoring Coordinator	9/8/2025 – 6/30/2026 Pacing calendar and progress monitoring tools implemented.	BOY, MOY, and EOY progress monitoring meetings	70% of students with disabilities will successfully use the new foundational concept on the weekly HMH/UFLI Progress Monitoring Quick Check. Students with disabilities will respond correctly to selected collaborative discussion 'respond to the text' prompts on a weekly basis in the HMH MyBook.	None	None
Multi-year School Support Plan						

<table>
<tr><td>3-Year Goal Statement
Include the goal statement completed as part of the needs assessment process.</td><td colspan="3">Our current state in math 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 math SOL by June 2028.</td></tr>
<tr><td>School Performance and Support Framework Alignment
Select indicator that the goal addresses.</td><td colspan="3">Math Mastery</td></tr>
<tr><td rowspan="2">Measurable Objectives
Define objectives that support accomplishing the goal.</td><td>Measurable Objective Year 1</td><td>Measurable Objective Year 2</td><td>Measurable Objective Year 3</td></tr>
<tr><td>50% or more of students with disabilities scoring proficient on the math SOL by June 2026.

50% or more of students with disabilities will score proficient and mastery on the math unit assessments by June 2026.</td><td>60% or more of students with disabilities scoring proficient on the math SOL by June 2027.

60% or more of K-5 students with disabilities will meet or exceed performance on the end of year Momentum assessment by June 2027.</td><td>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.</td></tr>
<tr><td>Evidence-Based Strategy
Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.</td><td colspan="3">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</td></tr>
</table>

	Cause: Increase general and special education teacher knowledge and skills to effectively use concrete and representational models to provide students with disabilities meaningful opportunities to justify their thinking and develop metacognitive skills. The team determined a strategic priority for increasing student achievement in math with a focus on students with disabilities, English learners, and Black students. 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), Math Coach, and All-In VA Tutoring Coordinator

Action Step *(What will be accomplished?)*	**Process Owner** *(Who is responsible for ensuring the*	**Time Frame** *(How long will it take?)* Identify the start and end dates for each	**Progress Checks** *(How will the team monitor progress?)*	**Measures of Success**	**Cost Elements** *(What resources are needed to complete the action step?)*	**Funding Source** (Where will the money come from?)

List the specific, sequenced steps required to complete the activity.	*action step is complete?)* Identify a single, accountability lead.	action step, including any key milestones.	Define key dates to review process, make adjustments, and confirm the work remains on track.	*(How will the team know if the action step is complete?)* Define clear, observable indicators of completion.		
Professional Learning: <u>Year 1</u> The math coach, supported by the instructional coach, will provide professional learning to support K-5 general and special education teachers' understanding and use of concrete and representational models in lessons. <u>Year 2</u> Extend professional learning to include planning prompts and questions to support students with disabilities progression through the C-R-A model. <u>Year 3</u> Embed professional learning on consistent use of explicit, targeted small-group	Math Coach	8/20/2025 – 6/5/2028	BOY, MOY, and EOY progress monitoring meetings Monthly instructional team leadership meetings	100% of K-5 teachers will provide opportunities for students to work with representations and routinely ask students to use representations to explain their solution approach.	$237,070	Title I

instruction to support students with disabilities in making connections across the concrete, representational, and abstract stages of learning.						
Planning: <u>Year 1 and 2</u> During CLTs, K-5 general and special education teachers will strengthen explicit C-R-A instruction by identifying concrete manipulatives and collaboratively modeling how they are used during whole and small-group instruction for students with disabilities who need more support. <u>Year 3</u> During CLTs, K-5 general and special education teachers will use student data to evaluate the effectiveness of C-R-A instruction and refine explicit small-group practices to better support	Math Coach	8/20/2025 – 6/5/2028	BOY, MOY, and EOY progress monitoring meetings Monthly instructional team leadership meetings	100% of K-5 teachers will provide opportunities for students to work with representations and routinely ask students to use representations to explain their solution approach.	None	None

students with disabilities.						
Monitoring: Instructional leaders will utilize the PWCS math walkthrough tool (focused on high quality math content, instructional practices, and materials, and student ownership) to monitor implementation and provide feedback. • Math department visits • School support visits from Level Office	Math Coach	8/25/2025 – 6/5/2028 Create monthly schedule of walkthroughs	BOY, MOY, and EOY progress monitoring meetings Monthly instructional team leadership meetings	100% of K-5 teachers will provide opportunities for students to work with representations and routinely ask students to use representations to explain their solution approach.	None	None
Monitoring: K-5 general and special education teachers will select the weekly task that aligns to the learning experience. Students with disabilities will use representation models (C, R, or A) to justify their thinking.	Math Coach	8/20/2025 – 6/4/2028	BOY, MOY, and EOY progress monitoring meetings Monthly instructional team leadership meetings	70% or more of K-5 students with disabilities will accurately use a C-R-A representation to justify and explain their solution approach in math at least weekly.	None	None
Monitoring: K-5 general and special education teachers will use data from formative assessments to plan and deliver small	Math Coach	9/1/2025 – 6/5/2028	BOY, MOY, and EOY progress monitoring meetings Monthly instructional team leadership meetings	70% or more of K-5 students with disabilities will accurately use a C-R-A representation to justify and explain their solution	None	None

group instruction to meet students with disabilities needs.				approach in math at least weekly.		
Monitoring: Monitor student progress for All-In VA Tutoring specific to the enrollment, attendance and progress of students with disabilities (to include after school and Saturday school).	All-In VA Tutoring Coordinator	9/8/2025 – 6/30/2026	BOY, MOY, and EOY progress monitoring meetings	70% or more of K-5 students with disabilities will accurately use a C-R-A representation to justify and explain their solution approach in math at least weekly.	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 10% 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**
	40% or more of students with disabilities scoring proficient on the science SOL by June 2026. 40% or more of 4th-5th grade students with disabilities will score proficient and mastery on the science unit assessments by June 2026.	50% or more of students with disabilities scoring proficient on the science SOL by June 2027. 50% or more of 4th-5th grade students with disabilities will score proficient and mastery 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 4th-5th grade students with disabilities will score proficient and mastery on the science unit assessments by June 2028.
Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.	**Evidence-Based Strategy:** Science: Plan and deliver instruction in the 5E model to support experiential, inquiry-based student learning.		

	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. **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:** Increase teacher knowledge and skill to effectively create connections between each 5E phase to provide students with rigorous and meaningful opportunities to engage in inquiry and develop metacognitive skills. The team determined a strategic priority for increasing student achievement in science. The team then discussed and selected an evidence-based strategy that focused on improving students' active, experiential science learning skills. **Evidence Tier:** Tier 1 (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 Continuous Improvement (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> Provide professional learning to 4th and 5th grade teachers to support the development of teacher knowledge and skill related to the standards and implementation of the 5E model. <u>Year 2</u> Phase in 2nd and 3rd grade teachers for Year 1 professional learning.	Instructional Coach	8/20/2025 – 6/5/2028	BOY, MOY, and EOY progress monitoring meetings Monthly instructional team leadership meetings	100% of 4-5 teachers will use high-quality instructional practices (HQIP) of the 5E model to provide students with opportunities to engage with science concepts and justify their thinking.	None	None

Continue developing 4th and 5th grade teacher knowledge and skill for 5E implementation with a focus on including specially designed instruction. <u>Year 3</u> Phase K and 1st grade teachers for Year 1 and 2 professional learning. Continue to enhance 2nd–5th grade teachers' practices from Year 2.						
Planning: <u>Year 1</u> 4th and 5th grade teachers will use the scaffolds and supports listed in the science unit guides to support implementation of specially designed instruction within the 5E framework to support students with disabilities. <u>Year 2</u> Phase in 2nd and 3rd grade teachers to Year 1 planning.	Instructional Coach	8/20/2025 – 6/5/2028	BOY, MOY, and EOY progress monitoring meetings Monthly instructional team leadership meetings	100% of 4-5 teachers will use high-quality instructional practices (HQIP) and provide students with opportunities to justify their thinking.	None	None

Continue to enhance 4th and 5th grade teachers' implementation of specially designed instruction within the 5E framework. <u>Year 3</u> Phase in K and 1st grade teachers to Year 1 planning. Continue to enhance 2nd-5th grade teachers' implementation of specially designed instruction within the 5E framework.						
Monitoring: Instructional leaders will utilize the PWCS Science Walkthrough Tool (focused on high quality science content and instructional practice) to monitor implementation and provide targeted feedback. • Science department visits • School support visits from Level Office	Instructional Coach	8/25/2025 – 6/5/2028 Create monthly calendar for walkthroughs.	BOY, MOY, and EOY progress monitoring meetings Monthly instructional team leadership meetings	100% of 4-5 teachers will use high-quality instructional practices (HQIP) and provide students with opportunities to justify their thinking.	None	None

Monitoring: Year 1 5th grade students with disabilities will respond to the 'Question of the Day'. Teachers will monitor students' use of evidence and use the results for instructional next steps to support students with disabilities. Year 2 Incorporate 'Question of the Day' for 3rd-4th grade students with disabilities. Teachers will monitor students' use of evidence and use the results for instructional next steps to support students with disabilities. Year 3 Incorporate 'Question of the Day' for K-2nd grade students with disabilities. Teachers will monitor students' use of evidence and use the results for instructional next	Instructional Coach	8/25/2025 – 6/5/2028	BOY, MOY, and EOY progress monitoring meetings Monthly instructional team leadership meetings	100% of 5th grade students with disabilities will use evidence to justify their thinking of the science concept.		

steps for students with disabilities.						