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	Buckland Mills Elementary
Grades Served	K-5
Principal Name	Minaxi Odedra
Principal Email	odedramx@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	Minaxi Odedra	odedramx@pwcs.edu	School	Principal
School Leader	Elizabeth Harrison	harriser1@pwcs.edu	School	Assistant Principal
School Leader	Nathanial Hoffa	hoffane@pwcs.edu	School	Assistant Principal
Teacher	Kelly Serrano	cainkh@pwcs.edu	School	ESOL Teacher
Teacher	Caroline Walters	walterce@pwcs.edu	School	Special Education Teacher
Teacher	Tessa Swiger	swigertr@pwcs.edu	School	IB Coordinator
Teacher	Laura Nadeau	nadeaulk@pwcs.edu	School	General Education Teacher
Teacher	Brittany Brown	brownbm@pwcs.edu	School	School Counselor
Teacher	Tammy Hinkle	hinkletl@pwcs.edu	School	Librarian
Teacher	Liz Beckman	beckmaeh@pwcs.edu	School	Reading Teacher
Division Leader	Dr. Amy Larrick	larrical@pwcs.edu	Strategic Planning and Continuous Improvement Department	Coordinator, Continuous Improvement Coaching
Division Leader	Haley Guglielmi	guglieh@pwcs.edu	Special Education Department	Administrative Coordinator Special Education
Division Leader	Tiffany Hardy	hardytd@pwcs.edu	Teaching and Learning Office	Director of Professional Development
Division Leader	Kimberly Gudinas	gudinakg@pwcs.edu	Elementary Level Office	Associate Superintendent, Western
Division Leader	Valerie Hardy	hardyvk@pwcs.edu	Elementary Level Office	Director of Elementary Schools, Western

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 33% proficiency on the SOL in June 2025. Our desired future state for students with disabilities is 72% 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**
	46% or more of students with disabilities scoring proficient on the reading SOL by June 2026. 3rd-5th grade students with disabilities will score 60% or higher on each HMH selection quiz by June 2026. 25% or less of K-2 students with disabilities scoring in the high-risk band of VALLSS by June 2026.	59% or more of students with disabilities scoring proficient on the reading SOL by June 2027. 3rd-5th grade students with disabilities will score 60% or higher on each HMH selection quiz by June 2027. 20% or less of K-2 students with disabilities scoring in the high-risk band of VALLSS by June 2027.	72% or more of students with disabilities scoring proficient on the reading SOL by June 2028. 3rd-5th grade students with disabilities will score 80% or higher on each HMH selection quiz. 15% 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: Explicitly teach students how to find and justify answers to different types of questions. Teach students to ask questions about the text while reading. Learning to ask and answer questions will enable students with reading difficulties to integrate information from the passage with the knowledge they have gained from earlier lessons or their reading. These connections will enable students to draw text-based interpretations or inferences about what the author implied. By asking and answering questions about text, students can better interpret its meaning. **Rationale:** The comprehensive needs assessment included an analysis of three-year trend data (to include overall and student groups): SOL, Unit Assessments, PALS, VALLSS, and HMH Growth Measure. Root Cause protocol was used to determine root cause focused on the components of the instructional core. **Root Cause:** Special education teachers need to increase their understanding of decoding and comprehension strategies to support students with disabilities. The team determined a strategic priority for increasing reading achievement for English language learners and 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), and Reading Specialist

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: Professional development will be provided to K-2 general and special education teachers on how to plan using curriculum materials and strategy implementation. <u>Year 1</u> Professional development will be provided to teachers on how to plan and implement explicit decoding strategy instruction.	School Principal	9/1/2025 – 5/29/2028	BOY, MOY, and EOY progress monitoring meetings Monthly vertical team meetings	100% of K-2 teachers will explicitly teach foundational skills. Additional measures of success: • Materials/ handouts when PD is outside of CLT • CLT planning documents	None	None

<u>Year 2</u> Professional development will be provided by the reading specialist to teachers modeling foundational skills lessons/decoding strategies, with embedded scaffolds to support students with disabilities. <u>Year 3</u> Teachers will conduct peer observations and provide feedback on fidelity of foundational skills/decoding strategies implementation to include implementation of scaffolds to support students with disabilities.						
Professional Learning: Professional development will be provided to 3rd-5th general and special teachers on how to plan using curriculum materials (HMH and unit guides) and strategy implementation.	School Principal	9/1/2025 – 5/29/2028	BOY, MOY, and EOY progress monitoring meetings Monthly vertical team meetings	100% of 3-5 teachers will use strategies to help students find and justify answers to different types of questions. Additional measures of success: • Sign in sheet for PD • CLT planning documents	None	None

Year 1 Professional development will be provided to teachers on explicitly teaching comprehension strategies to support students with disabilities in finding and justifying answers to different types of questions. Year 2 Professional development will be provided to teachers on anticipating challenges for students with disabilities (e.g., working memory, language processing), planning scaffolds and specially designed instruction and intentionally adjust instruction when students with disabilities do not respond to core comprehension instruction. Year 3 Instructional rounds will focus on identifying evidence of specially designed instruction within Tier						

1 (explicit instruction, targeted small-group instruction, and task-specific feedback) and examining how teachers adjust instruction in real time when students with disabilities are not meeting lesson targets.						
Planning: Year 1 3rd-5th grade general and special education teachers will preview and discuss weekly HMH texts to plan explicit instruction on the specific strategy and questions to support students finding and justifying answers to different types of questions. Year 2 Reading specialist will model planning using HMH texts to plan the specific strategy and questions to support students finding and justifying answers to different types of questions, to include planning specially designed instruction to ensure students with disabilities have	School Principal	9/1/2025 – 5/29/2028	BOY, MOY, and EOY progress monitoring meetings Monthly vertical team meetings	100% of 3-5 teachers will use strategies to help students find and justify answers to different types of questions. Additional measures of success: • CLT planning documents	$2, 682.64 to fund two substitutes to cover five special education teachers' while they attend grade level planning.	TSI funds requested

access and make progress with instruction. <u>Year 3</u> Teachers will engage in observations of other grade level CLT's and provide feedback on using HMH texts to plan the explicit strategy instruction and questions to support students finding and justifying answers to different types of questions.						
Planning: <u>Year1</u> In CLT's, K-2 general and special education teachers will plan explicit foundational skills and decoding instruction by identifying phonics targets, modeling routines, and planned checks for understanding to support students with disabilities in accurately applying decoding skills. <u>Year 2</u> In CLT's, K-2 general and special education teachers will	School Principal	9/1/2025 – 5/29/2028	BOY, MOY, and EOY progress monitoring meetings Monthly vertical team meetings	100% of K-2 teachers will explicitly teach foundational skills. Additional measures of success: • CLT planning documents	$2, 682.64 to fund two substitutes to cover five special education teachers' while they attend grade level planning. (As noted above, this is not a duplicated request.)	TSI funds requested

anticipate specific decoding and foundational skill challenges for students with disabilities and plan scaffolds, specially designed instruction, and small-group instruction in advance of lesson delivery. <u>Year 3</u> In CLT's, K-2 general and special education teachers will analyze decoding progress monitoring data to intentionally adjust Tier 1 foundational skills instruction, when students with disabilities are not demonstrating expected skill acquisition.						
Monitoring: Administrators will use the PWCS foundation skills and comprehension walkthrough tools to monitor implementation of strategies and provide feedback, with a focus on how teachers planned and delivered scaffolds and specially	School Principal	8/18/2025–5/29/2028	BOY, MOY, and EOY progress monitoring meetings Monthly vertical team meetings Create monthly visual schedule for walkthroughs	100% of 3-5 teachers will use strategies to help students find and justify answers to different types of questions. 100% of K-2 teachers will explicitly teach foundational skills. Additional measures of success: • Walkthrough data	None	None

designed instruction to increase student ownership. • TNTP visits • ELA department visits • Special education department visits: special education L1 and L2 classroom Look Fors tool				Literacy: Foundational Skills Teacher-Directed Instruction Section: • Foundational skill(s) instruction is explicit and clear. • Students practice connecting acquisition of foundational skills to making meaning from reading and listening. Literacy: Reading Comprehension: High-Quality Questions & Tasks Section: • Require students to use details from the text to demonstrate understanding and/or support their ideas about the text. Student Ownership Section: • Students talk and ask questions about each other's thinking to improve their understanding about the text or topic.		

				• Students provide text evidence to support their ideas and use topic or text-specific language in their oral and/or written responses.		
Monitoring: 3rd-5th grade general and special education teachers will examine the quality of the response to discuss students' samples of finding the correct answers in the text and justifying their answers with evidence from the text. Teachers will then determine instructional next steps, to include scaffolds and specially designed instruction that takes in account students' unique learning needs (i.e., explicit instruction on using assistive technology to support written expression).	School Principal	8/18/2025–5/29/2028	BOY, MOY, and EOY progress monitoring meetings Monthly vertical team meetings	100% of K-5 students with disabilities will use comprehension strategies and the vocabulary from the text to orally discuss the 'Engage and Respond' prompt daily; 3-5 written 'Respond to Text' weekly. Additional measures of success: • Student samples • Data tracking	None	None
Monitoring: K-2 general and special education teachers will examine student use of phonics feature(s) to determine next steps.	School Principal	8/18/2025–5/29/2028	BOY, MOY, and EOY progress monitoring meetings Monthly vertical team meetings	100% of K-2 students with disabilities will accurately use features on the weekly progress monitoring quick checks.	None	None

Next steps might include scaffolds and specially designed instruction that take in account students' unique learning needs (i.e., explicit instruction on using sound boxes or finger tapping to anchor each phoneme to support students with difficulty with working memory).				Additional measures of success: • Student work samples • CLT planning documents • Data tracking		
Monitoring: K-5 general and special education teachers will utilize student data to identify and monitor the progress of students with disabilities to provide focused remediation (All-In VA Tutoring).	School Administrators Teachers	9/30/2025–6/30/2026	BOY, MOY, and EOY progress monitoring meetings	100% of K-5 students with disabilities will use comprehension strategies and the vocabulary from the text to orally discuss the 'Engage and Respond' prompt daily; 3-5 written 'Respond to Text' weekly. 100% of K-2 students with disabilities will accurately use features on the weekly progress monitoring quick checks. Additional measures of success: • Student data • CLT meeting notes • Student roster	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 32% proficiency on the SOL in June 2025. Our desired future state for students with disabilities is 75% or more proficient 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**
	46% or more of 3rd–5th grade students with disabilities scoring proficient on the math SOL by June 2026. 60% or more of 3rd-5th grade students with disabilities will score proficient and mastery on the math unit assessments by June 2026.	60% or more of 3rd–5th grade students with disabilities scoring proficient on the math SOL by June 2027. 70% or more of K-5 students with disabilities will meet or exceed performance on the end of year Momentum assessment by June 2027.	75% or more of 3rd–5th grade students with disabilities scoring proficient on the math SOL by June 2028. 80% 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 Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.	**Evidence-Based Strategy:** Assist students in monitoring and reflecting on the problem-solving process. **Description of Evidence-Based Strategy:** Math Recommendation 2: Provide students with a list of prompts to help them monitor and reflect during the problem-solving process. Model how to monitor and reflect on the problem-solving process. Use student thinking about a problem to develop students' ability to monitor and reflect. **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 support with explicitly teaching students with disabilities to monitor and reflect during the problem-solving process. The team determined a strategic priority for increasing math achievement for English language learners and students with disabilities. The team then discussed and selected an evidence-based strategy that focused on improving students' problem-solving skills.		

	Evidence Tier: Tier 1 (strong evidence)
Intended Outcomes Describe how student outcomes will improve as a result implementing the evidence-based strategy.	**Intended Outcomes:** Students learn mathematics and solve problems better when they monitor their thinking and problem-solving steps as they solve problems. Monitoring and reflecting during problem solving helps students think about what they are doing and why they are doing it, evaluate the steps they are taking to solve the problem and connect new concepts to what they already know. The more students reflect on their problem-solving processes, the better their mathematical reasoning, and their ability to apply this reasoning to new situations, will be. To help us achieve the intended outcomes above, we will provide teachers with professional development on explicitly teaching students, specifically students with disabilities how solve problem better through monitoring their thinking and problem-solving steps; growth producing feedback on instructional delivery and implementation of problem-solving processes; 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), 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?)
Professional Learning: <u>Year 1</u> K-5 general and special education teachers will learn to explicitly model and teach a consistent set of prompts that help students with	School Principal	8/18/2025–5/29/2028	BOY, MOY, and EOY progress monitoring meetings Monthly vertical team meetings	100% of K-5 teachers will model using the problem-solving process to solve math problems. Additional measures of success: • CLT planning documents	None	None

disabilities monitor their thinking and reflect during the math problem-solving process. <u>Year 2</u> K-5 general and special education teachers will learn to anticipate problem-solving challenges and align scaffolds and instructional supports to students' unique learning needs to strengthen students with disabilities monitoring and reflection during problem solving. <u>Year 3</u> K-5 general and special education teachers will engage in instructional rounds to identify effective monitoring and reflection practices Teachers will adjust instruction in real time when students with disabilities are not responding as expected.				• Professional learning items		
Planning: <u>Year 1</u>	School Principal	8/18/2025–5/29/2028	BOY, MOY, and EOY progress monitoring meetings	100% of K-5 teachers will model using the problem-solving	$2, 682.64 to fund two substitutes to cover five special education	TSI funds requested

In CLTs, K-5 general and special education teachers will discuss and plan questions and prompts that support students' thinking, monitoring, and reflection during the math problem-solving process. This will include when and how teachers will explicitly model thinking, monitoring, and reflecting during the problem-solving process, as well as determine which students, and at which parts of the problem-solving process, students can be independent. <u>Year 2</u> In CLTs, K-5 general and special education teachers will model the problem-solving process for colleagues and collaboratively plan scaffolds and instructional supports aligned to students' unique learning needs to strengthen students with disabilities monitoring and reflection during problem solving.			Monthly vertical team meetings	process to solve math problems. Additional measures of success: • CLT planning documents	teachers' while they attend grade level planning. (As noted above, this is not a duplicated request.)	

<u>Year 3</u> In CLTs, K-5 general and special education teachers will engage in observations of other grade-level teams and provide feedback on lesson planning that intentionally creates opportunities for students with disabilities to monitor and reflect on their steps during the problem-solving process.						
Monitoring: Administrators will utilize the PWCS walkthrough tool to monitor implementation and provide feedback. • Math department visits • Special education department visits	School Principal	9/8/2025 – 5/29/2028	BOY, MOY, and EOY progress monitoring meetings Monthly vertical team meetings Create monthly visual walkthrough schedule	100% of K-5 teachers will model using the problem-solving process to solve math problems. Additional measures of success: • Walkthrough data Math Walkthrough Tool: High-Quality Instructional Practices Section: • The teacher strengthens all students' understanding of the content by strategically presenting and	None	None

				comparing students' representations and/or solution methods. • The teacher implements tasks that make students' current understanding (including misconceptions) of the math visible and adapts the lesson to support student understanding. • The teacher deliberately poses questions that require students to justify and explain their thinking. • The teacher facilitates the summary of mathematics with references to student work and discussion to reinforce the lesson's focus. Student Ownership Section: • Students use reasoning and problem-solving skills to persevere through difficulty.		

				• Students retain ownership of the complex thinking, even when the teacher provides support. • Students use appropriate tools strategically when solving problems. • Students explain and justify their thinking beyond just stating answers. • Students talk about and ask questions about each other's thinking to clarify or improve their own mathematical understanding.		
Monitoring: K–5 general and special education teachers will use student data to identify students with disabilities who are not responding to instruction and adjust supports and instructional approaches to address their specific learning needs.	School Administrators	8/18/2025–5/29/2028	BOY, MOY, and EOY progress monitoring meetings Monthly vertical team meetings	100% of K-5 students with disabilities will use the problem-solving checklist to monitor and reflect on their steps during the problem-solving process. Additional measures of success: • Student samples • CLT planning documents • Data tracking	None	None
Monitoring: Monitor enrollment, attendance, and	All-In VA Coordinator	9/15/2025–6/30/2026	BOY, MOY, and EOY progress monitoring meetings	100% of K-5 students with disabilities will use the problem-solving	None	None

student progress of students with disabilities in All-In tutoring.				checklist to monitor and reflect on their steps during the problem-solving process. Additional measures of success: • Student roster • Student data • CLT meeting notes		

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 13% proficiency on the SOL in June 2025. Our desired future state for students with disabilities is 84% or more proficient on the reading 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**
	36% or more of students with disabilities scoring proficient on the science SOL by June 2026. 40% or more of 4^{th}-5^{th} grade students with disabilities will score proficient and mastery on the science unit assessments by June 2026.	60% or more of students with disabilities scoring proficient on the science SOL by June 2027. 65% or more of 4^{th}-5^{th} grade students with disabilities will score proficient and mastery on the science unit assessments by June 2027.	84% or more of students with disabilities scoring proficient on the science SOL by June 2028. 85% or more of 4^{th}-5^{th} 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' ability to plan rigorous science instruction and implement lesson plans with fidelity. The team determined a strategic priority for increasing science achievement for students with disabilities. The team then discussed and selected an evidence-based strategy that focused on improving students' active, experiential science learning skills. **Evidence Tier:** Tier 1 (strong evidence)
Intended Outcomes Describe how student outcomes will improve as a result implementing the evidence-based strategy.	**Intended Outcomes:** The 5E instructional model, deeply rooted in the constructivist approach, enhances student outcomes by promoting active, experiential learning where students construct their own understanding. With a strengthened foundation in active, experiential science learning, and providing teachers with professional development on the 5E instructional model; growth producing feedback on instructional delivery and implementation of the 5Es; and monitoring students' progress, we will increase our students with disabilities performance on the science SOL.
Lead person (Who is responsible for ensuring the work gets done?)	Building Principal
Team Members (Who are responsible for doing the work?)	School Continuous Improvement (CI) Team, IB Coordinator, K-5 Teacher (General Education and Special Education), and Instructional Technology 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	**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?)

			confirm the work remains on track.			
Planning: <u>Year1</u> Provide K–5 teachers with professional learning on implementing the 5E instructional model with fidelity, emphasizing the use of embedded scaffolds within the curriculum to support students with disabilities. <u>Year 2</u> Provide professional learning to K-5 teachers focused on embedding specially designed instruction within the 5E instructional model. <u>Year 3</u> K-5 teachers will collaboratively analyze student data to refine 5E instruction and provide scaffolds that promote independence.	School Principal	9/1/2025-5/29/2028	BOY, MOY, and EOY progress monitoring meetings Monthly vertical team meetings	100% of K-5 teachers will use the 5E model to engage in collaborative discussion, using high level questions to support students' science inquiry. Additional measures of success: • PD sign-in • CLT planning documents	None	None
Planning: <u>Year1</u> K-5 teachers will collaboratively plan 5E science lessons to	School Principal	9/1/2025 – 5/29/2028	BOY, MOY, and EOY progress monitoring meetings	100% of K-5 teachers will use the 5E model to engage in collaborative discussion, using high level questions to	None	None

embedded scaffolds to support students with disabilities. <u>Year 2</u> K-5 teachers will collaboratively design 5E lessons that embed specially designed instruction within the model to support students with disabilities. <u>Year 3</u> K-5 teachers will collaboratively analyze students with disabilities data to refine 5E instruction and provide scaffolds that promote independence.			Monthly vertical team meetings	support students' science inquiry. Additional measures of success: • CLT planning documents that include hands-on experiences, scaffolds and extensions.		
Monitoring: Administrators will use the PWCS walkthrough tool to monitor implementation and provide feedback for student ownership and engagement in learning. • Science department visits • Special education department visits	School Principal	8/18/2025–5/29/2028	BOY, MOY, and EOY progress monitoring meetings Monthly vertical team meetings Create monthly visual schedule for walkthroughs	100% of K-5 teachers will use the 5E model to engage in collaborative discussion, using high level questions to support students' science inquiry. Additional measures of success: • Walkthrough data Science Walkthrough Tool: High-Quality Instructional Practices Section:	None	None

				• The teacher intentionally and explicitly leverages students' prior knowledge and experience to support understanding of phenomena or solve design problems. • The teacher supports students to make sense of disciplinary core idea(s) through relevant phenomena, explanations, representations, tasks, examples and/or models. Student Ownership Section: • Students express, clarify, justify, interpret, explain, and represent their ideas. • Students talk about and ask questions about each other's thinking to clarify or improve their own understanding. • Students share their developing thinking about the		

				content of the lesson. • Students evaluate and revise their thinking as understanding develops. • Students use scientific language appropriate to the content in their explanations and discussions.		
Implementation: <u>Year 1</u> 4th and 5th grade teachers will establish a system to implement "Question of the Day" (QOD). <u>Year 2</u> Extend Year 1 practice to K-3 students. <u>Year 3</u> K-3 teachers will incorporate structured conversations with the QOD.	School Principal	8/18/2025–5/29/2028	BOY, MOY, and EOY progress monitoring meetings Monthly vertical team meetings	100% of 4th and 5th grade students with disabilities will demonstrate understanding of the science concept by using evidence to justify their thinking (Question of the Day). Additional measures of success: • CLT planning documents • QOD schedule	None	None
Monitoring: <u>Year 1</u> 4th and 5th grade teachers will examine the quality of the weekly QOD to determine specific next steps to support	School Principal	8/18/2025 5/29/2028	BOY, MOY, and EOY progress monitoring meetings Monthly vertical team meetings	100% of 4th and 5th grade students with disabilities will demonstrate understanding of the science concept by using evidence to justify their thinking (Question of the Day).	None	None

students with disabilities. <u>Year 2 and 3</u> K-3 grade teachers will examine the quality of weekly QOD to determine specific next steps to support students with disabilities. 4th and 5th grade teachers will continue to enhance the Year 1 practice.				Additional measures of success: • Student samples • Student data to QOD response		