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	Triangle Elementary
Grades Served	PK-5
Principal Name	Geoffrey Deavers
Principal Email	deavergs@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	Geoffrey Deavers	deavergs@pwcs.edu	School	Principal
School Leader	Felecia Stinson	stinsof@pwcs.edu	School	Assistant Principal
School Leader	Jennifer Knapp	knappj@pwcs.edu	School	Assistant Principal
School Leader	Kristin Burton	burtonka@pwcs.edu	School	Administrative Intern
Teacher	Amy Noriega	noriegag@pwcs.edu	School	Instructional Technology Coach
Teacher	Michelle Mallette-Schaffer	schaffmm@pwcs.edu	School	Title I Literacy Teacher
Teacher	Nicole Berliner	berlinnx@pwcs.edu	School	Reading Specialist
Teacher	Kelley O'Neill	oneillkm@pwcs.edu	School	EL Teacher
Teacher	Debra Quenn	queendi@pwcs.edu	School	Math Coach
Teacher	William Parker	parkerwr@pwcs.edu	School	School Counselor
Teacher	Camille Swain	swaincr@pwcs.edu	School	Instructional Coach
Teacher	Belinda Owens	owensba@pwcs.edu	School	Special Education Teacher
Division Leader	Meisram Hernandez	figuerml@pwcs.edu	Strategic Planning and Continuous Improvement Department	Coordinator, Continuous Improvement Coaching
Division Leader	Haley Guglielmi	guglieh@pwcs.edu	Elementary Level Office	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	Special Education Department	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 19.4% proficiency on the reading SOL in June 2025. Our desired future state for our students with disabilities is 50% 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, 30% or more of students with disabilities in grades 3-5 will demonstrate proficiency on the reading SOL. By June 2026, 30% or more students with disabilities will be reading on/above Grade Level. By June 2026, 70% of students with disabilities in K-2 will score in the low/moderate risk bands as measured by VALLSS.	By June 2027, 40% or more of students with disabilities in grades 3-5 will demonstrate proficiency on the reading SOL. By June 2027, 40% or more students with disabilities will be reading on/above Grade Level. By June 2027, 75% of students with disabilities in K-2 will score in the low/moderate risk bands as measured by VALLSS.	By June 2028, 50% or more of students with disabilities in grades 3-5 will demonstrate proficiency on the reading SOL. By June 2028, 50% or more students with disabilities will be reading on/above Grade Level. By June 2028, 80% of students with disabilities will score in the low/moderate risk bands as measured by 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 Decoding 4-5: Build students' decoding skills so they can read complex multisyllabic words. **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. Decoding Recommendation 1: Identify the level of students' word-reading skills and teach vowel and consonant letter sounds and combinations, as necessary. Teach students a routine they can use to decode multisyllabic words. Embed spelling instruction in the lesson. Engage students in a wide array of activities that allow them to practice reading multi-syllabic words accurately and with increasing automaticity. **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:** Inconsistent teacher knowledge and skills to implement foundational skills that impact students' comprehension. The team determined a strategic priority for increasing foundational skills for all students with a focus on students with disabilities. The team then discussed and selected evidence-based strategies that focused on improving students' decoding 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. By upper elementary and middle school grades, texts include more complex multisyllabic words. Many difficult multisyllabic words are essential for understanding the meaning of the texts. For that reason, adequate word-reading skills are essential for understanding the more complex texts that appear in these higher grade levels. The goal is to prepare students with the skills needed to

	break apart and accurately sound out multi-syllabic words. To achieve the intended outcomes above, we will provide teachers with professional development on explicitly teaching decoding skills, particularly for students with disabilities, including word analysis and reading and writing complex multisyllabic words. We will offer growth-producing feedback on instructional delivery and the implementation of decoding strategies and monitor student decoding progress. These efforts will increase reading SOL performance for students with disabilities.
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 and coaching for all K-5 general and special education teachers on explicitly teaching foundational skills using HQIM: (VALLSS, UFLI, LETRS, Advanced Spelling Screener, HMH Phonics). <u>Year 2</u> Provide professional learning to all K–5 general and special	Reading Specialist Title I Reading Teachers	8/25/2025-6/2028	BOY, MOY, and EOY progress monitoring meetings	100% of teachers will explicitly teach foundational skills routines and provide opportunities for students to practice learned skills. Additional Measures of Success: • Professional Learning Agenda and materials	$221,998	Title I

education teachers focused on selecting appropriate scaffolds to support the foundational skill needs of students with disabilities. <u>Year 3</u> Provide professional learning to all K–5 general and special education teachers focused on adjusting foundational skill instruction based on the progress and needs of students with disabilities.						
Planning: <u>Year 1</u> K-5 general and special education teachers will utilize CLT meetings to collaboratively plan and discuss how to explicitly teach foundational skills (UFLI/HMH Phonics lessons) to students with disabilities. <u>Year 2</u> K-5 general and special education teachers will utilize CLT meetings to	Reading Specialist Title I Reading Teachers	8/25/2025-6/2028	BOY, MOY, and EOY progress monitoring meetings CLT meetings	100% of teachers will explicitly teach foundational skills routines and provide opportunities for students to practice learned skills. Additional Measures of Success: • CLT Agendas and Planning Documents	None	None

collaboratively plan and select appropriate scaffolds to support the foundational skill needs of students with disabilities. <u>Year 3</u> K-5 general and special education teachers will utilize CLT meetings to collaboratively plan and refine foundational skill instruction based on the progress and needs of students with disabilities.						
Monitoring: K-5 general and special education teachers will hold quarterly structured data discussions about students with disabilities to determine instructional small group support based on student data (by name and need).	Reading Specialist Title I Reading Teachers	8/25/2025-6/2028	BOY, MOY, and EOY progress monitoring meetings CLT meetings	75% of students with disabilities will demonstrate mastery weekly foundational skill progress monitoring quick checks (HMH/UFLI). Additional Measures of Success: • CLT Agendas and Data Discussion Planning notes • Data Reflection tool • Student formative and summative data	None	None

Monitoring: Administrators will use the PWCS Foundational Skills walkthrough tool to collect and provide growth-producing feedback to K-5 general and special education teachers on implementation of foundational skills routines and opportunities for students to practice learned skills. • TNTP visits • ELA department visits • Special education department visits • School support visits from Level Office	School Administrators	8/25/2025-6/2028	BOY, MOY, and EOY progress monitoring meetings Administrative meetings	100% of teachers will explicitly teach foundational skills routines and provide opportunities for students to practice learned skills. Additional Measures of Success: • Data and notes from walkthroughs using the PWCS Foundational Skills tool (Teacher Directed Instruction and Student Practice sections).	None	None
Implementation: K-5 students with disabilities will receive daily Tier 1 instruction in decoding/spelling during the ELA block. Where they practice with dictated sentences and decodable texts.	Reading Specialist Instructional Coach	8/25/2025-6/2028	BOY, MOY, and EOY progress monitoring meetings	75% of students with disabilities will demonstrate mastery weekly foundational skill progress monitoring quick checks (HMH/UFLI). Additional Measures of Success: • CLT Agendas and Planning Documents	None	None

Monitoring: K-5 general and special education teachers will analyze student decoding/encoding data (by name and need) from weekly foundational skill progress quick checks to adjust instruction and provide small group, tiered interventions before, during, and after school.	All-In VA Tutoring Coordinator & Reading Specialist	8/25/2025-6/2028	BOY, MOY, and EOY progress monitoring meetings School Reading meetings	75% of students with disabilities will demonstrate mastery weekly foundational skill progress monitoring quick checks (HMH/UFLI). Additional Measures of Success: • CLT Agendas and Data Discussion Planning notes • Data Reflection tool • 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 21% proficiency on the math SOL in June 2025. Our desired future state for our students with disabilities is 65% 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, 35% or more students with disabilities in grades 3-5 will demonstrate proficiency on the math SOL. By June 2026, 35% or more of 1st-5th grade students with disabilities will demonstrate growth on the EOY Momentum Assessment.	By June 2027, 50% or more students with disabilities in grades 3-5 will demonstrate proficiency on the math SOL. By June 2026, 50% or more of K-5 students with disabilities will demonstrate growth on the EOY Momentum Assessment. (Phase in Kindergarten).	By June 2028, 65% or more students with disabilities in grades 3-5 will demonstrate proficiency on the math SOL. By June 2026, 65% or more of K-5 students with disabilities will demonstrate growth on the EOY Momentum Assessment. (Phase in Kindergarten).
Evidence-Based Strategy	**Evidenced-Based Strategy:**		

Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.	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 consistent implementation of rigorous, standards-aligned instruction that includes building mathematical language/vocabulary. The team determined a strategic priority for promoting rigorous, standards-aligned, and student-centered instruction by reinforcing professional accountability, clarifying expectations, and leveraging improved curriculum supports and coaching with a focus on students with disabilities and English language learners. The team then discussed and selected an evidence-based strategy that focused on improving students' understanding of mathematical 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 Principals, 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: <u>Year 1</u> Provide professional learning to all K-5 general and special education teachers on how to use mathematical language and vocabulary with the new math curriculum to support students with disabilities in justifying their thinking. <u>Year 2</u> Provide professional learning to all K-5 general and special education teachers on how to select appropriate scaffolds	Title I Math Teachers Math Coach	8/25/2025 – 6/2028	BOY, MOY, and EOY progress monitoring meetings	100% of K-5 teachers will deliver math lessons using high quality instructional materials (Envision), unit guides, high level questioning and mathematical language. Additional Measures of Success: • Professional Learning Agenda and materials	None	None

for students with disabilities to build their mathematical vocabulary and apply it correctly when justifying their thinking. <u>Year 3</u> Provide professional learning to all K-5 general and special education teachers on adjusting scaffolds and refining instructional practices based on students with disabilities data.						
Planning: K-5 general and special education teachers will utilize CLT meetings to collaboratively plan and design learning experiences that require students with disabilities to use mathematical language and vocabulary to justify their thinking.	Title I Math Teachers Math Coach	8/25/2025 – 6/2028	BOY, MOY, and EOY progress monitoring meetings CLT meetings	100% of K-5 teachers will deliver lessons using high quality instructional materials (Envision), unit guides, high level questioning and mathematical language. Additional Measures of Success: • CLT Agendas and Planning Documents	$221,998	Title I
Monitoring: Administrators will monitor and provide growth producing feedback to K-5 general and special	School Administrators	8/25/2025 – 6/2028	BOY, MOY, and EOY progress monitoring meetings Administrative meetings	100% of K-5 teachers will deliver lessons using high quality instructional materials (Envision), unit guides, high level questioning	None	None

education teachers on the implementation of high-quality instructional practices that include the use of mathematical language/vocabulary using the PWCS Math Walkthrough tool. • Math department visits • Special education department visits • School support visits from Level Office				and mathematical language. Additional Measures of Success: • Data and notes from walkthroughs using the PWCS Math tool (High Quality Instructional Practices and Student Ownership sections).		
Implementation: K-5 students with disabilities will use and apply appropriate mathematical language and vocabulary to justify their work on math tasks aligned to the rigor of the standard.	Title I Math Teachers Math Coach	8/25/2025 – 6/2028	BOY, MOY, and EOY progress monitoring meetings CLT meetings	100% of students with disabilities will apply learned strategies to justify their work (representational, verbally, numerically) to solve a mathematical problem using appropriate mathematical language. Additional Measures of Success: • CLT Planning Documents • Student work samples	None	None
Monitoring: K-5 general and special education teachers will	All-In VA Tutoring Coordinator	8/25/2025 – 6/2028	BOY, MOY, and EOY progress monitoring meetings	100% of students with disabilities will apply learned strategies to	None	None

analyze students with disability data (by name and need) and their application of mathematical language and vocabulary to adjust instruction and provide small group, tiered interventions before, during, and after school.			CLT meetings	justify their work (representational, verbally, numerically) to solve a mathematical problem using appropriate mathematical language. Additional Measures of Success: • CLT Agendas and Data Discussion Planning notes • Data Reflection tool • Student formative and summative data		

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 16.7% proficiency on the science SOL in June 2025. Our desired future state for our students with disabilities is 60% or more proficiency on the science SOL by June 2028.		
School Performance and Support Framework Alignment Select indicator that the goal addresses.	Science Mastery		
Measurable Objectives Define objectives that support accomplishing the goal.	**Measurable Objective Year 1**	**Measurable Objective Year 2**	**Measurable Objective Year 3**
	By June 2026, 30% or more students with disabilities will demonstrate proficiency on the science SOL. By June 2026, 30% of 4th-5th grade students with disabilities will demonstrate proficiency on End of Unit Assessments.	By June 2027, 50% or students with disabilities will demonstrate proficiency on the science SOL. By June 2027, 50% of K-5 students with disabilities will demonstrate proficiency on End of Unit Assessments. (Phase in 3rd grade).	By June 2028, 60% or more students with disabilities will demonstrate proficiency on the science SOL. By June 2028, 60% of K-5 students with disabilities will demonstrate proficiency on End of Unit Assessments. (Phase in grades K-2).

Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.	**Evidenced-Based Strategy:** Science: 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:** Inconsistent implementation and application of the 5E Instructional Model to increase student engagement. The team determined a strategic priority for increasing student achievement on science unit assessments and SOL with a focus on students with disabilities and English language learners. 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.

			To achieve the intended outcomes above, we will provide teachers with professional development on the 5E instructional model, provide growth-producing feedback on the delivery and implementation of the 5Es, and monitor student progress. These actions will increase science SOL performance for students with disabilities.			
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, CI Team, and K-5 Teachers (General Education and Special Education Teachers)			
Action Step *(What will be accomplished?)* List the specific, sequenced steps required to complete the activity.	**Process Owner** *(Who is responsible for ensuring the action step is complete?)* Identify a single, accountability lead.	**Time Frame** (*How long will it take?)* Identify the start and end dates for each action step, including any key milestones.	**Progress Checks** *(How will the team monitor progress?)* Define key dates to review process, make adjustments, and confirm the work remains on track.	**Measures of Success** *(How will the team know if the action step is complete?)* Define clear, observable indicators of completion.	**Cost Elements** *(What resources are needed to complete the action step?)*	**Funding Source** (Where will the money come from?)
Professional Learning: <u>Year 1</u> Professional learning for all K-5 general and special education teachers focused on understanding the 5E instructional model and identifying the embedded scaffolds within the science curriculum that support access and engagement for students with disabilities. <u>Year 2</u> Professional learning for all K-5 general and special education	School Administrators Instructional Coach	8/25/2025-6/2028	BOY, MOY, and EOY progress monitoring meetings	100% of teachers will deliver high quality instructional practices (to include experiments, representation, models, and tasks) along with high level questioning to support students understanding and application of scientific concepts. Additional Measures of Success: • Professional Learning Agenda and materials	None	None

teachers focused on intentionally implementing the curriculum's embedded scaffolds within each phase of the 5E model to improve access, participation, and understanding for students with disabilities. <u>Year 3</u> Professional learning for all K-5 general and special education teachers focused on refining effective 5E instructional practices by analyzing student data, sharing strategies, and adjusting use of embedded scaffolds to ensure consistent outcomes for students with disabilities.						
Planning: <u>Year 1</u> K-5 general and special education teachers will utilize CLT meetings to collaboratively plan for learning experiences that include the 5E	School Administrators Instructional Coach	8/25/2025 - 6/2028	BOY, MOY, and EOY progress monitoring meetings CLT meetings	100% of teachers will deliver high quality instructional practices (to include experiments, representation, models, and tasks) along with high level questioning to support students	None	None

instructional model and identify the embedded scaffolds within the science curriculum that support access and engagement for students with disabilities. <u>Year 2</u> K-5 general and special education teachers will utilize CLT meetings to intentionally implement the embedded curriculum's scaffolds within each phase of the 5E model to improve access, participation, and understanding for students with disabilities. <u>Year 3</u> K-5 general and special education teachers will utilize CLT meetings to refine effective 5E instructional practices by analyzing student data, sharing strategies, and adjusting use of embedded scaffolds to				understanding and application of scientific concepts. Additional Measures of Success: • CLT Agendas and Planning Documents		

ensure consistent outcomes for students with disabilities.						
Monitoring: Administrators will conduct walkthroughs and observations to monitor and provide K-5 general and special education teachers with growth-producing feedback on the implementation of the 5E instructional model and high-level questioning using the PWCS Science Walkthrough tool. • Science department visits • Special education department visits • School support visits from Level Office	School Administrators	8/25/2025-6/2028	BOY, MOY, and EOY progress monitoring meetings Administrative meetings	100% of teachers will deliver high quality instructional practices (to include experiments, representation, models, and tasks) along with high level questioning to support students understanding and application of scientific concepts. Additional Measures of Success: • Data and notes from walkthroughs using the PWCS Science tool (High Quality Instructional Practices and Student Ownership sections).	None	None
Monitoring: K-5 general and special education teachers will participate in data days to discuss student progress (by name and need to include students with disabilities) on a given	Instructional Coach	8/25/2025-6/2028	BOY, MOY, and EOY progress monitoring meetings CLT meetings	100% of students with disabilities will apply and justify their learning using scientific language on oral and/or written science tasks (QSSSA, Question of the Day, Formative	None	None

QSSSA, Question of the Day, Formative Probe, exit tickets, and/or experiments to determine instructional next steps based on students' needs.				Probe, exit tickets, experiments, etc.). Additional Measures of Success: • CLT Meeting Notes • Student formative and summative data		