**Samuel Tucker Elementary 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.

| r School Support Plan | | | |
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| al Statement<br>e goal statement completed as part of the needs nt process. | By June 2028, the Math Mastery Index Performance score by percent for students with d (SWD) and Hispanic students will increase to at least 80%. | | |
| rformance and Support Framework Alignment<br>cator that the goal addresses. | Math Mastery | | |
| e Objectives<br>ectives that support accomplishing the goal. | **Measurable Objective Year 1** | **Measurable Objective Year 2** | **Measurable Objecti** |
| | By June 2026, the Math Mastery Index Performance score by percent for students with disabilities (SWD) will increase from 64.5% to at least 68%.<br><br>By June 2026, the Math Mastery Index Performance score by percent for Hispanic students will increase from 70.2% to at least 73%. | By June 2027, the Math Mastery Index Performance score by percent for students with disabilities (SWD) will increase to at least 71.5%.<br><br>By June 2027, the Math Mastery Index Performance score by percent for Hispanic students will increase to at least 76.5%. | By June 2027, the Mat Index Performance sc percent for students w disabilities (SWD) will to at least 80%.<br><br>By June 2027, the Mat Index Performance sc percent for students w disabilities (SWD) will to at least 80%. |
| Based Strategy<br>he evidence-based strategy and the rationale for Identify evidence tier. | **Evidence-based Strategy:** Planning Guide: EBI Recommendation 3 Representations<br>Strong evidence<br>Use a well-chosen set of concrete and semi-concrete representations to support students of mathematical concepts and procedures.<br>**Rationale:**<br>The 28 studies supporting this recommendation have relevant samples, contexts, compa and outcomes. The studies included samples of students with, or at risk for, mathematics difficulties in kindergarten through grade 6; examined interventions that were implemente supplement to Tier 1 instruction or in a resource room; and measured outcomes in releva domains. The interventions ranged from roughly 2 weeks to 6–7 months in duration.<br>Through a Comprehensive Needs Assessment it was determined that language acquisiti insufficient basic math skills, explicit instruction, and understanding of content vocabulary as barriers to Hispanic students and students with disabilities (SWDs). The EBI selected to support students overcoming these barriers in the following ways:<br>Concrete manipulatives provide a universal mathematical language. A student who does know the word "regrouping," but the student can physically see and feel the exchange of for one ten.<br>Moving from a physical object (Concrete) to a drawing (Semi-Concrete) allows students t new English vocabulary to a visual anchor, making explicit instruction more comprehensi<br>Visual representations allow students to bypass initial language barriers.<br>Tactile engagement allows students to store information in the physical world rather than complex mathematical concepts in their heads, thus reducing the cognitive load to increa accuracy and scaffolds into independence<br>Visual representation and tactile engagement support explicit teaching that clarifies the “v “how” of math. | | |

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| | **Bridge Sentence :** Although Hispanic students and students with disabilities represent d populations, the CNA revealed that both groups experience similar instructional barriers i language demands, gaps in foundational math skills, and increased cognitive load. As a r is what makes a shared, explicit, and visually supported instructional approach appropria addressing their learning needs. |
| Outcomes<br>how student outcomes will improve as a result ing the evidence-based strategy. | By teaching concrete and semi concrete representation effectively in K-5 math lessons, w see an improvement with students initiating independent activities with nominal prompts, independently searching for and using concrete and semi-concrete representations, use specific language to justify math moves, faster procedural fluency, increased retention of mathematical processes, increased self-correction, and higher confidence in the skills the perform and hopeful about skills they have not yet gained, but will (growth mindset). Thes will lead to growth and achievement as determined by the Measures of Academic Progre and improved proficiency as determined by the Virginia Standards of Learning (SOLs). |
| on (Who is responsible for ensuring the work gets | Principal |
| mbers (Who are responsible for doing the work?) | Instructional Coaches, Interventionist, Special Education Instructional Specialist, EL Spec All self-contained K-3 classroom teachers and Grades 4 and 5 teachers responsible for te math content |

| **ction Step**<br>*Vhat will be omplished?)*<br>pecific, sequenced uired to complete e activity. | **Process Owner**<br>*(Who is responsible for ensuring the action step is complete?)*<br>Identify a single, accountability lead. | **Time Frame**<br>(*How long will it take?)*<br>Identify the start and end dates for each action step, including any key milestones. | **Progress Checks**<br>*(How will the team monitor progress?)*<br>Define key dates to review process, make adjustments, and confirm the work remains on track. | **Measures of Success**<br>*(How will the team know if the action step is complete?)*<br>Define clear, observable indicators of completion. | **Cost Elements**<br>*(What resources are needed to complete the action step?)* | **Funding**<br>(Where money cor |
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| neral education cial education co-K-2), (3-5) using nd semiconcrete ation to participate oaches to include er observations | Math Coach | February 2026 - June 2026<br><br>Key Milestones:<br>--Exemplars identified<br>--15 or more peer observations completed | Monthly: Targeted learning walks and/or walkthroughs. | Admin/Coaches Weekly notes will reflect outcome of observations.<br><br>Peers complete a review of the peer observation via survey to include impact or potential impact to their instruction. | None | N/A |
| ventory of ation math tools. | Math Coach | February 2026 - June 2026<br><br>Key Milestones:<br>--Materials inventoried and housed in designated spaces<br>--Systems for checking out and reporting needs for tools will be develop | Bi-weekly check-ins will be shared by the Math Coach during weekly Coaches/Admin meetings | Updates will be recorded in the Coaches/Admin Meetings Google document. Status updates (not started, in progress, and completed) will be shared. | Personnel to inventory, catelog, and store materials - $1,500<br><br>System developed for checking out materials - $1,000<br><br>Storage units - $1,500 | School Imp Grant (SIG |

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| tools not in entory, in or has missing ts | Math Coach | February 2026 - June 2026<br><br>Key Milestones:<br>--New materials inventoried, housed, and locatable in the “checkout” system | March 1, May 1, and June 1, 2026 | Updates will be recorded in the Coaches/Admin Meetings Google document. Status updates (not started, in progress, and completed) will be shared. | Sets of Concerte and Semi-concrete math tools for grade K thru 5- $7,000 | School Imp Grant (SIG |
| ofessional pportunities ces, PLCs, PD ct level support, earning) to eachers’ capacity ely use ation throughout of math lessons. | Math Coach | February 2026 - June 2026 | Weekly check-ins will be shared by the Math Coach during Coaches/Admin meetings | Updates will be recorded in the Coaches/Admin Meetings Google document. Status updates (not started, in progress, and completed) will be shared. | Conference registration, travel, lodging, materials for PDs - $7500 | School Imp Grant (SIG |
| argeted ghs and learning focus on the use e and semi- epresentation deling, guided nd independent | Math Coach | February 2026 - June 2026 | 45 Walkthroughs or learning walks with Special Education and/or EL specialists are projected. Specific targeted “look fors” will be set during the Coaches/Admin’s weekly meeting. Walkthroughs or learning walks will take place the following week. | Updates will be recorded in the Coaches/Admin Meetings Google document. Status updates (not started, in progress, and completed) will be shared. | Data analysis - $500 | School Imp Grant (SIG |
| ata from learning walkthroughs to where support or or teachers is well as exemplars for earning es. | Math Coach | February 2026 - June 2026 | Newly collected and/or historical data will be review during Coaches/Admin weekly Meetings. Data will also be shared monthly during PLC and/or staff meetings. | Updates will be recorded in the Coaches/Admin Meetings Google document.<br>Links to the Google forms’ analytics will be included in the Coaches/Admin Meetings Google document.<br>Staff meeting and/or PLC agendas will reflect data reviews. | Data analysis - $500 | School Imp Grant (SIG |
| ions as needed data analysis from ghs and learning | Math Coach | February 2026 - June 2026 | Weekly check-ins will be shared by the Math Coach during Coaches/Admin meetings. | Updates will be recorded in the Coaches/Admin Meetings Google document. | Data analysis - $500 | School Imp Grant (SIG |
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| 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 |
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| School Year: Choose an item. |
| Division Name: |
| Division-Level Team Lead Name: |
| Division-Level Team Lead Email: |
| School Name: |
| Principal Name: |
| Principal Email: |
| School Performance Category: Choose an item. |
| School Federal Designation: Choose an item. |

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.

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| 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 |

# Reading: SWD and Hispanic

**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.

| r School Support Plan | | | |
|---|---|---|---|
| l Statement<br>goal statement completed as part of the needs process. | By June 2028, the Reading Mastery Index Performance score by percent for students wi disabilities (SWD) will increase to at least 80%. | | |
| ormance and Support Framework Alignment<br>ator that the goal addresses. | Reading Mastery | | |
| e Objectives<br>ctives that support accomplishing the goal. | **Measurable Objective Year 1** | **Measurable Objective Year 2** | **Measurable Objecti** |
| | By June 2026, the Reading Mastery Index Performance score by percent for students with disabilities (SWD) will increase from 65.32% to at least 68%.<br><br>By June 2026, the Reading Mastery Index Performance score by percent for Hispanic students will increase from 68.4% to at least 73%. | By June 2027, the Reading Mastery Index Performance score by percent for students with disabilities (SWD) will increase to at least 75%.<br><br>By June 2027, the Reading Mastery Index Performance score by percent for Hispanic students will increase to at least 76.5%. | By June 2028, the Rea Mastery Index Perforn score by percent for st with disabilities (SWD) increase to at least 80<br><br>By June 2027, the Rea Mastery Index Perforn score by percent for H students will increase 80%. |
| ased Strategy<br>e evidence-based strategy and the rationale for dentify evidence tier. | Evidence-based Strategy: Foundational Skills to support Reading for Understanding in Kindergarten through 3rd Grade<br>Strong Evidence<br>The evidence supporting this recommendation had relevant settings, populations, comp and outcomes. The studies included samples of **students in grades 3 through 9**, examin interventions that were implemented as a supplement to Tier 1 instruction or in a resou and measured outcomes in relevant domains. The interventions ranged from roughly th to three years in duration. Most interventions were substantial in length. In 14 studies, t interventions lasted between 13 and 28 weeks;186 in 17 studies, the intervention lasted or longer. A majority of the interventions were implemented 5 times per week (22 stud sessions were 40–60 minutes in duration in 18 studies.<br><br>Evidence Based Strategy: Providing Reading Interventions for Students in Grades 4 and 5<br>Strong Evidence<br>The evidence supporting this recommendation had relevant settings, populations, comp and outcomes. The studies included samples of students in grades 3 through 9, examine interventions that were implemented as a supplement to Tier 1 instruction or in a resou and measured outcomes in relevant domains. The interventions ranged from roughly th to three years in duration. Most interventions were substantial in length. In 14 studies, t | | |

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| | interventions lasted between 13 and 28 weeks; 186 in 17 studies, the intervention laste<br>year or longer. 187 A majority of the interventions were implemented 5 times per week<br>studies)188 and sessions were 40–60 minutes in duration in 18 studies.<br><br>Through a Comprehensive Needs Assessment it was determined that the need for explic<br>instruction in decoding, reading fluency, and comprehension strategies as well as access<br>culturally responsive learning tools, learning gaps, insufficient background knowledge se<br>barriers to the reading growth and development of Hispanic students and students with<br>disabilities (SWDs). The EBIs selected are suited to support students overcoming these b<br>the following ways: building tools for reading fluency, academic vocabulary and reading<br>comprehension |
| utcomes<br>ow student outcomes will improve as a result<br>ng the evidence-based strategy. | By teaching research based strategies supporting reading accuracy, fluency, academic vo<br>and comprehension, as well as using culturally relevant text in instruction, we hope to s<br>improvement self correction of reading errors, increased reading fluency, independent u<br>decoding skills, increased comprehension and a “hopeful” mindset about skills they have<br>gained, but will. These assets will lead to growth and achievement as determined by the<br>Measures of Academic Progress (MAP) and improved proficiency as determined by the V<br>Standards of Learning (SOLs). |
| n (Who is responsible for ensuring the work gets | Principal |
| bers (Who are responsible for doing the work?) | Instrcutional Coaches, Interventionist, Special Education Instructional Specialist, EL Specialist |

| **ction Step**<br>*be accomplished?)*<br>pecific, sequenced<br>uired to complete<br>he activity. | **Process Owner**<br>*(Who is responsible for ensuring the action step is complete?)*<br>Identify a single, accountability lead. | **Time Frame**<br>(*How long will it take?)*<br>Identify the start and end dates for each action step, including any key milestones. | **Progress Checks**<br>*(How will the team monitor progress?)*<br>Define key dates to review process, make adjustments, and confirm the work remains on track. | **Measures of Success**<br>*(How will the team know if the action step is complete?)*<br>Define clear, observable indicators of completion. | **Cost Elements**<br>*(What resources are needed to complete the action step?)* | **Funding**<br>(Where will<br>come f |
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| neral education,<br>cation, and/or EL<br>s with high-yield<br>ervention results to<br>as peer coaches, to<br>r-to-peer<br>ns. | Literacy Coach | February 2026 - June 2026<br><br>Key Milestones:<br>--Exemplars identified<br>--15 or more peer observations completed | Monthly: Targeted learning walks and/or walkthroughs. | Admin/Coaches Weekly notes will reflect outcome of observations.<br><br>Peers complete a review of the peer observation via survey to include impact or potential impact to their instruction. | None | N/A |
| utoring for<br>tside of the school<br>ng sessions will<br>identified through<br>nd growth<br>s. | Literacy Coach | February 2026 - June 2026<br><br>Key Milestones: | Attendance will be tracked for each tutoring session.<br><br>Assessments will be used to track student | Targeted tutoring observed as in session.<br><br>Assessments will be submitted to the Reading Coach. | Tutors - $5,000<br><br>Materials - $1,000 | School Impr<br>Grant (SIG) |

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| | | -80% of the targeted student groups attend afterschool tutoring | progress at the beginning and end of the tutoring cycle. | | | |
| udents' access to elevant text, to ltilingual text, in the Individual text and | Literacy Coach | February 2026 - June 2026<br><br>Key Milestones:<br>-culturally relevant text identified and purchased | By March and ongoing thereafter, teachers will request newly purchased culturally relevant text to add to their class library or use as part of literacy lessons. | An indicator will be included in the Targeted Learning Walk and/or Walkthrough Tools. | Culturally Relevant Text - $3,000 | School Impr Grant (SIG) |
| h parents through chool literacy enpower parents e literacy skills at | Literacy Coach | February 2026 - June 2026<br><br>Key Milestones:<br>-Students develop reading habits and comprehension skills at home | Parents sign-in sheets will be use and a follow-up Parent Square Survey will be shared 10-14 days after the event to capture to what degree is the family using the skills learned at the event. | Data from event surveys will be used to inform future family literacy events. | Markers, Chart paper, books, literacy based games - $2500 | School Impr Grant (SIG) |
| geted learning through data, and rformance data. | Literacy Coach | February 2026 - June 2026<br><br>Key Milestones:<br>Newly collected and/or historical data will be review during Coaches/Admin weekly Meetings.<br>Data will also be shared monthly during PLC and/or staff meetings | Newly collected and/or historical data will be review during Coaches/Admin weekly Meetings.<br>Data will also be shared monthly during PLC and/or staff meetings. | Updates will be recorded in the Coaches/Admin Meetings Google document.<br>Links to the Google forms' analytics will be included in the Coaches/Admin Meetings Google document.<br>Staff meeting and/or PLC agendas will reflect data reviews. | Data analysis - $500 | School Impr Grant (SIG) |
| ofessional learning es (conferences, om district-level carious learning) to achers' capacity to deliver evidence- uction in the areas vocabulary, and sion | Literacy Coach | February 2026 - June 2026<br><br>Key Milestones:<br>Weekly check-ins will be shared by the Math Coach during Coaches/Admin meetings | Weekly check-ins will be shared by the Math Coach during Coaches/Admin meetings. | Updates will be recorded in the Coaches/Admin Meetings Google document. Status updates (not started, in progress, and completed) will be shared. | Conference registration, travel, lodging, materials for PDs - $7500 | School Impr Grant (SIG) |
| ons as needed ata analysis from hs and learning | Math Coach | February 2026 - June 2026 | Weekly check-ins will be shared by the Math Coach during Coaches/Admin meetings. | Updates will be recorded in the Coaches/Admin Meetings Google document. | Data analysis - $500 | School Impr Grant (SIG) |

-2 plan and Action Steps will be developed after evaluating Spring 2026 data and revising the Multi-Year plan.