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	Suella G. Ellis Elementary
Grades Served	PK-5
Principal Name	Dr. Andrew M. Jacks
Principal Email	jacksam@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	Andy Jacks	jacksam@pwcs.edu	School	Principal
School Leader	Tonya Woods	woodstd@pwcs.edu	School	Assistant Principal
School Leader	Kasey Kelican	kelicak@pwcs.edu	School	Administrative Intern
Teacher	Linda Poague-Nhek	nhekls@pwcs.edu	School	Instructional Coach
Teacher	Emily Taylor	taylorec@pwcs.edu	School	IB Coordinator
Teacher	Jessica Vivier	vivierj@pwcs.edu	School	Math Coach
Teacher	Johnna Smith	smithje2@pwcs.edu	School	Reading Specialist
Teacher	Allison Barnhart	barnhaal@pwcs.edu	School	School Counselor
Teacher	Ashley Dunnaway	dunnawal@pwcs.edu	School	1st Grade Teacher
Teacher	Corrie-Rose Stafford	staffoc@pwcs.edu	School	5th Grade Teacher
Teacher	Lucia Sepulveda	sepulvll@pwcs.edu	School	EL Teacher
Teacher	Denise Zervoudis	zervoudm@pwcs.edu	School	Special Education Teacher
Teacher	Kristi Nourse	noursekf@pwcs.edu	School	Instructional Technology Coach
Teacher	Lindsey Sadowski	sadowslj@pwcs.edu	School	Gifted and Talented 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, Eastern
Division Leader	Valerie Hardy	hardyvk@pwcs.edu	Elementary Level Office	Director of Elementary Schools, Eastern
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 39.3% proficiency on the reading SOL in June 2025. Our desired future state for our students with disabilities is 70% 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, 50% or more of students with disabilities will be passing the reading SOL. By June 2026, 50% or more of students with disabilities in grades 2-5 will be reading on or above grade level. By June 2026, 50% or more of students with disabilities in grades K-2 will score within the low-risk band of VALLSS.	By June 2027, 60% or more of students with disabilities will be passing the reading SOL. By June 2027, 60% or more of students with disabilities in grades 2-5 will be reading on or above grade level. By June 2027, 60% or more of students with disabilities in grades K-2 will score within the low-risk band of VALLSS.	By June 2028, 70% or more of students with disabilities will be passing the reading SOL. By June 2028, 70% or more of students with disabilities in grades 2-5 will be reading on or above grade level. By June 2028, 70% or more of students with disabilities in grades K-2 will score within the low-risk band of VALLSS.
Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.	**Evidenced-Based Strategies:** Reading Decoding K-3: Teach students to decode words, analyze word parts, and write and recognize words. Reading Comprehension 4-5: Routinely use a set of comprehension building practices to help students make sense of the text. **Description of Evidence-Based Strategies:** Decoding Recommendation 3: Teach students to blend letter sounds and sound–spelling patterns from left to right within a word to produce a recognizable pronunciation. Instruct students in common sound–spelling patterns. Teach students to recognize common word parts. Have		

	students read decodable words in isolation and in text. Teach regular and irregular high-frequency words so that students can recognize them efficiently. Comprehension Recommendation 3B: Routinely use a set of comprehension building practices to help students make sense of the text. Explicitly teach students how to find and justify answers to different types of questions. Teach students to ask questions about the text while reading. Learning to ask and answer questions will enable students with reading difficulties to integrate information from the passage with the knowledge they have gained from earlier lessons or their reading. These connections will enable students to draw text-based interpretations or inferences about what the author implied. By asking and answering questions about text, students can better interpret its meaning. **Rationale:** The comprehensive needs assessment included an analysis of three-year trend data (to include overall and student groups): SOL, Unit Assessments, PALS, VALLSS, and HMH Growth Measure. Root Cause protocol was used to determine root cause focused on the components of the instructional core. **Root Cause:** Lack of a collaborative and cohesive framework to align Tier 1 instruction, interventions, remediation, and supports to address the needs and learning gaps of specific students in the areas of decoding and comprehension. The team determined a strategic priority for increasing reading achievement for all; students, including EL and students with disabilities student groups. 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, 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 achieve the intended outcomes above, we will provide teachers with professional development on explicitly teaching decoding and comprehension strategies, particularly for students with disabilities. We will provide growth-producing feedback on instructional delivery and strategy implementation and monitor student progress in decoding and comprehension. These efforts will increase SOL performance for students with disabilities in reading.
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, ESOL, and special education teachers on how to teach foundational and comprehension building skills using HQIM through staff meetings and micro-PD in CLTs.	Reading Specialist	8/18/2025-6/2028	BOY, MOY, and EOY progress monitoring meetings Reading Team meetings CLT meetings	100% of K-5 teachers will teach foundational and comprehension building skills using HQIM and facilitate reading, writing, and/or speaking tasks aligned to the rigor of the standards as monitored through observations or walkthroughs. Additional Measures of Success:	None	None

<u>Year 2</u> Professional learning for all K-5 general, ESOL, and special education teachers through staff meetings and micro-PD in CLTs focused on using HQIM to intentionally integrate foundational and comprehension-building skills, with emphasis on anticipating student barriers, embedding scaffolds and specially designed instruction, and maintaining grade-level rigor for students with disabilities and English learners. <u>Year 3</u> Professional learning for all K-5 general, ESOL, and special education teachers through staff meetings and micro-PD in CLTs focused on refining and adjusting HQIM-based instruction by analyzing student response and strengthening the use of specially designed				• Professional Learning Agendas • Professional Learning Training Materials • Walkthroughs using the PWCS Foundational Skills tool (Teacher-Directed Instruction and Student Practice sections) and the PWCS Reading Comprehension tool (High-Quality Questions & Tasks and Student Ownership sections)		

instruction to ensure students with disabilities and English learners consistently access and meet grade-level expectations.						
Planning: <u>Year 1</u> K-5 general, ESOL, and special education teachers will implement a new CLT planning agenda and framework to ensure organized, goal-aligned planning at each grade level. This framework will support planning for foundational skills and comprehension practices, review student performance, regularly assess the effective use of instructional human and material resources, and intentionally include structured opportunities for reading, writing, speaking, and listening. <u>Year 2</u> K-5 general, ESOL, and special education	Reading Specialist	8/18/2025-6/2028	BOY, MOY, and EOY progress monitoring meetings Reading Team meetings CLT meetings	100% of K-5 teachers will teach foundational and comprehension building skills using HQIM and facilitate reading, writing, and/or speaking tasks aligned to the rigor of the standards as monitored through observations or walkthroughs. Additional Measures of Success: • CLT Agenda and Planning Documents • Walkthroughs using the PWCS Foundational Skills tool (Teacher-Directed Instruction and Student Practice sections) and the PWCS Reading Comprehension tool (High-Quality Questions and Tasks and Student Ownership sections)	None	None

teachers will Implement the CLT agenda and framework with a focus on intentional planning for foundational and comprehension-building practices, including explicit identification of scaffolds and specially designed instruction, anticipated student challenges, and structured opportunities for reading, writing, speaking, and listening aligned to grade-level expectations. <u>Year 3</u> K-5 general, ESOL, and special education teachers will refine the CLT agenda and framework to drive instructional adjustments based on student performance data, ensuring scaffolds, specially designed instruction, and instructional resources (human and material) are intentionally aligned and leveraged to						

support students in meeting grade-level standards across reading, writing, speaking, and listening.						
Monitoring: <u>Year 1</u> Administrators will create and implement a walkthrough tool to monitor and provide growth-producing feedback to K-5 general, ESOL, and special education teachers intended instruction or intervention, alignment to HQIM, required decoding and comprehension building practices, and engagement of all students. <u>Year 2 and 3</u> Administrators utilize the walkthrough tool to monitor and provide growth-producing feedback to K-5 general, ESOL, and special education teachers on the implementation of HQIM, intentionally planned scaffolds, and	School Administrators	8/18/2025-6/2028	BOY, MOY, and EOY progress monitoring meetings Reading Team meetings Administrative meetings	100% of K-5 teachers will teach foundational and comprehension building skills using HQIM and facilitate reading, writing, and/or speaking tasks aligned to the rigor of the standards as monitored through observations or walkthroughs. Additional Measures of Success: • Walkthroughs using the PWCS Foundational Skills tool (Teacher-Directed Instruction and Student Practice sections) and the PWCS Reading Comprehension tool (High-Quality Questions and Tasks and Student Ownership sections)	None	None

specially designed instruction that are put into place to ensure students meet the rigor of the standard.						
Implementation: K-5 general, ESOL, and special education teachers will provide reading (decoding and comprehension) intervention and remediation opportunities for students at risk of not meeting the target before, during, and/or after school.	Reading Specialist	9/1/2025 – 5/2028	BOY, MOY, and EOY progress monitoring meetings	100% of foundational skills and reading comprehension observations will have students appropriately applying learned skills through reading, writing and/or speaking tasks aligned to the rigor of the standards. Additional Measures of Success: • Intervention Schedule • Student formative and summative data • Walkthroughs using the PWCS Foundational Skills tool (Teacher-Directed Instruction and Student Practice sections) and the PWCS Reading Comprehension tool (High-Quality Questions and Tasks and Student Ownership sections)	None	None
Monitoring: K-5 general, ESOL, and special education teachers will use	School Administrators	8/18/2025-6/2028	BOY, MOY, and EOY progress monitoring meetings	100% of foundational skills and reading comprehension observations will have	None	None

formative assessment student performance tools to include individual teacher reflection and analyze student performance by name, need, and by content/question as well as documented next steps for foundational skill and comprehension building instruction.			Reading Team meetings Administrative meetings	students appropriately applying learned skills through reading, writing and/or speaking tasks aligned to the rigor of the standards. Additional Measures of Success: • Formative Assessment Student Performance tools • Student formative and summative data		
Monitoring: K-2 general, ESOL, and special education teachers will use the first 5-7 minutes of CLT meetings to analyze the weekly foundational skills data and create remediation skills groups, which include planning for specially designed instruction in alignment with students' IEPs.	Reading Specialist	8/18/2025-6/2028	BOY, MOY, and EOY progress monitoring meetings CLT meetings	100% of foundational skills and reading comprehension observations will have students appropriately applying learned skills through reading, writing and/or speaking tasks aligned to the rigor of the standards. Additional Measures of Success: • CLT Agenda and Planning Documents • Student formative and summative data	None	None

Multi-year School Support Plan	
3-Year Goal Statement Include the goal statement completed as part of the needs assessment process.	Our current state in math for students with disabilities is 46.4% proficiency on the math SOL in June 2025. Our desired future state for our students with disabilities is 70% 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, 50% or more of students with disabilities will pass the math SOL Test. By June 2026, 50% or more of students with disabilities in grades 1-5 will meet or exceed performance on the EOY Momentum Assessment.	By June 2027, 60% or more of students with disabilities will pass the math SOL Test. By June 2027, 60% or more of students with disabilities in grades K-5 will meet or exceed performance on the EOY Momentum Assessment. (Phase in Kindergarten).	By June 2028, 70% or more of students with disabilities will pass the math SOL Test. By June 2028, 70% or more of students with disabilities in grades K-5 will meet or exceed performance on the EOY Momentum Assessment.
Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.	**Evidence-Based Strategy:** 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. **Description of Evidence-Based Strategy:** 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. **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 effective and consistent Tier 1 vocabulary and language building instruction that meet the needs of all students (including students with disabilities). The team determined a strategic priority for increasing math achievement for all students, including EL and students with disabilities student groups. The team then discussed and selected an evidence-based strategy that focused on improving students' understanding of the language to help students effectively communicate their understanding of mathematical concepts.		

	Evidence Tier: Tier 1 (strong evidence)
Intended Outcomes Describe how student outcomes will improve as a result implementing the evidence-based strategy.	**Intended Outcomes:** 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. To achieve the intended outcomes above, we will provide teachers with professional development on incorporating student discourse that emphasizes mathematical language and vocabulary. We will provide growth-producing feedback on instructional delivery focused on student discourse and monitor student progress. These actions will increase SOL performance for students with disabilities in math.
Lead person (Who is responsible for ensuring the work gets done?)	School Principal and School Continuous Improvement (CI) Team
Team Members (Who are responsible for doing the work?)	Principal, Assistant Principal, Math 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: K-5 general and special education teachers will participate in informal peer observations (instructional rounds) to observe and learn from peers focused on using HQIM, student discourse, and	School Administrators	11/1/2025 – 6/2028	BOY, MOY, and EOY progress monitoring meetings CLT meetings	100% of K-5 teachers will implement lessons with intentional discourse that is aligned to HQIM, standard, and task, and students will be engaged in collaborative learning through intentional and structured reading, writing, speaking, and	None	None

mathematical vocabulary building strategies and then discuss new learning in CLTs.				listening opportunities as monitored through observations/ walkthroughs. Additional Measures of Success: • Schedule of Peer Observations/ Instructional Rounds • Professional Learning Agendas • Observations using the PWCS Math Walkthrough tool (High Quality Instructional Practices and Student Ownership sections)		
Professional Learning: Provide professional learning to K-5 general and special education teachers on best practices to teach, use, and help students use, clear and concise mathematical language; to include teachers bringing and using student-work samples to evaluate the level of rigor and the effectiveness of specially designed instruction.	Math Coach	8/18/2025-6/2028	BOY, MOY, and EOY progress monitoring meetings	100% of K-5 math lessons will include students using mathematical vocabulary, to include verbal and written explanations of their problem solving, which will be monitored through observations/walkthroughs using the PWCS Math Walkthrough tool. Additional Measures of Success: • Professional Learning Agendas • Professional Learning Schedule	None	None

				• Professional Learning Training Materials • CLT Planning Documents • Observations using the PWCS Math Walkthrough tool (High Quality Instructional Practices and Student Ownership sections)		
Planning: <u>Year 1</u> K–5 general and special education teachers will receive weekly professional learning and coaching from the Math Coach during CLTs on the new HQIM math curriculum and strategies for promoting student discourse using mathematical vocabulary. Support will include differentiation for English learners and students with disabilities to ensure rigor and alignment. <u>Year 2</u> K–5 general and special education teachers will use the CLT framework to plan	School Administrators Math Coach	8/18/2025-6/2028	BOY, MOY, and EOY progress monitoring meetings Math Team meetings CLT meetings	100% of K-5 teachers will implement lessons with intentional discourse that is aligned to HQIM, standard, and task, and students will be engaged in collaborative learning through intentional and structured reading, writing, speaking, and listening opportunities as monitored through the PWCS Math Walkthrough tool. Additional Measures of Success: • CLT Agendas • CLT Planning Documents • Observations using the PWCS Math Walkthrough tool (High Quality Instructional Practices	None	None

vocabulary, language supports, and specially designed instruction that help all students participate in math discussions. <u>Year 3</u> K–5 general and special education teachers will analyze student discourse and vocabulary use to adjust scaffolds and instruction so that students increasingly engage independently in rigorous math discussions.				and Student Ownership sections)		
Planning: <u>Year 1</u> K-5 general and special education teachers will utilize CLT meetings to plan lessons aligned with HQIM and student discourse opportunities that include the use of mathematical vocabulary. <u>Year 2 and 3</u> K-5 general and special education teachers will utilize CLT meetings to plan identify anticipated challenges	Math Coach	8/18/25-6/2028	BOY, MOY, and EOY progress monitoring meetings Math Team meetings CLT meetings	100% of K-5 teachers will implement lessons with intentional discourse that is aligned to HQIM, standard, and task, and students will be engaged in collaborative learning through intentional and structured reading, writing, speaking, and listening opportunities as monitored through the PWCS Math Walkthrough tool. Additional Measures of Success: • CLT Agendas	None	None

(based on student's unique needs) and document aligned scaffolds that support access to grade-level rigor.				• CLT Planning Documents • Observations using the PWCS Math Walkthrough tool (High Quality Instructional Practices and Student Ownership sections)		
Implementation: <u>Year 1</u> K-5 general and special education teachers will implement Kagan Cooperative Learning strategies to ensure verbal and written discourse (to include mathematical vocabulary/language) is provided in structured methods. <u>Year 2 and 3</u> K–5 general and special education teachers will embed scaffolds and specially designed instruction within Kagan Cooperative Learning structures to support students with executive functioning and communication needs in engaging with grade-level tasks and discourse.	School Administrators Math Coach	8/18/2025-6/2028	BOY, MOY, and EOY progress monitoring meetings Math Team meetings CLT meetings	100% of K-5 math lessons will include students using mathematical vocabulary, to include verbal and written explanations of their problem solving, which will be monitored through observations or walkthroughs using the PWCS Math Walkthrough tool. Additional Measures of Success: • CLT Agendas • CLT Planning Documents • Observations using the PWCS Math Walkthrough tool (High Quality Instructional Practices and Student Ownership sections)	None	None

Monitoring: K-5 general and special education teachers will utilize the first 5-7 minutes of CLT meetings to review student data and use of mathematical vocabulary based on data from weekly informal assessments, analyzing and evaluating the results, and then use the information to adjust instruction and remediation.	Math Coach	8/18/2025 – 6/2028	BOY, MOY, and EOY progress monitoring meetings CLT meetings	100% of K-5 teachers will implement lessons with intentional discourse that is aligned to HQIM, standard, and task, and students will be engaged in collaborative learning through intentional and structured reading, writing, speaking, and listening opportunities as monitored through the PWCS Math Walkthrough tool. Additional Measures of Success: • CLT Agendas • CLT Planning Documents • Student formative and summative data • Observations using the PWCS Math Walkthrough tool (High Quality Instructional Practices and Student Ownership sections)	None	None
Implementation: K-5 general and special education teachers will provide math intervention and remediation opportunities for students at risk of not meeting the target	School Administrators Math Coach	9/1/2025 – 6/2028	BOY, MOY, and EOY progress monitoring meetings	100% of K-5 math lessons will include students using mathematical vocabulary, to include verbal and written explanations of their problem solving, which will be monitored through the PWCS Math Walkthrough tool.	None	None

before, during, and/or after school to build their mathematical vocabulary and math skills.				Additional Measures of Success: • Intervention Schedule • Student formative and summative data • Observations using the PWCS Math Walkthrough tool (High Quality Instructional Practices and Student Ownership sections)		