

## Cora Kelly Elementary School Multi-year School Support Plan

Complete a support plan for each prioritized root cause from the completed [needs assessment process](#). For each goal, identify the 3-year goal statement, framework indicator, measurable objectives, Evidence-based Strategy, intended outcomes, the lead person, and appropriate team members. Then, identify the action steps, process owner, time frame, progress checks, measures of success, cost elements, and funding sources.

Multi-year School Support Plan			
3-Year Goal Statement Include the goal statement completed as part of the needs assessment process.	By June 2028, students with disabilities at Cora Kelly will achieve an 80% mastery index in reading.		
School Performance and Support Framework Alignment Select indicator that the goal addresses.	Reading Mastery		
Measurable Objectives Define objectives that support accomplishing the goal.	<b>Measurable Objective Year 1</b> By June 2026, the reading mastery index for students with disabilities at Cora Kelly will increase to 65%, as measured by Virginia SOL Reading assessments and VAAP performance data.	<b>Measurable Objective Year 2</b> By June 2027, the reading mastery index for students with disabilities at Cora Kelly will increase to 72%, as measured by Virginia SOL Reading assessments and VAAP performance data, demonstrating continued progress toward proficiency and mastery.	<b>Measurable Objective Year 3</b> By June 2028, the reading mastery index for students with disabilities at Cora Kelly will reach 80%, as measured by Virginia SOL Reading assessments and VAAP performance data, meeting the school's long-term goal.
Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.	<p><a href="#">K-3rd: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.</a> (Strong Evidence) Rationale: Daily reading of connected text gives students with disabilities consistent, structured practice to build accuracy, fluency, and comprehension while supporting access to grade-level instruction and progress toward IEP goals.</p> <p><a href="#">4th &amp; 5th: Routinely use a set of comprehension-building practices to help students make sense of the text</a> (Strong Evidence) Rationale: Routinely using comprehension-building practices provides students with disabilities clear, consistent strategies to make meaning from grade-level text, strengthen understanding, and support progress toward IEP and academic goals.</p> <p><b>Part 3A:</b> Build students' world and word knowledge so they can make sense of the text</p>		

		<p><b>Part 3B:</b> Consistently provide students with opportunities to ask and answer questions to better understand the text they read</p> <p><b>Part 3C:</b> Teach students a routine for determining the overall meaning of a short section of text</p> <p><b>Part 3D:</b> Teach students to monitor their comprehension as they read</p>				
Intended Outcomes Describe how student outcomes will improve as a result implementing the evidence-based strategy.		<p>All students will engage in daily reading of connected text, resulting in improved reading accuracy, increased fluency, and stronger comprehension, as evidenced by growth in classroom-based reading assessments, progress monitoring data, and performance on grade-level literacy measures including VALLSS, DIBELS and MAP.</p> <p>Students will learn and apply self-monitoring practices while reading and/or listening to a text to support in improving recall and text comprehension. As students apply the strategies, they will be able to more effectively comprehend and draw deeper connections to the overall meaning of a text.</p>				
Lead person (Who is responsible for ensuring the work gets done?)		Principal				
Team Members (Who are responsible for doing the work?)		Reading Specialists Special Education Coach Assistant Principal Instructional Staff (Grade Level Teachers, Special Education Teachers, EL Teachers, Instructional Assistants)				
<b>Action Step</b> <i>(What will be accomplished?)</i> List the specific, sequenced steps required to complete the activity.	<b>Process Owner</b> <i>(Who is responsible for ensuring the action step is complete?)</i> Identify a single, accountability lead.	<b>Time Frame</b> <i>(How long will it take?)</i> Identify the start and end dates for each action step, including any key milestones.	<b>Progress Checks</b> <i>(How will the team monitor progress?)</i> Define key dates to review process, make adjustments, and confirm the work remains on track.	<b>Measures of Success</b> <i>(How will the team know if the action step is complete?)</i> Define clear, observable indicators of completion.	<b>Cost Elements</b> <i>(What resources are needed to complete the action step?)</i>	<b>Funding Source</b> <i>(Where will the money come from?)</i>
For each student with a disability, conduct a crosswalk of IEP goals, present levels of performance, SDI service minutes, EBIs, and grade level standards in reading and make adjustments to ensure alignment and effectiveness.	Special Education Coach	February 2026-September 2026  Complete current IEP crosswalks for Grades 3-5 by March 2026  Complete current IEP crosswalks for	The Principal and Special Education Coach will review crosswalk completion with documented adjustments for all students with disabilities in: <ul style="list-style-type: none"> <li>• April 2026</li> <li>• August 2026</li> </ul>	Crosswalks show a clear connection between grade-level reading standards and IEP literacy goals  Identified instructional strategies and	Hourly compensation for extended planning and collaboration time	SIG

		<p>Grades K-2 by April 2026</p> <p>New IEPs written after April 2026 will be reviewed by the Special Education Coach and Reading Specialist within 2 weeks of parent consent.</p>	<ul style="list-style-type: none"> <li>September 2026</li> </ul>	<p>interventions directly support both standards and goals</p> <p>Gaps or redundancies in supports are noted and addressed</p> <p>Frequent progress monitoring data and IEP documentation show measurable growth in targeted reading skills for students with disabilities.</p>		
<p>Review the intervention schedule to ensure intervention time is provided in addition to the core literacy block, prioritizes access to the general education curriculum, and aligns special education service minutes to complement and support specific reading interventions.</p>	Assistant Principal	<p>February 2026-September 2026</p> <p>Utilize structure to inform SY26-27 (August 2026)</p>	<p>Quarterly checks to ensure alignment</p> <ul style="list-style-type: none"> <li>April 2026</li> <li>August 2026</li> <li>September 2026</li> </ul>	<p>Frequent progress monitoring data and IEP documentation show measurable growth in targeted reading skills for students with disabilities.</p> <p>Walkthrough data from IET blocks demonstrates consistent SDI practices and observable student progress toward intervention goals.</p> <p>Interventions and service minutes are scheduled outside of</p>	n/a	n/a

				<p>the core reading block.</p> <p>The school wide master schedule reflects protected Gen Ed literacy time across all grade levels.</p> <p>Special education service minutes are documented as complementing, not replacing, reading interventions.</p> <p>Intervention groupings are based on current data and IEP needs.</p>		
Increase and protect structured collaborative planning time between general education, EL, and special education teachers.	Principal	February 2026-September 2026  Identify opportunities for PLC time, after-school and summer collaborative planning.	Monthly progress checks to ensure collaboration time and impactful planning are taking place.	<p>Evidenced by collaborative lesson planning and delivery during walkthroughs and observations.</p> <p>Frequent progress monitoring data and IEP documentation show measurable growth in targeted reading skills for students with disabilities.</p>	Hourly compensation for extended planning and collaboration time	SIG
Provide professional learning and coaching for Instructional Assistants to	Special Education Coach	February 2026-September 2026	Quarterly review of professional learning, coaching plans, and	Walkthroughs/coaching observations show instructional	Hourly compensation for extended	SIG

strengthen instructional capacity for supporting student progress toward IEP goals and implementing targeted reading interventions, and ensure structured collaborative planning time with lead teachers.		Prioritize during staff PD during August 2026.	collaborative planning opportunities to ensure implementation fidelity and alignment to student progress and IEP goals.	assistants using targeted reading strategies, best practices in supporting students with disabilities, and providing IEP accommodations.  Frequent progress monitoring data and IEP documentation show measurable growth in targeted reading skills for students with disabilities.	planning and collaboration time  Outside professional development	
Provide targeted professional learning and coaching on evidence-based instructional strategies for students with significant learning and communication needs, including those with the characteristics of autism with an emphasis on reading and student engagement.	Principal	March 2026-September 2026  Prioritize during staff PD during August 2026	Quarterly review of PD records, coaching logs, and walkthrough data to confirm implementation of autism-responsive targeted reading interventions.	Walkthroughs/coaching observations show instructional staff utilizing autism responsive strategies.  Frequent progress monitoring data and IEP documentation show measurable growth in targeted reading skills for students with disabilities.	Hourly compensation for extended planning and collaboration time	SIG
Establish a structured collaboration and inclusion planning cycle between Citywide teachers, Reading Specialists, and the Special Education	Special Education Coach	March 2026-September 2026	Monthly collaborative meetings between coaches.  Quarterly full or half day planning days for	Walkthroughs/coaching observations with a focus on grade level reading instruction and inclusive practices.	Hourly compensation for extended planning and collaboration time	SIG

Coach to expand access to grade-level literacy instruction and inclusive academic experiences.			City Wide and general education teachers	Measurable growth toward IEP reading goals and literacy benchmarks for students in City Wide program		
Conduct quarterly analysis of reading data for students with disabilities to inform Tier 1 instructional adjustments and Tier 2/3 intervention placement decisions.	Special Education Coach	March 2026-June 2026	Monthly agendas and notes from scheduled data meetings show regular review of reading data for students with disabilities and walk through data with identification of instructional and intervention adjustments.	Reading data reviews result in documented Tier 1 instructional changes and Tier 2/3 placement adjustments, and progress monitoring shows measurable growth toward reading-related IEP goals for students with disabilities.	N/A	N/A
The year-2 plan and Action Steps will be developed after evaluating Spring 2026 data and revising the Multi-Year plan.						

<b>Multi-year School Support Plan</b>			
3-Year Goal Statement Include the goal statement completed as part of the needs assessment process.	By June 2028, students with disabilities at Cora Kelly will achieve an 80% mastery index in math.		
School Performance and Support Framework Alignment Select indicator that the goal addresses.	Math Mastery		
Measurable Objectives Define objectives that support accomplishing the goal.	<b>Measurable Objective Year 1</b> By June 2026, the math mastery index for students with disabilities at Cora Kelly will increase to 65%, as measured by Virginia SOL math	<b>Measurable Objective Year 2</b> By June 2027, the math mastery index for students with disabilities at Cora Kelly will increase to 72%, as measured by Virginia SOL math assessments and VAAP	<b>Measurable Objective Year 3</b> By June 2028, the math mastery index for students with disabilities at Cora Kelly will reach 80%, as measured by Virginia SOL math assessments and VAAP performance data,

	assessments and VAAP performance data.	performance data, demonstrating continued progress toward proficiency and mastery.	meeting the school's long-term goal.			
Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.	<a href="#">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.</a> (Tier: Strong) Rationale: Teaching clear and consistent mathematical language supports students with disabilities in expressing their thinking, deepening conceptual understanding, and accessing grade-level math while making progress toward IEP and academic goals.					
Intended Outcomes Describe how student outcomes will improve as a result implementing the evidence-based strategy.	Students will participate in a systematic intervention including an introduction of mathematical language, reviewing previous mathematical concepts during intervention to support students' continued understanding, using accessible numbers in instruction to focus on mathematical procedures, sequence instruction to build learning incrementally, provide visual and verbal supports, and provide immediate feedback to students to support understanding.					
Lead person (Who is responsible for ensuring the work gets done?)	Principal					
Team Members (Who are responsible for doing the work?)	Math Specialist Special Education Coach Assistant Principal Instructional Staff (Grade Level Teachers, Special Education Teachers, EL Teachers, Instructional Assistants)					
<b>Action Step</b> <i>(What will be accomplished?)</i> List the specific, sequenced steps required to complete the activity.	<b>Process Owner</b> <i>(Who is responsible for ensuring the action step is complete?)</i> Identify a single, accountability lead.	<b>Time Frame</b> <i>(How long will it take?)</i> Identify the start and end dates for each action step, including any key milestones.	<b>Progress Checks</b> <i>(How will the team monitor progress?)</i> Define key dates to review process, make adjustments, and confirm the work remains on track.	<b>Measures of Success</b> <i>(How will the team know if the action step is complete?)</i> Define clear, observable indicators of completion.	<b>Cost Elements</b> <i>(What resources are needed to complete the action step?)</i>	<b>Funding Source</b> <i>(Where will the money come from?)</i>
For each student with a disability, conduct a crosswalk of IEP goals, present levels of performance, SDI service minutes, EBIs, and grade level standards in reading and make adjustments to ensure alignment and effectiveness.	Special Education Coach	February 2026-September 2026  Complete current IEP crosswalks for Grades 3-5 by March 2026  Complete current IEP crosswalks for	The Principal and Special Education Coach will review crosswalk completion with documented adjustments for all students with disabilities in: <ul style="list-style-type: none"> <li>April 2026</li> <li>August 2026</li> <li>September 2026</li> </ul>	Crosswalks show a clear connection between grade-level math standards and IEP math goals  Identified instructional strategies and interventions	Hourly compensation for extended planning and collaboration time	SIG

		<p>Grades K-2 by April 2026</p> <p>New IEPs written after April 2026 will be reviewed by the Special Education Coach and Math Specialist within 2 weeks of parent consent.</p>		<p>directly support both standards and goals</p> <p>Gaps or redundancies in supports are noted and addressed</p> <p>Frequent progress monitoring data and IEP documentation show measurable growth in targeted math skills for students with disabilities.</p>		
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<p>Review the intervention schedule to ensure intervention time is provided in addition to the tier 1 math skills instruction, prioritizes access to the general education curriculum, and aligns special education service minutes to complement and support specific reading interventions.</p>	<p>Assistant Principal</p>	<p>February 2026-September 2026</p> <p>Utilize structure to inform SY26-27 (August 2026)</p>	<p>Quarterly checks to ensure alignment</p> <ul style="list-style-type: none"> <li>● April 2026</li> <li>● August 2026</li> <li>● September 2026</li> </ul>	<p>Frequent progress monitoring data and IEP documentation show measurable growth in targeted math skills for students with disabilities.</p> <p>Interventions and service minutes are scheduled outside of the tier 1 math skills instruction.</p> <p>Walkthrough data from IET blocks demonstrates consistent SDI practices and observable student progress toward intervention goals.</p> <p>Special education service minutes are documented as complementing, not replacing, math interventions.</p> <p>Intervention groupings are based on current data and IEP needs.</p>	<p>n/a</p>	<p>n/a</p>
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Increase, protect, and structure collaborative planning time between general ed teachers, EL teachers, and special education teachers.	Principal	February 2026-September 2026  Identify opportunities for PLC time, after-school and summer collaborative planning.	Monthly progress checks to ensure collaboration time and impactful planning are taking place.	Evidenced by collaborative lesson planning and delivery during walkthroughs and observations.  Frequent progress monitoring data and IEP documentation show measurable growth in targeted math skills for students with disabilities.	Hourly compensation for extended planning and collaboration time	SIG
Provide professional learning and coaching for Instructional Assistants to strengthen instructional capacity for supporting student progress toward IEP goals and implementing targeted math interventions, and ensure structured collaborative planning time with lead teachers.	Special Education Coach	February 2026-September 2026  Prioritize during staff PD during August 2026 preservice	Quarterly review of professional learning, coaching plans, and collaborative planning opportunities to ensure implementation fidelity and alignment to student progress and IEP goals.	Walkthroughs/coaching observations show instructional assistants using targeted math strategies, best practices in supporting students with disabilities, and providing IEP accommodations.  Frequent progress monitoring data and IEP documentation show measurable growth in targeted math skills for students with disabilities.	Hourly compensation for extended planning and collaboration time  Outside professional development	SIG
Establish a structured collaboration and inclusion planning cycle between Citywide teachers, Math	Special Education Coach	March 2026-September 2026	Monthly collaborative meetings between coaches.	Walkthroughs/coaching observations	Hourly compensation for extended planning and	SIG

Specialists, and the Special Education Coach to expand access to grade-level math instruction and inclusive academic experiences.			Quarterly full or half day planning days for City Wide and general education teachers and coaches.	Measurable growth toward IEP math goals and math benchmarks for students in City Wide program	collaboration time	
Provide targeted professional learning and coaching on evidence-based instructional strategies for students with significant learning and communication needs, including those with the characteristics of autism with an emphasis on math and student engagement.	Principal	March 2026-September 2026  Prioritize during staff PD during August 2026 preservice	Quarterly review of PD records, coaching logs, and walkthrough data to confirm implementation of autism-responsive targeted math interventions.	Walkthroughs/coaching observations with a focus on grade level reading instruction and inclusive practices.  Frequent progress monitoring data and IEP documentation show measurable growth in targeted math skills for students with disabilities.	Hourly compensation for extended planning and collaboration time	SIG
Conduct quarterly analysis of math data for students with disabilities to inform Tier 1 instructional adjustments and Tier 2/3 intervention placement decisions.	Special Education Coach	March 2026-September 2026	Monthly agendas and notes from scheduled data meetings show regular review of math data for students with disabilities and walk through data with identification of instructional and intervention adjustments.	Math data reviews result in documented Tier 1 instructional changes and Tier 2/3 placement adjustments, and progress monitoring shows measurable growth toward math related IEP goals for students with disabilities.	N/A	N/A
The year-2 plan and Action Steps will be developed after evaluating Spring 2026 data and revising the Multi-Year plan.						

## Assurances

Assurance of Review and Approval
School Year: 2025-2026
Division Name:
Division-Level Team Lead Name:
Division-Level Team Lead Email:
School Name:
Principal Name:
Principal Email:
School Performance Category: Needs Intensive Support
School Federal Designation: Targeted Support and Improvement

For **Comprehensive Support and Improvement** Schools, the Multi-year School Support Plan must be written by the school division for the school and include four evidence-based Interventions. The proposed plan must be approved by the principal and division, reviewed by the local school board, and submitted to the Virginia Department of Education (the Department) by the Division Superintendent for final approval. The Virginia Department of Education will review the plan and may request revisions before approving the plan. The Department-approved plan must be published on the division website and the school website. The Multi-year School Support Plan will be incorporated as a component of the school's comprehensive, unified, long-range plan. (8VAC20-132-280(C)(1)) (ESEA Section 1111(d)(1)(B)(v)).

For **Targeted Support and Improvement** and **Additional Targeted Support and Improvement** schools, the Multi-year School Support Plan must be written by the school and include two evidence-based Interventions. The proposed plan must be approved by school division and the local school board. The approved plan must be published on the division website and the school website. The Multi-year School Support Plan will be incorporated as a component of the school's comprehensive, unified, long-range plan. (8VAC20-132-280(B)) (ESEA Section 1111(d)(2)(B)(iii)).

By signing below, I certify that I have thoroughly reviewed the Multi-year School Support Plan for the federally identified school named in this document. I affirm that the plan:

- Aligns with federal and state requirements for school improvement;
- Addresses the needs identified through a school needs assessment;
- Includes the minimum number of required evidence-based interventions;
- Reflects stakeholder input and collaboration; and
- Establishes clear goals, timelines, and progress monitoring processes.

I approve the contents of this plan and commit to supporting its implementation with fidelity to ensure improved outcomes for all students.

Principal Name	Principal Signature	Date Approved
Division-Level Lead Name	Division-Level Lead Signature	Date Approved
Division Superintendent Name	Division Superintendent Signature	Date Approved
		Date Reviewed/Approved per School Board Minutes