



2025-2028 Multi-Year School Support Plan

Federal Identification: Targeted Support and Improvement (TSI)

TSI Area(s): *Students with Disabilities*

School: Hermitage Elementary School

Principal/Lead Person of Plan: Ashley Godfrey

Plan Area(s):

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

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, Hermitage 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 group below.

- Students with Disabilities (SWD):
 - An increase in the percentage of students scoring Pass/Proficient and above from 29% to at least 39%
 - A decrease in the percentage of students scoring Fail/Below Basic from 71% to at least 61%

as measured by VDOE-published SOL results and SPSF performance indicator calculations.

Measurable Objective Year 1:	By June 2026, on the Spring Reading SOL, there will be a 5% increase in proficiency and above, and a decrease in below basic by 5%.
Measurable Objective Year 2:	By June 2027, on the Spring Reading SOL, there will be a 7% increase in proficiency and above, and a decrease in below basic by 7%.
Measurable Objective Year 3:	By June 2028, on the Spring Reading SOL, there will be a 10% increase in proficiency and above, and a decrease in below basic by 10%.

Literacy Strategy:	<p>K-3 - Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Level of Evidence 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>
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	<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>
<p>Intended Outcome:</p>	<p>K-3 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 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 4-5 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 Leaders, DTAL, OPEC, DOSL	Fall 2025	Goals and Actions Steps on PCI
Provide professional learning (i.e., alignment between student IEP goals focused on evidence-based literacy instruction (EBLI) and specially designed instruction (SDI)).	Administration, Literacy Leaders, DTAL, OPEC, DOSL	Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year. Throughout the 2027-2028 School Year.	Quarterly review of progress monitoring data (IEP goal data, division data, classroom data)
Conduct learning walks in special education focused on the specific instructional strategies.	Administration, OPEC, Literacy Leaders	Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year. Throughout the 2027-2028 School Year.	Learning Walk Feedback
Provide specific instructional coaching support in identified classrooms, based on data, learning walk feedback	Administration, School Leadership Team	Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year. Throughout the 2027-2028 School Year.	Monthly Leadership Team Meetings, Administrative Team Meetings
Monitor consistent use of HQIM during all instructional lessons including SDI specific lessons.	Administration, OPEC, School Leadership Team	Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year.	Learning Walk Feedback, Administrative observations

		Throughout the 2027-2028 School Year.	
Collaborate quarterly to monitor data to ensure progress towards alignment between student IEP goals focused on EBLI and SDI.	Administration, OPEC, DTAL, Literacy Leaders, SPED Teachers	Quarterly Review Meetings	Quarterly review of progress monitoring data (IEP goal data, division data, classroom data)

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, Hermitage 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 and above from 50% to at least 60%
 - A decrease in the percentage of students scoring Fail/Below Basic from 50% to at least 40%

as measured by VDOE-published SOL results and SPSF performance indicator calculations

Measurable Objective Year 1:	By June 2026, on the Spring Mathematics SOL, there will be a 5% increase in proficiency, and a decrease in fail/below basic by 5%.
Measurable Objective Year 2:	By June 2027, on the Spring Mathematics SOL, there will be a 7% increase in proficiency, and a decrease in fail/below basic by 7%.
Measurable Objective Year 3:	By June 2028, on the Spring Mathematics SOL, there will be a 10% increase in proficiency, and a decrease in fail/below basic by 10%.

Math Strategy:	<u>Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades</u> 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>Students, particularly students with disabilities, will demonstrate increased conceptual understanding, improved procedural fluency, and a stronger ability to connect representations to abstract</i>

	<i>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.</i>		
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 learning walks in special education classrooms in schools with the most need based on SOL data.	Math Coach/Admin	Monthly	Mid and end of each quarter, observations will be reviewed and adjustments/coaching/PL will be determined.
Provide specific instructional coaching support in identified classrooms, based on data, learning walk feedback	Administration, School Leadership Team	Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year. Throughout the 2027-2028 School Year.	Monthly Leadership Team Meetings, Administrative Team Meetings
Facilitate collaborations for special education teachers, led by math specialists, focusing on the use of manipulatives, specially designed instruction, and new 2023 SOLs in identified schools.	Administration, DTAL, Math Coach	Winter 2026; 2 sessions	Learning Walks, Leadership Team Meetings, Administrative observations, Quarterly SPED data review
Organize tutoring sessions for students below benchmark, focusing on individualized support to address specific needs.	Administration, Academic Coordinator, Math Coach	Fall, Winter, Spring of the 2025-2026, 2026-2027, and 2027-2028 School Years	Leadership Data Review

Mastery - Science 3 Year Goal Statement

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

By the end of the 2027–2028 school year, Hermitage 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 and above from 36% to at least 46%
 - A decrease in the percentage of students scoring Fail/Below Basic from 64% to at least 54%

as measured by VDOE-published SOL results and SPSF performance indicator calculations

Measurable Objective Year 1:	By June 2026, on the Spring Science SOL, there will be a 5% increase in proficiency and/or pass advanced, and a decrease in below basic by 5%.
Measurable Objective Year 2:	By June 2027, on the Spring Science SOL, there will be a 7% increase in proficiency and/or pass advanced, and a decrease in below basic by 7%.
Measurable Objective Year 3:	By June 2028, on the Spring Science SOL, there will be a 10% increase in proficiency and/or pass advanced, and a decrease in below basic by 10%.

Science Strategy:	<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</p>
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	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.		
Intended Outcome:	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>
Provide professional development in collaboration about the science curriculum and aligned instructional strategies	Admin/ITS/DTAL	Throughout the School Year in each PLC	Learning Walk feedback, Admin observations
Conduct regular data monitoring to ensure progress towards student-specific goals related to the strategy.	Admin/Leadership Team	Quarterly	Quarterly review of progress monitoring data (IEP, district data, classroom data)
Conduct targeted learning walks with feedback focused on specific student groups and the specific strategy.	Admin/Leadership Team/DTAL	Monthly	Learning walk feedback
Implement collaboration between SPED teacher and classroom teacher to build capacity around the implementation of the targeted strategy.	Admin/Leadership Team/OPEC	Monthly	Learning walk feedback; data reviews