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	George P. Mullen Elementary
Grades Served	PK-5
Principal Name	Jennifer Hoffower
Principal Email	hoffowje@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	Jennifer Hoffower	hoffowje@pwcs.edu	School	Principal
School Leader	Rachel Pierce	piercerb@pwcs.edu	School	Assistant Principal
School Leader	Meghan Anderton	andertme@pwcs.edu	School	Assistant Principal
Teacher	Wendy Meyer	meyerwm@pwcs.edu	School	Instructional Coach
Teacher	Sarah Trachtenberg	trachtse@pwcs.edu	School	Reading Specialist
Teacher	Jen Ita	itajl@pwcs.edu	School	Title I Reading Teacher
Teacher	Missy Jenkins	jenkinms@pwcs.edu	School	Title I Math Teacher
Teacher	Chris Loesch	loeschcp@pwcs.edu	School	Math Coach
Teacher	Deena Bulick	bulickdx@pwcs.edu	School	ESOL Lead Teacher
Teacher	Virginia Tilitsky	tilitsv@pwcs.edu	School	Special Education Lead Teacher
Teacher	Rebecca Cottle	cottlerr@pwcs.edu	School	School Counselor
Teacher	Carrie Andrews	andrewcm@pwcs.edu	School	School Counselor
School Staff	Karina Zapata	zapataka@pwcs.edu	School	Parent Liaison
Teacher	Michelle Babecki	babeckml@pwcs.edu	School	Kindergarten Lead Teacher
Teacher	Michelle Surrena	surrenma@pwcs.edu	School	1st Grade Lead Teacher
Teacher	Susan Larson	larsonsd@pwcs.edu	School	2nd Grade Lead Teacher
Teacher	Haley Barbour	barbouh@pwcs.edu	School	3rd Grade Lead Teacher
Teacher	Amy Hartz	hartzam@pwcs.edu	School	4th Grade Lead Teacher
Teacher	Kasey Phillips	phillike@pwcs.edu	School	5th Grade Lead Teacher
Division Leader	Meisram Hernandez	figuerml@pwcs.edu	Strategic Planning and Continuous Improvement Department	Coordinator, Continuous Improvement Coaching
Division Leader	Tiffany Hardy	hardytd@pwcs.edu	Teaching and Learning Office	Director of Professional Development
Division Leader	Kimberly Gudinas	gudinakg@pwcs.edu	Elementary Level Office	Associate Superintendent, Western
Division Leader	Valerie Hardy	hardyvk@pwcs.edu	Elementary Level Office	Director of Elementary Schools, Western
Division Leader	Haley Guglielmi	guglieh@pwcs.edu	Special Education Department	Administrative Coordinator, Special Education

Multi-year School Support Plan

Multi-year School Support Plan			
3-Year Goal Statement Include the goal statement completed as part of the needs assessment process.	Our current state in Reading for students with disabilities is 24% proficiency on the reading SOL in June 2025. Our desired future state for our students with disabilities is 58% or more proficiency 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**
	By June 2026, 38% or more of students with disabilities in grades 3-5 will demonstrate proficiency on the reading SOL. By June 2026, 30% or more of students with disabilities in grades 2-5 will be reading on/above grade level. By June 2026, 60% or more of students with disabilities in grades K-3 will score within the low-risk band of the VALLSS assessment.	By June 2027, 48% or more of students with disabilities in grades 3-5 will demonstrate proficiency on the reading SOL. By June 2027, 40% or more of students with disabilities in grades 2-5 will be reading on/above grade level. By June 2027, 70% or more of students with disabilities in grades K-3 will score within the low-risk band of the VALLSS assessment.	By June 2028, 58% or more of students with disabilities in grades 3-5 will demonstrate proficiency on the reading SOL. By June 2028, 50% or more of students with disabilities in grades 2-5 will be reading on/above grade level. By June 2028, 80% or more of students with disabilities in grades K-3 will score within the low-risk band of the VALLSS assessment.
Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.	**Evidenced-Based Strategies:** Decoding K-3: Teach students to decode words, analyze word parts, and write and recognize words. 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, VALLSS, and HMH Growth Measure. Root Cause protocol was used to determine root cause focused on the components of the instructional core. **Root Cause:** Teacher Knowledge – Lack of teacher knowledge and skill in understanding and utilizing decoding and comprehension strategies to support the needs of our students with disabilities. The school's CI Team determined a strategic priority for increasing student achievement for all students 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.
l education teachers 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, 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. 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.
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, Reading Team, CI Team, and K-5 Teachers (General Education and Special Education Teachers)

Action Step *(What will be accomplished?)* List the specific, sequenced steps required to complete the activity.	**Process Owner** *(Who is responsible for ensuring the action step is complete?)* Identify a single, accountability lead.	**Time Frame** (*How long will it take?)* Identify the start and end dates for each action step, including any key milestones.	**Progress Checks** *(How will the team monitor progress?)* Define key dates to review process, make adjustments, and confirm the work remains on track.	**Measures of Success** *(How will the team know if the action step is complete?)* Define clear, observable indicators of completion.	**Cost Elements** *(What resources are needed to complete the action step?)*	**Funding Source** (Where will the money come from?)
Professional Learning: <u>Year 1</u> Professional learning for all K-5 general and special education teachers on how to plan and deliver	Reading Specialist	8/11/2025-6/2028	BOY, MOY, and EOY progress monitoring meetings School Reading Team meetings	100% of teachers will intentionally design and implement decoding and comprehension building practices that promote student discourse which will		

explicit decoding and comprehension building instruction with appropriate scaffolds techniques. <u>Year 2</u> Professional learning for all K-5 general and special education teachers focused on planning specially designed instruction in decoding and comprehension building practices to include anticipating and planning for when students with disabilities are not making expected progress. <u>Year 3</u> Professional learning for all K-5 general and special education teachers focused on building teacher capacity to analyze real –time student data to anticipate decoding and comprehension challenges and intentionally designing, delivering, and refining specially				be monitored through monthly observations or walkthroughs.		

designed instruction to include targeted small-group instruction.						
Planning: <u>Year 1</u> K-5 general and special education teachers will utilize CLT meetings to collaboratively design and at least one discourse strategy to explicitly teach, model, and practice with students during decoding and comprehension instruction that require peer to peer or student-to-teacher responses to different types of questions. <u>Year 2</u> K-5 general and special education teachers will utilize CLT meetings to collaboratively plan specially designed instruction during student discourse opportunities to initiate, increase, and extend students with disabilities' responses during	Reading Specialist	8/11/2025-6/2028	BOY, MOY, and EOY progress monitoring meetings CLT Meetings	100% of teachers will intentionally design and implement decoding and comprehension building practices that promote student discourse which will be monitored through monthly observations or walkthroughs.	$10,059.89 to fund two full day CLT planning opportunities during contract hours for general education and special education teachers. $4,444.62 in reading materials and resources to support implementation of EBIs.	SIG funding requested

decoding and comprehension tasks. <u>Year 3</u> K-5 general and special education teachers will utilize CLT meetings analyze student data and collaboratively refine and adjust specially designed instruction during student discourse opportunities to initiate, increase, and extend students with disabilities' responses during decoding and comprehension tasks.						
Planning: <u>Year 1</u> K-5 general and special education teachers will utilize CLT meetings to collaboratively plan specially designed instruction to include anticipating challenges and selecting appropriate scaffolds to provide access for students with disabilities to	Reading Specialist	8/11/2025-6/2028	BOY, MOY, and EOY progress monitoring meetings CLT Meetings	100% of Foundational Skill Observations will have students practicing decoding and encoding skills, with evidence of scaffolds, on reading, writing, and speaking tasks.	Not an additional request but will use the $10,059.89 to fund two full day CLT planning opportunities during contract hours for general education and special education teachers and $4,444.62 in reading materials and resources to support implementation of EBIs.	SIG funding requested

read decodable text independently and apply decoding skills. <u>Year 2</u> K–5 general and special education teachers will use CLT meetings to collaboratively plan and implement explicit, specially designed decoding instruction that includes modeling, think-alouds, frequent checks for understanding, real-time feedback, and instructional adjustments based on student-specific decoding needs and progress. <u>Year 3</u> K-5 general and special education teachers will utilize CLT meetings to collaboratively refine explicit decoding instruction by using ongoing student data to evaluate the effectiveness of specially designed instruction and						

determine when and how instructional supports will be provided.						
Implementation: Students will apply teacher-modeled discourse strategies to support peer-to-peer and student to teacher interactions during classroom discussions, group work, and independent tasks where students justify their oral/written responses using text evidence.	School Administrators	8/11/2025-6/2028	BOY, MOY, and EOY progress monitoring meetings CLT meetings	100% of students will justify their oral and/or written response to high level questions using details and evidence from texts.	None	None
Monitoring: <u>Year 1</u> Administrators will use the PWCS Foundational Skills and PWCS Reading Comprehension Walkthrough tools to monitor and provide growth producing feedback to general education and special education teachers on explicitly teaching decoding skills and comprehension building practices	School Administrators	9/11/2025-6/2028	BOY, MOY, and EOY progress monitoring meetings School CI Team meetings Administrative meetings	100% of teachers will intentionally design and implement decoding and comprehension building practices that promote student discourse which will be monitored through monthly observations or walkthroughs.	None	None

during whole group and small group instruction. <u>Year 2</u> Administrators will use the PWCS Foundational Skills and PWCS Reading Comprehension Walkthrough tools to monitor and provide growth-producing feedback on how general and special education teachers deliver specially designed instruction, including effective co-teaching, scaffolds, and explicit decoding and comprehension building instruction aligned to grade-level rigor. <u>Year 3</u> Administrators will use the PWCS Foundational Skills and PWCS Reading Comprehension Walkthrough tools to monitor and provide growth-producing feedback on how general education						

and special education teachers intentionally deliver specially designed instruction, including the strategic use of co-teaching structures to provide scaffolds, explicit decoding and comprehension instruction specific to the needs of students with disabilities.						
Monitoring: <u>Year 1</u> Administrators will use the PWCS Reading Comprehension Walkthrough tool to monitor and provide growth producing feedback to general education and special education teachers on the use of scaffolds that are intentionally designed to support student discourse opportunities and students' oral/written justification to high level questions using evidence from texts. <u>Year 2</u>	School Administrators	9/2/2025-6/2028	BOY, MOY, and EOY progress monitoring meetings School CI Team meetings Administrative meetings	100% of students will justify their oral and/or written response to high level questions using details and evidence from texts.	None	None

Administrators will use the PWCS Reading Comprehension Walkthrough tool to monitor and provide growth-producing feedback on how general and special education teachers support student discourse through explicit modeling and scaffolds that support students with disabilities to initiate and extend responses during comprehension tasks. <u>Year 3</u> Administrators will use the PWCS Reading Comprehension Walkthrough tool to monitor and provide growth-producing feedback on how general and special education teachers collect and use student data to refine student discourse opportunities, ensuring students with disabilities						

initiate and extend responses independently during comprehension tasks.						
Monitoring: Teachers will analyze student data (by name and need) to provide small group opportunities to identified students (including students with disabilities) who need additional support in increasing their decoding and comprehension skills.	Charm Academy Coordinator	10/13/2025-6/2028	BOY, MOY, and EOY progress monitoring meetings School CI Team meetings Progress monitoring meetings	100% of Foundational Skill Observations will have students practicing decoding and encoding on reading, writing, and speaking tasks.	$237,076 $7,000	Title I All in Tutoring

Multi-year School Support Plan

3-Year Goal Statement Include the goal statement completed as part of the needs assessment process.	Our current state in math for students with disabilities is 29.3% proficiency on the math SOL in June 2025. Our desired future state for our students with disabilities is 60% or more proficiency on the math SOL by June 2028.		
School Performance and Support Framework Alignment Select indicator that the goal addresses.	Math Mastery		
Measurable Objectives Define objectives that support accomplishing the goal.	**Measurable Objective Year 1**	**Measurable Objective Year 2**	**Measurable Objective Year 3**
	By June 2026, 40% or more of students with disabilities in grades 3-5 will demonstrate proficiency on the math SOL. By June 2026, 40% or more of students with disabilities in grades K-5 will meet or exceed	By June 2027, 50% or more of students with disabilities in grades 3-5 will demonstrate proficiency on the math SOL. By June 2027, 50% or more of students with disabilities in grades K-5 will meet or exceed	By June 2028, 60% or more of students with disabilities in grades 3-5 will demonstrate proficiency on the math SOL. By June 2028, 60% or more of students with disabilities in grades K-5 will meet or exceed

	performance on the EOY Momentum Assessment.	performance on the EOY Momentum Assessment.	performance on the EOY Momentum Assessment.
Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.	**Evidenced-Based Strategy:** Math K-5: Use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures. **Description of Evidenced-Based Strategy:** Math Recommendation 3: Provide students with concrete and semi-concrete representations that effectively represent the concept or procedure being covered. When teaching concepts and procedures, concrete and semi-concrete representations to abstract representations. Provide ample and meaningful opportunities for students to use representations to help solidify the use of representations as “thinking tools.” Revisit concrete and semi-concrete representations periodically to reinforce and deepen understanding of mathematical ideas. **Rationale:** The comprehensive needs assessment included an analysis of three-year trend data (to include overall and student groups): SOL and Unit Assessments. Root Cause protocol was used to determine root cause focused on the components of the instructional core. **Root Cause:** Lack of teacher knowledge and skill with the concrete section of the Concrete-Representational-Abstract (C-R-A) approach impacts the use of manipulatives as scaffolds to support the learning of students with disabilities. The team determined a strategic priority for increasing math achievement for students with disabilities. The team then discussed and selected an evidence-based strategy that focused on improving students' understanding of using multiple representations to support learning of mathematical concepts and procedures. **Evidence Tier:** Tier 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 allows them to deeply understand and solve problems To help us achieve the intended outcomes above, we will provide teachers with professional development on explicitly teaching students, specifically students with disabilities, how to utilize concrete and semi-concrete representations (C-R-A); growth producing feedback on instructional delivery and implementation of C-R-A; and monitoring students' progress, which will increase our students with disabilities performance on the math SOL.
Lead person (Who is responsible for ensuring the work gets done?)	School Principal and school Continuous Improvement (CI) Team
Team Members (Who are responsible for doing the work?)	Principal, Assistant Principals, Math Team, CI Team, K-5 Teachers (General Education and Special Education Teachers)

Action Step *(What will be accomplished?)* List the specific, sequenced steps required to complete the activity.	**Process Owner** *(Who is responsible for ensuring the action step is complete?)* Identify a single, accountability lead.	**Time Frame** (*How long will it take?)* Identify the start and end dates for each action step, including any key milestones.	**Progress Checks** *(How will the team monitor progress?)* Define key dates to review process, make adjustments, and confirm the work remains on track.	**Measures of Success** *(How will the team know if the action step is complete?)* Define clear, observable indicators of completion.	**Cost Elements** *(What resources are needed to complete the action step?)*	**Funding Source** (Where will the money come from?)
Professional Learning: <u>Year 1</u> Professional learning for all K-5 general and special education teachers with training and coaching on implementing effective student discourse strategies and the C-R-A approach in their instruction. <u>Year 2:</u>	Math Coach	8/11/2025-6/2028	BOY, MOY, and EOY progress monitoring meetings School Math meetings	100% of teachers will provide student-centered learning tasks that align to the rigor of the standards, incorporate the use of C-R-A, student discourse, and high level of questioning.	None	None

Professional learning for all K-5 general and special education teachers with training and coaching on implementing effective discourse strategies and the C-R-A approach, with an explicit focus on delivering specially designed instruction that supports students with disabilities and provides them with access to grade-level content. <u>Year 3</u> Professional learning for all K-5 general and special education teachers with training and coaching on refining and sustaining effective discourse strategies and the C-R-A approach by analyzing student data to evaluate impact and adjust instruction.						
Planning: K-5 general and special education teachers will utilize	Math Coach	8/11/2025-6/2028	BOY, MOY, and EOY progress monitoring meetings	100% of teachers will provide student-centered learning tasks that align to the	Not an additional request but will use the $10,059.89 to fund two full day CLT	SIG funding requested

CLT meetings to collaboratively design and at least one discourse strategy to explicitly teach, model, and practice with students to increase peer-to-peer and student-to-teacher interactions using the C-R-A approach.			CLT meetings	rigor of the standards, incorporate the use of C-R-A, student discourse, and high level of questioning.	planning opportunities during contract hours for general education and special education teachers $20,736.93 in math materials and resources to support implementation of EBI.	
Monitoring: Administrators will conduct walkthroughs to provide teachers with growth producing feedback focused on specially designed student-centered learning tasks that align to the rigor of the standards, the use of C-R-A, student discourse, high levels of questioning, and the effectiveness of scaffolds used to support students with disabilities.	School Administrators	8/11/2025 – 6/2028	BOY, MOY, and EOY progress monitoring meetings School CI Team meetings Administrative meetings	100% of teachers will provide student-centered learning tasks that align to the rigor of the standards, incorporate the use of C-R-A, student discourse, scaffolds, and high level of questioning.	None	None
Monitoring: Administrators will conduct walkthroughs to provide growth-producing feedback on students' use of	School Administrators	8/11/2025 – 6/2028	BOY, MOY, and EOY progress monitoring meetings School CI Team meetings	100% of Math observations will have students justifying and explaining their thinking on verbal or written tasks using	None	None

discourse strategies, the C-R-A approach, and math strategies during guided or independent practice, with students expected to justify their thinking verbally or in writing.			Administrative meetings	the C-R-A approach and mathematical strategies.		
Monitoring: K-5 general education and special education teachers will analyze student data (by name and need) to provide small group opportunities that incorporate specially designed instruction for identified students to support continuous growth in their use of the C-R-A approach and mathematical strategies in the classroom setting.	Charm Academy Coordinator	10/13/2025 - 5/2028	BOY, MOY, and EOY progress monitoring meetings.	100% of Math observations will have students justifying and explaining their thinking on verbal or written tasks using the C-R-A approach and mathematical strategies.	$118,538 $7,000	Title 1 Funding All in 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 23% proficiency on the science SOL in June 2025. Our desired future state for our students with disabilities is 53% 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	**Measurable Objective Year 1**	**Measurable Objective Year 2**	**Measurable Objective Year 3**

Define objectives that support accomplishing the goal.	By June 2026, 33% or more of students with disabilities in grades 3-5 will demonstrate proficiency on the science SOL. By June 2026, 33% or more of students with disabilities in grades 4-5 will demonstrate proficiency on End of Unit Assessments.	By June 2027, 43% or more of students with disabilities in grades 3-5 will demonstrate proficiency on the science SOL. By June 2027, 43% or more of students with disabilities in grades 3-5 will demonstrate proficiency on End of Unit Assessments. (Phase in grade 3)	By June 2028, 53% or more of students with disabilities in grades 3-5 will demonstrate proficiency on the science SOL. By June 2028, 53% or more of students with disabilities in grades K-5 will demonstrate proficiency on End of Unit Assessments. (Phase in grades K-2)
Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.	**Evidenced-Based Strategy:** Science K-5: Plan and deliver instruction in the 5E model to support experiential, inquiry-based student learning. **Description of Evidenced-Based Strategy:** Science Recommendation: The 5E Instructional Model consists of the following phases: Engage - Access the learner's prior knowledge and help them become engaged in a new concept through short activities that promote curiosity and elicit prior knowledge. Explore - Provide students with experiences that build a common base of activities within which current concepts (i.e., misconceptions), processes, and skills are identified, and conceptual change is facilitated. Explain - Focus students' attention on an aspect of their engagement and exploration experiences and provide opportunities to demonstrate their conceptual understanding, process skills, or behaviors. Elaborate - Challenge and extend students' conceptual understanding and skills. Evaluate - Encourage students to assess their understanding and abilities and evaluate student progress toward mastery. **Rationale:** The comprehensive needs assessment included an analysis of three-year trend data (to include overall and student groups): SOL and Unit Assessments. Root Cause protocol was used to determine root cause focused on the components of the instructional core. **Root Cause**: Lack of understanding and application of academic vocabulary and use of scaffolds to support students with disabilities within the 5E instructional model. The team determined		

	a strategic priority for increasing student achievement in science for all students with a focus on students with disabilities. 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?)	School Principal and School Continuous Improvement (CI) Team
Team Members (Who are responsible for doing the work?)	Principal, Assistant Principals, Science Lead, Instructional Coach, Science Tutor, CI Team, and K-5 Teachers (General Education and Special Education Teachers)

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 training and coaching to 4th and 5th grade general education and special education	Principal	8/11/2025-6/2028	BOY, MOY, and EOY progress monitoring meetings	100% of teachers will intentionally design and implement lessons that promote student discourse, with use of academic vocabulary using the 5E model, which will	None	None

teachers on implementing effective 5E inquiry-based learning experiences that include discourse strategies, use of academic vocabulary, and use of scaffolds that are intentionally designed to support student engagement during standard-aligned tasks. <u>Year 2</u> Provide training and coaching to 2nd and 3rd grade general education and special education teachers as outlined in Year 1. Teachers in 4th and 5th grade (including special education teachers) will receive coaching and micro-PD to support and sustain learning. <u>Year 3:</u> Provide training and coaching to K and 1st grade general education and special education				be monitored through monthly observations or walkthroughs.		

teachers as outlined in Year 1. Teachers in 2nd- 5th grade (including special education teachers) will receive coaching and micro-PD to support and sustain learning.						
Planning: K-5 general and special education teachers will utilize CLT meetings to collaboratively design and at least one discourse strategy to explicitly teach, model, and practice with students to increase peer-to-peer and student-to-teacher interactions using the 5E instructional model.	Principal	8/11/2025-6/2028	BOY, MOY, and EOY progress monitoring meetings CLT Planning Meetings	100% of teachers will intentionally design and implement lessons that promote student discourse, with use of academic vocabulary using the 5E model, which will be monitored through monthly observations or walkthroughs.	Not an additional request but will use the $10,059.89 to fund two full day CLT planning opportunities during contract hours for general education and special education teachers.	SIG funding requested
Monitoring: Administrators will conduct walkthroughs to provide teachers with growth-producing feedback focused on the implementation of the 5E instructional model, use of content vocabulary, and student discourse.	Principal	8/11/2025 – 6/2028	BOY, MOY, and EOY progress monitoring meetings School CI Team meetings Administrative meetings	100% of teachers will intentionally design and implement lessons that promote student discourse, with use of academic vocabulary using the 5E model, which will be monitored through monthly observations or walkthroughs.	None	None

Monitoring: Administrators will conduct walkthroughs to provide teachers with growth-producing feedback focused on students applying discourse strategies and using scaffolds to support them with justifying and explaining their thinking using scientific language on verbal/written tasks.	Principal	8/11/2025 – 6/2028	BOY, MOY, and EOY progress monitoring meetings School CI Team meetings Administrative meetings	100% of Science observations will have students justifying and explaining their thinking on verbal or written tasks using scientific language.	None	None