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	Dumfries Elementary
Grades Served	PK-5
Principal Name	Erika Williams
Principal Email	williael@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	Erika Williams	williael@pwcs.edu	School	Principal
School Leader	Marlin Wade	wademe@pwcs.edu	School	Assistant Principal
Teacher	Jessica Godbey	applegjm@pwcs.edu	School	Kindergarten Teacher
Teacher	Victoria Valad	valadv@pwcs.edu	School	ESOL Teacher
Teacher	Jeri Cresswell	cresswjm@ pwcs.edu	School	2nd Grade Teacher
Teacher	Kim Van Zuiden	vanzuiki@pwcs.edu	School	ESOL Teacher
Teacher	Cheryl Patil	patilcr@pwcs.edu	School	3rd Grade Teacher
Teacher	Melanie Bagshaw	bagshamx@pwcs.edu	School	Title I Math Teacher
Teacher	Meredith Hudson	hudsonms@pwcs.edu	School	Title I Reading Teacher
Teacher	Emily Decarolis	decaroer@pwcs.edu	School	Reading Specialist
Teacher	Daneka Hay	hayd@pwcs.edu	School	Math Coach
Teacher	Nora Yates	yatesne@pwcs.edu	School	Special Education Teacher
Teacher	Isaac Samuels	samuelid@pwcs.edu	School	Special Education Teacher
Teacher	Pamela Wright	wrightpx@pwcs.edu	School	5th Grade Teacher
Teacher	Shelby Jones	jonessj1@pwcs.edu	School	4th Grade Teacher
Teacher	Catherine Bunting	buntincj@pwcs.edu	School	1st Grade Teacher
Division Leader	Dr. Amy Larrick	larrical@pwcs.edu	Strategic Planning & 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 29% 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**
	35% or more of students with disabilities scoring proficient on the reading SOL by June 2026. 45% or more of 2nd-5th grade students with disabilities will meet their expected growth on HMH benchmarks by June 2026. 35% or less of K-2 students with disabilities scoring in the high-risk band of VALLSS by June 2026.	50% or more of students with disabilities scoring proficient on the reading SOL by June 2027. 55% or more of 2nd-5th grade students with disabilities will meet their expected growth on HMH benchmarks by June 2027. 30% or less of K-2 students with disabilities scoring in the high-risk band of VALLSS by June 2027.	60% or more of students with disabilities scoring proficient on the reading SOL by June 2028. 65% or more of 2nd-5th grade students with disabilities will meet their expected growth on HMH benchmarks by June 2028. 25% or less of K-2 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, and HMH Growth Measure. Root Cause protocol was used to determine root cause focused on the components of the instructional core. **Root Cause:** Decoding – General and special education teachers need more understanding of foundational skills instruction and how to plan more explicit opportunities for students with disabilities to practice the skills. Comprehension – General and special education teachers need more understanding of reading comprehension strategies and how to implement those strategies to plan more opportunities for students with disabilities to engage with the text to support their own understanding of what they are reading. The team determined a strategic priority for increasing reading achievement for EL students & 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, Title I Reading Teacher, Math Coach, Grade Level Chairs, and All In Virginia 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: The reading specialist will provide ongoing professional learning to K-5 general and special education teachers for foundational skills and	Assistant Principal	8/11/2025–8/22/2028	BOY, MOY, and EOY progress monitoring meetings Every other month school CI meetings; monthly meetings will begin in February	100% of K-5 teachers will explicitly teach decoding skills to students. 100% of K-5 teachers will use HQIM to ask questions and provide	None	None

comprehension. Coaching and modeling will be provided to staff to support implementation of the decoding and comprehension strategies to support students with disabilities. <u>Year 2</u> The reading specialist will provide ongoing professional learning to K-5 general and special education teachers targeted and explicit small group instruction to support students who do not make expected progress in whole group decoding and comprehension instruction to support students with disabilities. <u>Year 3</u> K-5 general and special education teachers, in collaboration with the reading specialist, will refine instruction based on student data to include specially designed instruction.				opportunities for students to respond orally using details from the text.		

Planning: <u>Year 1</u> K-5 general and special education teachers will determine the words and sentences to use each week to support the phonics feature being explicitly taught to students with disabilities. <u>Year 2</u> K-5 general and special education teachers will utilize CLT meetings to collaboratively plan for how to deliver decoding instruction for students with disabilities. This will include anticipating students' challenges, embedding scaffolds and specially designed instruction, and ensure access to rigorous decoding instruction. <u>Year 3</u> K-5 general and special education teachers will utilize CLT meetings to intentionally design, deliver and refine specially designed instruction, allowing	Grade Level Chair	8/18/2025 –5/29/2028	BOY, MOY, and EOY progress monitoring meetings Every other month school CI meetings Bi-weekly touch points with the reading specialist, math coach, and science lead	100% of K-5 teachers will explicitly teach decoding skills to students. 100% of K-5 teachers will use HQIM to ask questions and provide opportunities for students to respond orally using details from the text.	None	None

for further refinement of small group instructional practices for students with disabilities.						
Planning: <u>Year 1</u> K-5 general and special education teachers will determine the comprehension questions, potential answers, and plan discourse opportunities for students with disabilities to justify their thinking of the text. <u>Year 2</u> K-5 general and special education teachers will plan targeted small-group instruction that teaches students with disabilities how to explain and justify their thinking. <u>Year 3</u> K-5 general and special education teachers will use student response data to refine small-group instruction and support independent explanation and	Title I Reading	8/25/2025 –5/29/2028	BOY, MOY, and EOY progress monitoring meetings Every other month school CI meetings Bi-weekly touch points with the reading specialist, math coach, and science lead	100% of K-5 teachers will explicitly teach decoding skills to students. 100% of K-5 teachers will use HQIM to ask questions and provide opportunities for students to respond orally using details from the text.	None	None

justification for students with disabilities.						
Monitoring: Administrators and reading team will utilize the PWCS walkthrough tools (foundational skills and reading comprehension) to monitor implementation and provide feedback. • TNTP visits • ELA visits • Special Education visits • School support visits from Level Office	Reading Specialist	9/15/2025 –5/29/2028	BOY, MOY, and EOY progress monitoring meetings Every other month school CI meetings Bi-weekly touch points with the reading specialist, math coach, and science lead	100% of K-5 teachers will explicitly teach decoding skills to students. 100% of K-5 teachers will use HQIM to ask questions and provide opportunities for students to respond orally using details from the text.	None	None
Monitoring: During CLT's, K-5 general and special education teachers will analyze weekly foundational skills skill checks to understand students with disabilities performance and instructional needs.	Reading Specialist	9/1/2025 – 5/29/2028	BOY, MOY, and EOY progress monitoring meetings Every other month school CI meetings Bi-weekly touch points with the reading specialist, math coach, and science lead	80% of K-5 students with disabilities will use the correct feature taught during foundational skills on the weekly UFLI/HMH progress monitoring skill checks. 100% of 2nd-5th grade students with disabilities will respond correctly to 2 out of 3 collaborative discussion/turn and	None	None

				talk prompts on a weekly basis.		
Monitoring: During CLT's, 2-5 general and special education teachers will analyze written student collaborative discussion work samples to understand students with disabilities performance and instructional needs.	Principal	9/1/2025 – 5/29/2028	BOY, MOY, and EOY progress monitoring meetings Every other month school CI meetings Bi-weekly touch points with the reading specialist, math coach, and science lead	80% of K-5 students with disabilities will use the correct feature taught during foundational skills on the weekly UFLI/HMH progress monitoring skill checks. 100% of 2nd-5th grade students with disabilities will respond correctly to 2 out of 3 collaborative discussion/turn and talk prompts on a weekly basis.	None	None
Monitoring: Monitor enrollment, attendance, and progress of students with disabilities in All In tutoring.	All In VA Coordinator	9/15/2025–6/30/2026	BOY, MOY, and EOY progress monitoring meetings Attendance and student progress are discussed bi-weekly.	80% of K-5 students with disabilities will use the correct feature taught during foundational skills on the weekly UFLI/HMH progress monitoring skill checks. 100% of 2nd-5th grade students with disabilities will respond correctly to 2 out of 3 collaborative discussion/turn and talk prompts on a weekly basis.	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 36% 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>45% or more of students with disabilities scoring proficient on the math SOL by June 2026.

45% or more of students with disabilities will score proficient and mastery on the math unit assessments by June 2026.</td><td>55% or more of students with disabilities scoring proficient on the math SOL by June 2027.

55% 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>60% or more of students with disabilities scoring proficient on the math SOL by June 2028.

60% 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 Cause: Teachers need to be intention on selecting the representations to support the math concept and plan opportunities for students to use representations to support their mathematical thinking, orally and in writing. Also, teachers need to plan for and ask students questions that require a higher level of student discourse. The team determined a strategic</td></tr>
</table>

	priority for increasing math achievement for students with disabilities. The team then discussed and selected evidence-based strategies that focused on improving students' understanding of multiple representations to support learning of 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), Title I Math Teacher, Math Coach, and All In Virginia 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 engage in professional	Title 1 Math	8/11/2025–8/15/2025	BOY, MOY, and EOY progress monitoring meetings	100% of K-5 teachers will use representations (CRA) during instructional delivery and provide	None	None

learning on implementing CRA with a focus on selecting and using the appropriate representation for each math concept for students with disabilities. <u>Year 2</u> K-5 general and special education teachers will engage in professional learning on the use of student data to anticipate needs and select the appropriate representation for students with disabilities. <u>Year 3</u> K-5 general and special education teachers will engage in professional learning on how to plan and implement specially designed instruction within a CRA model that emphasis student discourse.			Every other month school CI meetings Bi-weekly touch points with the reading specialist, math coach, and science lead	students opportunities to engage in discourse.		
Planning: <u>Year 1</u> During CLT's, K-5 general and special education teachers will	Math Coach	9/1/2025 – 5/29/2028	BOY, MOY, and EOY progress monitoring meetings	100% of K-5 teachers will use representations (CRA) during instructional delivery and provide	None	None

intentionally select the representations to support the use of the CRA model for students with disabilities. <u>Year 2</u> During CLT's K-5 general and special education teachers will analyze student work and assessment data to intentionally select concrete and semi-concrete representations and anticipate where students may have difficulty in meeting task rigor. <u>Year 3</u> K-5 general and special education teachers will collaborate to embed specially designed instruction through intentional use of representations, planned questioning, and responsive scaffolds, adjusting instruction as needed to ensure students with disabilities meet			Every other month school CI meetings Bi-weekly touch points with the reading specialist, math coach, and science lead	students opportunities to engage in discourse.		

grade-level expectations.						
Monitoring: Administrators, math team and peers will use the PWCS walkthrough tool (instructional practices and student ownership) to monitor implementation and provide feedback. • Math department visits • Special education visits • School support visits from Level Office	Assistant Principal	9/1/2025 – 5/29/2028	BOY, MOY, and EOY progress monitoring meetings Every other month school CI meetings Bi-weekly touch points with the reading specialist, math coach, and science lead	100% of K-5 teachers will use representations (CRA) during instructional delivery and provide students opportunities to engage in discourse.	None	None
Monitoring: K-5 teachers will select a written task (rich task or quick check) that students with disabilities will complete to demonstrate the appropriate use of tools and representations. Teachers will use the results and plan for instruction to support students with disabilities needs.	Math Coach	9/1/2025 – 5/29/2028	BOY, MOY, and EOY progress monitoring meetings Every other month school CI meetings Bi-weekly touch points with the reading specialist, math coach, and science lead	100% of K-5 students with disabilities will use the appropriate tools or representation to solve problems.	None	None
Monitoring: Monitor progress of students with	All In VA Coordinator	9/1/2025 – 6/30/2026	BOY, MOY, and EOY progress monitoring meetings	100% of K-5 students with disabilities will use the appropriate	None	None

disabilities for All-In Tutoring.			Every other month school CI meetings Bi-weekly touch points with the reading specialist, math coach, and science lead	tools or representation to solve problems.		

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 29% 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**
	35% or more of students with disabilities scoring proficient on the science SOL by June 2026. 35% or more of 5th grade students with disabilities will score proficient and mastery on the science unit assessments June 2026.	50% or more of students with disabilities scoring proficient on the science SOL by June 2027. 50% or more of 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 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 K-5: 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:** Teachers need to increase their understanding of the 5E model to plan opportunities for students with disabilities to engage with science concepts. The team determined a strategic priority for increasing student achievement in science. The team then discussed and selected evidence-based strategies that focused on improving students with disabilities' skills in experiential, inquiry-based learning. **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), Instructional Coach, Science Lead, and Grade Level Lead.

Action Step *(What will be accomplished?)*	**Process Owner** *(Who is responsible for ensuring the action step is complete?)*	**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** *(How will the team know if the action step is complete?)*	**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.	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.	Define clear, observable indicators of completion.		
Implementation: <u>Year 1</u> 4th and 5th grade teachers will plan with the division science coordinator for each unit to emphasize use of the 5E model and science content understanding. Professional learning will include how to embed scaffolds to support students with disabilities within the 5E model. <u>Year 2</u> Phase in 3rd grade teachers to the Year 1 professional learning. 4th & 5th grade teachers will use student data to refine the use of curriculum embedded scaffolds to support students with disabilities. <u>Year 3</u>	Instructional Coach	8/18/2025 – 6/11/2028	BOY, MOY, and EOY progress monitoring meetings Every other month school CI meetings Bi-weekly touch points with the reading specialist, math coach, and science lead	100% of teachers will plan and deliver instruction using the 5E model to support experiential, inquiry-based student learning.	None	None

Phase in K-2 teachers to the Year 1 professional learning. Phase in 3rd grade teachers to the Year 2 professional learning. Continue to refine 4th & 5th grade teachers use of curriculum embedded scaffolds to support students with disabilities.						
Monitoring: Instructional coach and Science coordinator will conduct walkthroughs using the PWCS tool and provide feedback on the alignment of the planned and delivered 5E phase and delivery of inquiry-based lessons. • Science department visits • Special education visits	Instructional Coach	8/18/2025 – 6/2028	BOY, MOY, and EOY progress monitoring meetings Every other month school CI meetings Bi-weekly touch points with the reading specialist, math coach, and science lead	100% of teachers will plan and deliver instruction using the 5E model to support experiential, inquiry-based student learning.	None	None
Monitoring: <u>Year 1</u> 4th and 5th grade teachers will monitor students' use of evidence to demonstrate unders tanding of the science	Instructional Coach	8/18/2025 – 6/2028 .	BOY, MOY, and EOY progress monitoring meetings Every other month school CI meetings	100% of 4th & 5th grade students with disabilities will demonstrate understanding of the science concept by using evidence to justify their thinking.	None	None

concept to justify their thinking (recorded observations, claim-evidence-reasoning (CER) and formative/summative assessments). <u>Year 2</u> Phase in 3rd grade teachers: monitor students' use of evidence to demonstrate unders tanding of the science concept to justify their thinking (recorded observations, claim-evidence-reasoning (CER) and formative/summative assessments). Continue to enhance 4th & 5th grade teachers' practices from Year 1. <u>Year 3</u> Phase in K-2 teachers: monitor students' use of evidence to demonstrate unders tanding of the science			Bi-weekly touch points with the reading specialist, math coach, and science lead			

concept to justify their thinking (recorded observations, claim-evidence-reasoning (CER) and formative/summative assessments). Continue to enhance 4th & 5th grade teachers' practices from Year 1. Continue to enhance 3rd grade teachers' practices from Year 2.						