# 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 | Elizabeth Vaughan Elementary |
| Grades Served | PK-5 |
| Principal Name | Mark Boyd |
| Principal Email | boydma@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** | Mark Boyd | boydma@pwcs.edu | School | Principal |
| **School Leader** | Michele Edwards | edwardmk@pwcs.edu | School | Assistant Principal |
| **Teacher** | Tessa Davis | davistm@pwcs.edu | School | School Counselor |
| **School Staff** | Jason Jacobs | jacobsjm1@pwcs.edu | School | Social Worker |
| **Teacher** | Robin Corwin | corwinrl@pwcs.edu | School | EL Teacher |
| **School Staff** | Paola Toledo Vega | toledopa@pwcs.edu | School | Parent Liaison |
| **Teacher** | Kelcie Conroy | conroykl@pwcs.edu | School | Gifted Resource Teacher |
| **Teacher** | Heather Crissman | crissmha@pwcs.edu | School | Reading Specialist |
| **Teacher** | Jen LeVasseur | levassjn@pwcs.edu | School | Title I Teacher |
| **Teacher** | Scott Sullivan | sullivsa@pwcs.edu | School | Math Coach |
| **Teacher** | Anna Beck | beckam@pwcs.edu | School | Title I Teacher |
| **Teacher** | Caroline Mazzotta | mazzotcx@pwcs.edu | School | MTTS Coach |
| **Division Leader** | Dr. Amy Larrick | larrical@pwcs.edu | Strategic Planning and Continuous Improvement Department | Coordinator, Continuous Improvement Coaching |
| **Division Leader** | Haley Guglielmi | guglieh@pwcs.edu | Special Education Department | Administrative Coordinator Special Education |
| **Division Leader** | Tiffany Hardy | hardytd@pwcs.edu | Teaching and Learning Office | Director of Professional Development |
| **Division Leader** | Kimberly Werle | werleka@pwcs.edu | Elementary Level Office | Associate Superintendent, Eastern |
| **Division Leader** | Starr Granby | granbyse@pwcs.edu | Elementary Level Office | Director of Elementary Schools, Eastern |

## Multi-year School Support Plan

| Multi-year School Support Plan | | | |
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| 3-Year Goal Statement<br>Include the goal statement completed as part of the needs assessment process. | Our current state in reading for students with disabilities is 24% proficiency on the SOL in June 2025. Our desired future state for students with disabilities is 64% or more proficient on the reading SOL by June 2028. | | |
| School Performance and Support Framework Alignment<br>Select indicator that the goal addresses. | Reading Mastery | | |
| Measurable Objectives<br>Define objectives that support accomplishing the goal. | **Measurable Objective Year 1** | **Measurable Objective Year 2** | **Measurable Objective Year 3** |
| | 38% or more of students with disabilities scoring proficient on the reading SOL by June 2026.<br><br>39% or more of 2nd–5th grade students with disabilities will be reading on/above level by June 2026.<br><br>45% or less of K-3 students with disabilities scoring in the high-risk band of VALLSS by June 2026. | 51% or more of students with disabilities scoring proficient on the reading SOL by June 2027.<br><br>50% or more of 2nd–5th grade students with disabilities will be reading on/above level by June 2027.<br><br>40% or less of K-3 students with disabilities scoring in the high-risk band of VALLSS by June 2027. | 64% or more of students with disabilities scoring proficient on the reading SOL by June 2028.<br><br>65% or more of 2nd–5th grade students with disabilities will be reading on/above level by June 2028.<br><br>35% or less of K-3 students with disabilities scoring in the high-risk band of VALLSS by June 2028. |
| Evidence-Based Strategy<br>Describe the evidence-based strategy and the rationale for selection. Identify evidence tier. | **Evidence-Based Strategies:**<br>Reading Decoding K-3: Teach students to decode words, analyze word parts, and write and recognize words.<br><br>Reading Comprehension 4-5: Routinely use a set of comprehension building practices to help students make sense of the text.<br><br>**Description of Evidenced-Based Strategies:**<br>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 | | |

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| | students in common sound–spelling patterns. Teach students to recognize common word parts. Have students read decodable words in isolation and in text. Teach regular and irregular high-frequency words so that students can recognize them efficiently.<br><br>Comprehension Recommendation 3B: Routinely use a set of comprehension building practices to help students make sense of the text. Explicitly teach students how to find and justify answers to different types of questions. Teach students to ask questions about the text while reading. Learning to ask and answer questions will enable students with reading difficulties to integrate information from the passage with the knowledge they have gained from earlier lessons or their reading. These connections will enable students to draw text-based interpretations or inferences about what the author implied. By asking and answering questions about text, students can better interpret its meaning.<br><br>**Rationale:**<br>The comprehensive needs assessment included an analysis of three-year trend data (to include overall and student groups): SOL, Unit Assessments, PALS, VALLSS, and HMH Growth Measure. Root Cause protocol was used to determine root cause focused on the components of the instructional core. **Root Cause**: General and special education teachers need to increase their knowledge of decoding and comprehension strategies to plan opportunities for students with disabilities to apply decoding and comprehension skills through reading, speaking, listening and writing. The team determined a strategic priority for increasing reading. The team then discussed and selected evidence-based strategies that focused on improving students' decoding and comprehension skills.<br><br>**Evidence Tier:**<br>Tier 1 (strong evidence) for they above evidence-based strategies. |
| Intended Outcomes<br>Describe how student outcomes will improve as a result implementing the evidence-based strategy. | **Intended Outcomes:**<br>Students need to learn how to break down and read complex words by segmenting the words into pronounceable word parts. To do this, students must understand morphology. Learning to 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. |

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| | Learning to ask and answer questions will enable students with reading difficulties to integrate information from the passage with the knowledge they have gained from earlier lessons or their reading. These connections will enable students to draw text-based interpretations or inferences about what the author implied. By asking and answering questions about text, students can better interpret its meaning.<br><br>To help us achieve the intended outcomes above, we will provide teachers with professional development on explicitly teaching students, specifically students with disabilities how to decode and utilize comprehension building practices; growth producing feedback on instructional delivery and implementation of decoding and comprehension strategies; and monitoring students decoding and comprehension progress, which will increase our students with disabilities performance on the reading SOL. |
| Lead person (Who is responsible for ensuring the work gets done?) | Building Principal |
| Team Members (Who are responsible for doing the work?) | School Continuous Improvement 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?) |
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| **Professional Learning:**<br><u>Year 1</u><br>During K-5 CLTs, general and special education teachers will receive professional learning from the ELA department and reading specialist to | Reading Specialist | 8/18/2025–6/11/2028 | BOY, MOY, and EOY progress monitoring meetings<br><br>Monthly school continuous improvement team meetings | 100% of K-2 teachers will explicitly teach foundational skills (UFLI).<br><br>100% of K-5 teachers will provide questioning and discussion opportunities for students to speak and | None | None |

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| support understanding and implementation of the decoding and comprehension strategies, including how to build specially designed instruction into core instruction.<br><br><u>Year 2 and 3</u><br>During K-5 CLTs, general and special education teachers will receive professional learning from the reading specialist for targeted and explicit small group instruction to support students with disabilities who do not make expected progress in whole group decoding and comprehension instruction. | | | | respond, daily, for 'Step 3: engage and respond' to build comprehension strategies of text. | | |
| **Planning:**<br><u>Year 1</u><br>During K-2 CLTs, general and special education teachers will identify measures of success for students with disabilities for foundational skills lessons. The reading | Reading Specialist | 10/1/2025 – 6/5/2028 | BOY, MOY, and EOY progress monitoring meetings<br><br>Monthly school continuous improvement team meetings | 100% of K-2 teachers will explicitly teach foundational skills (UFLI).<br><br>100% of K-5 teachers will provide questioning and discussion opportunities for students to speak and | None | None |

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| specialist will model implementation of the decoding strategy and use of the phonics features.<br><br>During K-5 CLTs, general and special education teachers will identify measures of success for students with disabilities for reading comprehension lessons. The reading specialist will model implementation of the comprehension strategies to find and justify answers for various types of questions.<br><br><u>Year 2 and 3</u><br>During K-5 CLTs, general and special education teachers will utilize CLT meetings to intentionally design, deliver and refine specially designed instruction, allowing for further refinement of small group instructional practices. | | | | respond, daily, for 'Step 3: engage and respond' to build comprehension strategies of text. | | |

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| K-5 general and special education teachers will refine specially designed instruction and scaffolds so students with disabilities can actively participate and take ownership during discussions. | | | | | | |
| **Monitoring:** Administration, Reading Team, and ELA office personnel will utilize the PWCS walkthrough tool (foundational skills and reading comprehension) to monitor implementation and provide feedback.<br>• TNTP visits<br>• ELA department visits<br>• Special education department visits<br>• School support visits from Level Office | Reading Specialist | 8/19/2025–6/11/2028 | BOY, MOY, and EOY progress monitoring meetings<br><br>Monthly school continuous improvement team meetings | 100% of K-2 teachers will explicitly teach foundational skills (UFLI).<br><br>100% of K-5 teachers will provide questioning and discussion opportunities for students to speak and respond, daily, for 'Step 3: engage and respond' to build comprehension strategies of text. | None | None |
| **Monitoring:** K-5 general and special education teachers will examine weekly decoding data to adjust instruction | Reading Specialist | 8/25/2025- 6/12/2028 | BOY, MOY, and EOY progress monitoring meetings<br><br>Monthly school continuous | 100% of special education teachers and classroom teachers will discuss trends and patterns of students with | None | None |

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| to meet the needs of students with disabilities. | | | improvement team meetings | disabilities using their weekly UFLI quick checks in grades K-2. | | |
| **Monitoring:** K-5 general and special education teachers will analyze written student samples for students' use of justification to answer various types of questions. Teachers will adjust instruction to meet the needs of students with disabilities. | Reading Specialist | 8/18/2025–5/29/2028 | BOY, MOY, and EOY progress monitoring meetings<br><br>Monthly school continuous improvement team meetings | 65% or more of students with disabilities in grades 2-5 will respond correctly to 2 out 3 collaborative discussion 'respond to the text' prompts on a weekly basis in the HMH MyBook. | None | None |
| **Monitoring:** Monitor enrollment, attendance, and progress of students with disabilities in All-In VA tutoring. | All-In VA Tutoring Administrator | 9/16/2025–6/30/2026 | BOY, MOY, and EOY progress monitoring meetings<br><br>Monthly school continuous improvement team meetings | 100% of special education teachers and classroom teachers will discuss trends and patterns of students with disabilities using their weekly UFLI quick checks in grades K-2.<br><br>65% or more of students with disabilities in grades 2-5 will respond correctly to 2 out 3 collaborative discussion 'respond to the text' prompts on a weekly basis in the HMH MyBook. | None | None |
| **Multi-year School Support Plan** | | | | | | |

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| 3-Year Goal Statement<br>Include the goal statement completed as part of the needs assessment process. | Our current state in math for students with disabilities is 25% proficiency on the SOL in June 2025. Our desired future state for students with disabilities is 61% or more proficient on the math SOL by June 2028. | | |
| School Performance and Support Framework Alignment<br>Select indicator that the goal addresses. | Math Mastery | | |
| Measurable Objectives<br>Define objectives that support accomplishing the goal. | **Measurable Objective Year 1** | **Measurable Objective Year 2** | **Measurable Objective Year 3** |
| | 37% or more of students with disabilities scoring proficient on the math SOL by June 2026.<br><br>37% or more of 2nd–5th grade students with disabilities will score approaching, proficient and mastery on the math unit assessments by June 2026. | 49% or more of students with disabilities scoring proficient on the math SOL by June 2027.<br><br>49% or more of K-5 students with disabilities will meet or exceed performance on the end of year Momentum assessment by June 2027. | 61% or more of students with disabilities scoring proficient on the math SOL by June 2028.<br><br>65% or more of K-5 students with disabilities will meet or exceed performance on the end of year Momentum assessment by June 2028. |
| Evidence-Based Strategy<br>Describe the evidence-based strategy and the rationale for selection. Identify evidence tier. | **Evidence-Based Strategy:**<br>Math K-5: Teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts.<br><br>**Description of Evidenced-Based Strategy:**<br>Math Recommendation 2: Routinely teach mathematical vocabulary to build students' understanding of the mathematics they are learning. Use clear, concise, and correct mathematical language throughout lessons to reinforce students' understanding of important mathematical vocabulary words. Support students in using mathematically precise language during their verbal and written explanations of their problem solving.<br><br>**Rationale:**<br>The comprehensive needs assessment included an analysis of three-year trend data (to include overall and student groups): SOL and Unit Assessments. Root Cause protocol was used to determine root cause focused on the components of the instructional core. **Root Cause**: General and special education teachers need to plan opportunities for students to | | |

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| | use math academic content language through math tasks that require student justification. The team determined a strategic priority for increasing math achievement. The team then discussed and selected an evidence-based strategy that focused on improving students' understanding of using mathematical language to effectively communicate understanding of mathematical concepts.<br><br>**Evidence Tier:**<br>Tier 1 (strong evidence) |
| Intended Outcomes<br>Describe how student outcomes will improve as a result implementing the evidence-based strategy. | **Intended Outcomes:**<br>Mathematical language is academic language that precisely conveys mathematical ideas, including the vocabulary, terminology, and language structures used when thinking about, talking about, and writing about mathematics. Understanding mathematical language is critical to students' learning.<br><br>To help us achieve the intended outcomes above, we will provide teachers with professional development on incorporating student discourse that includes the use of mathematical language and vocabulary; growth producing feedback on instructional delivery focused on student discourse; 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 Team, K-5 Teachers (General Education and Special Education), Math Coach, and All-In VA Coordinator |

| **Action Step** *(What will be accomplished?)* List the specific, sequenced steps required to complete the activity. | **Process Owner** *(Who is responsible for ensuring the action step is complete?)* Identify a single, accountability lead. | **Time Frame** (*How long will it take?)* Identify the start and end dates for each action step, including any key milestones. | **Progress Checks** *(How will the team monitor progress?)* Define key dates to review process, make adjustments, and confirm the work remains on track. | **Measures of Success** *(How will the team know if the action step is complete?)* Define clear, observable indicators of completion. | **Cost Elements** *(What resources are needed to complete the action step?)* | **Funding Source** (Where will the money come from?) |
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| **Professional Learning:** The math coach will co-teach and model | Math Coach | 8/18/2025–6/11/2028 | BOY, MOY, and EOY progress monitoring meetings | 100% of K-5 teachers will use HQIM (enVision) to provide students with the | $236,000 | Title I |

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| to support K-5 general and special education teachers as needs arise.<br><br><u>Year 1</u><br>During K-5 CLTs, the math coach will provide general and special education teachers with support of the curriculum standards with a focus on math vocabulary. This will include support for students with disabilities understanding and use of mathematical language in verbal or written justification of the math concept.<br><br><u>Year 2</u><br>During K-5 CLTs, general and special education teachers will refine their knowledge to plan specially designed instruction into core instruction to support students with disabilities understanding and using the math strategy. | | | Monthly school continuous improvement team meetings | opportunity to justify their answers using math vocabulary, orally or in writing. | | |

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| Year 3<br>Continue to refine the knowledge, skills and practices of teachers in Year 1 and 2 professional learning. | | | | | | |
| **Planning:**<br>Year 1<br>During K-5 CLTs, general and special education teachers will discuss the math vocabulary to focus on during delivery. Teachers will design scaffolds to support verbal and written justification for students with disabilities.<br><br>Year 2 and 3<br>During K-5 CLTs, general and special education teachers will refine specially designed instruction and scaffolds so students with disabilities can actively participate and take ownership during discussions. | Math Coach | 8/18/2025–6/11/2028 | BOY, MOY, and EOY progress monitoring meetings<br><br>Monthly school continuous improvement team meetings | 100% of K-5 teachers will use HQIM (enVision) to provide students with the opportunity to justify their answers using math vocabulary, orally or in writing. | None | None |
| **Monitoring:**<br>Administrators and the math coach will use the PWCS | Math Coach | 8/18/2025-6/11/2028 | BOY, MOY, and EOY progress monitoring meetings | 100% of K-5 teachers will use HQIM (enVision) to provide students with the | None | None |

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| walkthrough tool (alignment to content, student ownership and students use of precise mathematical language in their explanations and discussions) for instructional monitoring and feedback.<br>• Math department visits<br>• Special education department visits<br>• School support visits from Level Office | | | Monthly school continuous improvement team meetings | opportunity to justify their answers using math vocabulary, orally or in writing. | | |
| **Monitoring:** During K-5 CLTs, general and special education teachers will collaboratively design weekly exit tickets or quick checks that assess students with disabilities ability to justify their thinking using mathematical vocabulary. Teachers will examine weekly responses to adjust instruction to meet the needs of students with disabilities. | Math Coach | 8/18/2025–6/11/2028 | BOY, MOY, and EOY progress monitoring meetings<br><br>Monthly school continuous improvement team meetings | 100% of K-5 students with disabilities will complete a daily math task to include justifying their answers using math vocabulary in a verbal or written justification. | None | None |

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| **Monitoring:** Monitor enrollment, attendance, and progress of students with disabilities in All-In VA tutoring. | All-In VA Tutoring Coordinator | 8/18/2025–6/30/2026 | BOY, MOY, and EOY progress monitoring meetings<br><br>Monthly school continuous improvement team meetings | 100% of K-5 students with disabilities will complete a daily math task to include justifying their answers using academic vocabulary in a verbal or written justification. | None | None |

## Multi-year School Support Plan

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| 3-Year Goal Statement<br>Include the goal statement completed as part of the needs assessment process. | Our current state in science for students with disabilities is 12% 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<br>Select indicator that the goal addresses. | Science Mastery | | |
| Measurable Objectives<br>Define objectives that support accomplishing the goal. | **Measurable Objective Year 1** | **Measurable Objective Year 2** | **Measurable Objective Year 3** |
| | 28% or more of students with disabilities scoring proficient on the science SOL by June 2026.<br><br>28% or more of 4th-5th grade students with disabilities will score approaching, proficient and mastery on the science unit assessments by June 2026. | 44% or more of students with disabilities scoring proficient on the science SOL by June 2027.<br><br>44% or more of 4th-5th grade students with disabilities will score approaching, 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.<br><br>65% or more of 4th-5th grade students with disabilities will score approaching, proficient and mastery on the science unit assessments by June 2028. |
| Evidence-Based Strategy<br>Describe the evidence-based strategy and the rationale for selection. Identify evidence tier. | **Evidence-Based Strategy:**<br>Science K-5: Plan and deliver instruction in the 5E model to support experiential, inquiry-based student learning.<br><br>**Description of Evidenced-Based Strategy:**<br>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 | | |

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| | 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.<br><br>**Rationale:**<br>The comprehensive needs assessment included an analysis of three-year trend data (to include overall and student groups): SOL and Unit Assessments. Root Cause protocol was used to determine root cause focused on the components of the instructional core. **Root Cause:** Teachers need to increase their understanding of the actions within each phase of the 5E model to plan for the use of the 5E model to promote active, experiential learning where students construct their own understanding. The team determined a strategic priority for increasing science achievement. The team then discussed and selected an evidence-based strategy that focused on improving experiential, inquiry-based student learning.<br><br>**Evidence Tier:**<br>Tier 1 (strong evidence) |
| Intended Outcomes<br>Describe how student outcomes will improve as a result implementing the evidence-based strategy. | **Intended Outcomes:**<br>The 5E instructional model, deeply rooted in the constructivist approach, enhances student outcomes by promoting active, experiential learning where students construct their own understanding.<br><br>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. |

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| 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 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?) |
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| **Implementation:**<br><u>Year 1</u><br>K- 5 grade teachers will plan for each unit to emphasize use of the 5E model and science content understandin g. Professional learning will include how to embed scaffolds to support students with disabilities within the 5E model.<br><br><u>Year 2 and 3</u><br>K- 5 grade teachers will use student data to refine the use of curriculum embedded scaffolds to support students with disabilities. | Instructional Coach | 8/18/2025–6/11/2028 | BOY, MOY, and EOY progress monitoring meetings<br><br>Monthly school continuous improvement team meetings | 100% of K-5 teachers will use the 5E model to provide students with the opportunity to construct their own understanding of science concepts. | None | None |

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| **Monitoring:**<br>Instructional coach and science coordinator will conduct walkthroughs using the PWCS walkthrough tool and provide feedback on the delivery of inquiry-based lessons.<br>• Science department visits<br>• Special education visits | Instructional Coach | 9/15/2025 – 6/5/2028 | BOY, MOY, and EOY progress monitoring meetings<br><br>Monthly school continuous improvement team meetings. | 100% of K-5 teachers will use the 5E model to provide students with the opportunity to construct their own understanding of science concepts. | None | None |
| **Monitoring:**<br>K-5 teachers will monitor students' use of evidence to demonstrate understanding of the science concept to justify their thinking (recorded observations, claim-evidence-reasoning (CER) and formative/summative assessments). | Instructional Coach | 9/15/2025 – 6/5/2028 | BOY, MOY, and EOY progress monitoring meetings<br><br>Monthly school continuous improvement team meetings | 100% of K-5 students with disabilities will demonstrate understanding of the science concept by using evidence to justify their thinking on the 'Question of the Day.' | None | None |