



2025-2028 Multi-Year School Support Plan

Federal Identification: Targeted Support and Improvement (TSI)

TSI Area(s): *Students with Disabilities*

School: Arrowhead Elementary School

Principal/Lead Person of Plan: Lisa Riley

Plan Area(s):

[Mastery Reading](#), [Mastery Math](#), and [Mastery Science](#)

Mastery - Reading 3 Year Goal Statement

What outcomes (SMART Goal) do we want by the end of Year 3?

(Specific, Measurable, Attainable, Results-based, and Time-bound)

By the end of the 2027–2028 school year, Arrowhead Elementary School will improve its School Performance Mastery Index within the Virginia School Performance and Support Framework driven by sustained gains in academic achievement in Reading for the identified student groups below.

- Students with Disabilities (SWD):
 - An increase in the percentage of students scoring Pass/Proficient or above to at least 50% as measured by VDOE-published SOL results and SPSF performance indicator calculations.

Measurable Objective Year 1:

By the end of the 2025–2026 school year, Arrowhead Elementary School will improve its School Performance Mastery Index within the Virginia School Performance and Support Framework driven by sustained gains in academic achievement in Reading for the identified student groups below.

- Students with Disabilities (SWD):
 - An increase in the percentage of students scoring Pass/Proficient or above to at least 25% as measured by VDOE-published SOL results and SPSF performance indicator calculations.

Measurable Objective Year 2:

By the end of the 2026-2027 school year, Arrowhead Elementary School will improve its School Performance Mastery Index within the Virginia School Performance and Support Framework driven by sustained gains in academic achievement in Reading for the identified student groups below.

- Students with Disabilities (SWD):
 - An increase in the percentage of students scoring Pass/Proficient or above to at least 35% as measured by VDOE-published SOL results and SPSF performance indicator calculations.

Measurable Objective Year 3:

By the end of the 2027-2028 school year, Arrowhead Elementary School will improve its School Performance Mastery Index within the Virginia School Performance and Support Framework driven by sustained gains in academic achievement in Reading for the identified student groups below.

- Students with Disabilities (SWD):
 - An increase in the percentage of students scoring Pass/Proficient or above to at least 50% as measured by VDOE-published SOL results and SPSF performance indicator calculations.

Literacy Strategy:

Describe the evidence-based strategy.

K-3 - [Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade](#)
Level of Evidence

	<p>Tier 1</p> <p>Recommendation 3 strengthens students with disabilities' (SWD) knowledge of basic consonant and vowel sounds, applying letter-sound knowledge to decode words in isolation and in connected text. Once students can hear and manipulate sounds and connect sounds to letters, they can blend sounds left to right, apply common phonics patterns, and spell words accurately rather than guessing from the first sound or a familiar chunk. This is especially effective for SWD because it is explicit and systematic and tools like Elkonin sound boxes make the sound structures of words visible and concrete. Students then practice reading decodable words in isolation and in connected text to build accuracy and automaticity. As phonics becomes more automatic, cognitive load decreases and it allows students to focus on word meaning and comprehension instead of decoding.</p> <p>4-5 - Providing Reading Interventions for Students in Grades 4-9</p> <p>Recommendation 1 directly supports students with disabilities by teaching a clear, repeatable routine for accurately decoding complex multisyllabic words. Recommendation 1 addresses a common challenge for students with reading difficulties by explicitly teaching students how to break unfamiliar words into parts and blend them together. This recommendation is backed by strong evidence and includes structured steps that benefit SWD: assessing student needs to target instruction, explicitly teaching vowel and consonant patterns, embedding spelling (encoding) to strengthen word learning, and providing frequent practice with feedback in words, sentences, and passages to build automaticity. It also intentionally incorporates morphology (prefixes, suffixes, and base words), which is especially important for SWD because it gives students an additional pathway to read and understand longer academic words by recognizing meaningful word parts (e.g., <i>re-</i>, <i>un-</i>, <i>-ful</i>, <i>-tion</i>). Morphology instruction supports both decoding and meaning-making, strengthens vocabulary development, and helps students generalize strategies across content areas, improving accuracy, confidence, and motivation while ensuring students can access grade-level text and comprehension tasks.</p>
Intended Outcome:	<p><i>Describe how student outcomes will improve as a result implementing the evidence-based strategy.</i></p> <p>K-3</p> <p>Students, including students with disabilities, will demonstrate measurable growth in foundational phonics skills and the ability to apply letter-sound knowledge to decode and spell words. Through explicit, systematic instruction that builds from hearing and manipulating individual sounds to connecting those sounds to letters, students will accurately blend sounds left to right, apply common phonics patterns, and read words in isolation and in connected text with increasing accuracy. The use of structured routines and concrete, multisensory supports (e.g., Elkonin sound boxes) will make</p>

	<p>sound structures visible, increase engagement, and provide frequent opportunities for guided practice and corrective feedback. Over time, students will reduce guessing behaviors, strengthen decoding and encoding automaticity, decrease cognitive load, and improve access to word meaning and comprehension in grade-level text.</p> <p>And</p> <p>4-5</p> <p>Students, including students with disabilities, will demonstrate measurable growth in accurately decoding and spelling complex multisyllabic words. Through explicit, systematic instruction and a clear, repeatable routine, students will learn to break unfamiliar words into manageable parts, apply vowel and consonant patterns, and blend the parts together to read words with increasing accuracy. Instruction will be targeted based on student need and will intentionally embed encoding to strengthen word learning and long-term retention. Students will also develop morphological awareness by recognizing and using meaningful word parts (prefixes, suffixes, and base words) to support both pronunciation and meaning, increasing access to academic vocabulary across content areas. With frequent guided practice and corrective feedback in words, sentences, and connected text, students will build automaticity, reduce cognitive load, and improve confidence, motivation, and comprehension when reading grade-level text.</p>		
Action Steps <i>What will be accomplished? List the specific, sequenced steps aligned to the strategy.</i>	Persons Responsible <i>Who is responsible for doing the work?</i>	Time Frame <i>How long will it take? Identify the start and end dates for each action step.</i>	Progress Monitoring <i>How will the team monitor progress? Define key dates to review and make adjustments.</i>
Conduct a needs assessment and data analysis to determine root cause and specific actions to implement instructional strategies.	Administration, Literacy Leader, DTAL, ESL, DOSL	Fall 2025 Fall 2026 Fall 2027	Goals and Actions Steps on PCI
Monitor consistent use of HQIM during all instructional lessons including SDI specific lessons.	Administration, Teachers, Case Managers	Monthly Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year Throughout the 2027-2028 School Year	Learning walk feedback
Conduct learning walks in special education classrooms focused on the specific instructional strategies.	Administration, OPEC, Literacy Leaders	Monthly Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year	Observations will be reviewed and adjustments/coaching/PL will be determined

		Throughout the 2027-2028 School Year	
Provide specific instructional coaching support in identified classrooms, based on data, learning walk feedback, and learning plan reviews.	Administration, Literacy Leader	During coaching cycles: Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year Throughout the 2027-2028 School Year	Coaching Reflections
Meet bi-weekly for collaboration between special education teacher and general education teacher, led by the literacy leader, focusing on explicit word routines.	Literacy Leaders, SPED teachers	Bi-weekly	PLC Agenda

Mastery - Math

3 Year Goal Statement

What outcomes (SMART Goal) do we want by the end of Year 3?
(Specific, Measurable, Attainable, Results-based, and Time-bound)

By the end of the 2027–2028 school year, Arrowhead Elementary School will improve its School Performance Mastery Index within the Virginia School Performance and Support Framework driven by sustained gains in academic achievement in Mathematics for the identified student groups below.

- Students with Disabilities (SWD):
 - An increase in the percentage of students scoring Pass/Proficient to at least 60% as measured by VDOE-published SOL results and SPSF performance indicator calculations.

Measurable Objective Year 1:

By the end of the 2025–2026 school year, Arrowhead Elementary School will improve its School Performance Mastery Index within the Virginia School Performance and Support Framework driven by sustained gains in academic achievement in Mathematics for the identified student groups below.

- Students with Disabilities (SWD):
 - An increase in the percentage of students scoring Pass/Proficient to at least 40% as measured by VDOE-published SOL results and SPSF performance indicator calculations.

Measurable Objective Year 2:

By the end of the 2026–2027 school year, Arrowhead Elementary School will improve its School Performance Mastery Index within the Virginia School Performance and Support Framework driven by sustained gains in academic achievement in Mathematics for the identified student groups below.

- Students with Disabilities (SWD):
 - An increase in the percentage of students scoring Pass/Proficient to at least 50% as measured by VDOE-published SOL results and SPSF performance indicator calculations.

Measurable Objective Year 3:

By the end of the 2027–2028 school year, Arrowhead Elementary School will improve its School Performance Mastery Index within the Virginia School Performance and Support Framework driven by sustained gains in academic achievement in Mathematics for the identified student groups below.

- Students with Disabilities (SWD):

- An increase in the percentage of students scoring Pass/Proficient to at least 60% as measured by VDOE-published SOL results and SPSF performance indicator calculations.

Math Strategy:	Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades Recommendation 3 is the use of intentionally selected concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures. This recommendation provides students, specifically students with disabilities, who struggle to learn mathematics, with additional focused instruction using representation to model mathematical concepts. This recommendation supports the intentional selection of representation to support students in conceptualizing and connecting the representation to abstract mathematical models.		
Intended Outcome:	<i>Describe how student outcomes will improve as a result implementing the evidence-based strategy.</i> Students, particularly students with disabilities, will demonstrate increased conceptual understanding, improved procedural fluency, and a stronger ability to connect representations to abstract mathematical models. This approach will lead to measurable gains in mathematical achievement, increased student engagement, and reduced learning gaps in foundational mathematics skills when educators will consistently implement intentionally selected concrete and semi-concrete representations during mathematics instruction.		
Action Steps <i>What will be accomplished? List the specific, sequenced steps aligned to the strategy.</i>	Persons Responsible <i>Who is responsible for doing the work?</i>	Time Frame <i>How long will it take? Identify the start and end dates for each action step.</i>	Progress Monitoring <i>How will the team monitor progress? Define key dates to review and make adjustments.</i>
Conduct a needs assessment and data analysis to determine root cause and specific actions to implement instructional strategies.	Administration, Literacy Leader, DTAL, DOSL	Fall 2025 Fall 2026 Fall 2027	Goals and Actions Steps on PCI
Conduct learning walks in special education classrooms in schools with the most need based on SOL data.	Administration, Math Coach	Monthly Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year Throughout the 2027-2028 School Year	Observations will be reviewed and adjustments/coaching/PL will be determined
Provide specific instructional coaching support in identified classrooms, based on data,	Administration, Math Coach	During coaching cycles: Throughout the 2025-2026	Coaching Reflections

learning walk feedback, and learning plan reviews.		School Year Throughout the 2026-2027 School Year Throughout the 2027-2028 School Year	
Facilitate collaborations for special and general education teachers, led by math specialists, focusing on the use of manipulatives, specially designed instruction, and new 2023 SOLs.	Math Coach	Bi-weekly	PLC Agenda

Mastery - Science 3 Year Goal Statement

What outcomes (SMART Goal) do we want by the end of Year 3?
(Specific, Measurable, Attainable, Results-based, and Time-bound)

By the end of the 2027–2028 school year Arrowhead Elementary School will improve its School Performance Mastery Index within the Virginia School Performance and Support Framework driven by sustained gains in academic achievement in Science for the identified student groups below.

- Students with Disabilities (SWD):
 - An increase in the percentage of students scoring Pass/Proficient to at least 50% as measured by VDOE-published SOL results and SPSF performance indicator calculations.

Measurable Objective Year 1:

By the end of the 2025-2026 school year, Arrowhead Elementary School will improve its School Performance Mastery Index within the Virginia School Performance and Support Framework driven by sustained gains in academic achievement in Science for the identified student groups below.

- Students with Disabilities (SWD):
 - An increase in the percentage of students scoring Pass/Proficient to at least 25% as measured by VDOE-published SOL results and SPSF performance indicator calculations.

Measurable Objective Year 2:	<p>By the end of the 2026-2027 school year, Arrowhead Elementary School will improve its School Performance Mastery Index within the Virginia School Performance and Support Framework driven by sustained gains in academic achievement in Science for the identified student groups below.</p> <ul style="list-style-type: none"> Students with Disabilities (SWD): <ul style="list-style-type: none"> An increase in the percentage of students scoring Pass/Proficient to at least 35% as measured by VDOE-published SOL results and SPSF performance indicator calculations.
Measurable Objective Year 3:	<p>By the end of the 2027–2028 school year, Arrowhead Elementary School will improve its School Performance Mastery Index within the Virginia School Performance and Support Framework driven by sustained gains in academic achievement in Science for the identified student groups below.</p> <ul style="list-style-type: none"> Students with Disabilities (SWD): <ul style="list-style-type: none"> An increase in the percentage of students scoring Pass/Proficient to at least 50% as measured by VDOE-published SOL results and SPSF performance indicator calculations.

Science Strategy:	<p><i>Aligned to the reading focus</i></p> <p>4-5 - Providing Reading Interventions for Students in Grades 4–9</p> <p>Recommendation 1 directly supports students with disabilities by teaching a clear, repeatable routine for accurately decoding complex multisyllabic words, such as scientific vocabulary. Recommendation 1 addresses a common challenge for students with reading difficulties by explicitly teaching students how to break unfamiliar words into parts and blend them together.</p> <p>This recommendation is backed by strong evidence and includes structured steps that benefit SWD: assessing student needs to target instruction, explicitly teaching vowel and consonant patterns, embedding spelling (encoding) to strengthen word learning, and providing frequent practice with feedback in words, sentences, and passages to build automaticity. It also intentionally incorporates morphology (prefixes, suffixes, and base words), which is especially important for SWD because it gives students an additional pathway to read and understand longer academic words by recognizing meaningful word parts (e.g., <i>re-</i>, <i>un-</i>, <i>-ful</i>, <i>-tion</i>). Morphology instruction supports both decoding and meaning-making, strengthens vocabulary development, and helps students generalize strategies across content areas, improving accuracy, confidence, and motivation while ensuring students can utilize scientific vocabulary.</p>
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Intended Outcome:	<i>Describe how student outcomes will improve as a result implementing the evidence-based strategy.</i> Students, including students with disabilities, will demonstrate improved accuracy and automaticity when decoding multisyllabic words. Through explicit, systematic instruction that teaches students to analyze word parts, apply vowel and consonant patterns, and blend syllables, students will develop a consistent, repeatable decoding routine. The integration of encoding activities and frequent, supported practice in words, sentences, and connected text will strengthen word learning and retention so that, over time, students will be better able to access and utilize science vocabulary.		
Action Steps <i>What will be accomplished? List the specific, sequenced steps aligned to the strategy.</i>	Persons Responsible <i>Who is responsible for doing the work?</i>	Time Frame <i>How long will it take? Identify the start and end dates for each action step.</i>	Progress Monitoring <i>How will the team monitor progress? Define key dates to review and make adjustments.</i>
Conduct a needs assessment and data analysis to determine root cause and specific actions to implement instructional strategies.	Administration, ITS, GRT, LMS, DTAL, DOSL	Fall 2025 Fall 2026 Fall 2027	Goals and Actions Steps on PCI
Conduct PLCs with a focus on specific vocabulary experiences to model the 5E learning progression for teachers.	ILT	Prior to the start of each unit	PLC Agenda
Monitor instruction, providing aligned feedback, to ensure it includes resources to support student acquisition of science vocabulary (i.e., explore before explain sequence; direct, explicit vocabulary instruction; anchor charts; graphic organizers; pictorial representations) and language-rich experiences which provide opportunities for application and transfer.	Administration, ILT	Each semester	Learning walk feedback