2025-2028
Multi-Year School Support Plan

Federal Identification: Targeted Support and Improvement (TSI)

TSI Area(s): *Students with Disabilities*

School: Luxford Elementary School

Principal/Lead Person of Plan: James Daub

Measure of Success: This plan will be measured using the Virginia Standards of Learning outcomes.

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, Luxford ES 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):
  - scores will increase in the percentage of students scoring Pass/Proficient or above by 25% and decrease in the fail basic/fail below basic scores by 30%

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

Measurable Objective Year 1:	By June 2026, SWD scores will increase in the percentage of students scoring Pass/Proficient or above by 15% and decrease in the fail basic/fail below basic scores by 10% as measured by VDOE-published SOL results and SPSF performance indicator calculations.
Measurable Objective Year 2:	By June 2027, SWD scores will increase in the percentage of students scoring Pass/Proficient or above by 20% and decrease in the fail basic/fail below basic scores by 15% as measured by VDOE-published SOL results and SPSF performance indicator calculations.
Measurable Objective Year 3:	By June 2028, SWD scores will increase in the percentage of students scoring Pass/Proficient or above by 25% and decrease in the fail basic/fail below basic scores by 25% as measured by VDOE-published SOL results and SPSF performance indicator calculations.

Literacy Strategy:	**K-3** - Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Level of Evidence Tier 1 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. **4-5** - Providing Reading Interventions for Students in Grades 4–9 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., *re-*, *un-*, *-ful*, *-tion*). 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.
Intended Outcome:	**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. **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.

Action Steps *What will be accomplished? List the specific, sequenced steps aligned to the strategy.*	**Persons Responsible** *Who is responsible for doing the work?*	**Time Frame** *How long will it take? Identify the start and end dates for each action step.*	**Progress Monitoring** *How will the team monitor progress? Define key dates to review and make adjustments.*
Conduct a needs assessment and data analysis to determine root cause and specific actions to implement instructional strategies.	Math Coach, Admin, DTAL, OPEC, DOSL	Fall 2025 Fall 2026 Fall 2027	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 2025-2028 School Years	Monthly SPED Meetings, Division Staff Days, bi-weekly PLC
Conduct learning walks in special education classrooms focused on the specific instructional strategies for SWD.	Administration, OPEC, Literacy Leaders	Throughout the 2025-2028 School Years quarterly	Quarterly Learning walk feedback
Provide specific instructional coaching support in identified classrooms, based on data,	Administration, Literacy Leaders	Throughout the 2025-2028 School Years	Coaching feedback, quarterly data meetings

learning walk feedback, and learning plan reviews.			
Monitor consistent use of HQIM during all instructional lessons including SDI specific lessons.	Administration, Literacy Leaders	Throughout the 2025-2028 School Years	Quarterly Learning walk feedback, Post observation conferences, Bi-weekly PLC feedback, evidence of PLC transfer
Quarterly IEP data review to ensure progress towards alignment between student IEP goals focused on EBLI and SDI.	Administration, OPEC, DTAL, Literacy Leaders, SPED Teachers	Throughout the 2025-2028 School Years quarterly	Quarterly review of progress monitoring data (IEP goal data, division data, classroom data)
Meet bi-weekly for collaboration between special education teacher and general education teacher, led by the literacy leader, focusing on explicit word routines. (1 on 1 if needed)	Literacy Leaders, SPED teachers	Throughout the 2025-2028 School Years	Bi-weekly PLC feedback, observation feedback, data meetings
Organize tutoring sessions for students below benchmark, focusing on individualized support to address specific needs.	Math Coach/Admin	Throughout the 2025-2028 School Years Quarterly	Benchmark assessments, tutor progress feedback notes

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, Luxford ES 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): ○ scores will increase in the percentage of students scoring Pass/Proficient or above by 25% and decrease in the fail basic/fail below basic scores by 30% as measured by VDOE-published SOL results and SPSF performance indicator calculations.

Measurable Objective Year 1:	By June 2026, SWD scores will increase in the percentage of students scoring Pass/Proficient or above by 15% and decrease in the fail basic/fail below basic scores by 10% as measured by VDOE-published SOL results and SPSF performance indicator calculations.
Measurable Objective Year 2:	By June 2027, SWD scores will increase in the percentage of students scoring Pass/Proficient or above by 20% and decrease in the fail basic/fail below basic scores by 15% as measured by VDOE-published SOL results and SPSF performance indicator calculations.
Measurable Objective Year 3:	By June 2027, SWD scores will increase in the percentage of students scoring Pass/Proficient or above by 25% and decrease in the fail basic/fail below basic scores by 25% as measured by VDOE-published SOL results and SPSF performance indicator calculations.

Math Strategy:	*Describe the evidence-based 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, 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:	*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 *What will be accomplished? List the specific, sequenced steps aligned to the strategy.*	**Persons Responsible** *Who is responsible for doing the work?*	**Time Frame** *How long will it take? Identify the start and end dates for each action step.*	**Progress Monitoring** *How will the team monitor progress? Define key dates to review and make adjustments.*
Conduct a needs assessment and data analysis to determine root cause and specific actions to implement instructional strategies.	Math Coach, Admin, DTAL, OPEC, DOSL	Fall 2025 Fall 2026 Fall 2027	Goals and Actions Steps on PCI
Conduct learning walks in special education classrooms with the most need based on SOL, MAP, VALLLSS, and IEP data.	Math Coach, Admin, DTAL, OPEC	Throughout the 2025-2028 School Years Monthly	Learning walk feedback
Provide specific instructional coaching support in identified classrooms, based on data, learning walk feedback, and learning plan reviews.	Math Coach, Admin	Throughout the 2025-2028 School Years	Coaching feedback, bi-weekly PLC, IEP progress report data
Facilitate collaborations for special education teachers, led by math specialists, focusing on the use of manipulatives, specially designed instruction, and clarity on instructional delivery and objectives. (1 on 1 if needed)	Math Coach/Admin	Throughout the 2025-2028 School Years	Bi-weekly PLC, learning walk feedbacks
Organize tutoring sessions for students below benchmark, focusing on individualized support to address specific needs	Math Coach, Admin	Throughout the 2025-2028 School Years Quarterly	Benchmark assessments, tutor progress feedback notes

Provide professional learning with a focus on alignment between student IEP goals and mathematical best practices through specially designed instruction (SDI).	Admin, Math Coach, DTAL, OPEC, DOSL	Throughout the 2025-2028 School Years	Monthly SPED Meetings, Division Staff Days, bi-weekly PLC
Promote consistent use of best mathematical practices during all instructional lessons including SDI specific lessons.	Administration, OPEC, DTAL, Math Coach, General Education & Special Education Teachers	Throughout the 2025-2028 School Years	Learning walk feedback, evidence of PLC transfer
Quarterly IEP data review to support progress towards alignment between student IEP goals are focused on CRA and SDI.	Administration, Literacy Leaders, DTAL, OPEC	Analysis occurring post-division testing windows, but no less than three times per year	Quarterly review of progress monitoring data, IEP goal data, division data, classroom data

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, Luxford ES 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): ○ scores will increase in the percentage of Grade 5 students scoring Pass/Proficient or above by 30% as measured by VDOE-published SOL results and SPSF performance indicator calculations.	
Measurable Objective Year 1:	By June 2026, the percentage of students with disabilities in grades 5 who score proficient or higher on the state science assessment will increase by 20% as measured by VDOE-published SOL results and SPSF performance indicator calculations.
Measurable Objective Year 2:	By June 2027, the percentage of students with disabilities in grades 5 who score proficient or higher on the state science assessment will increase by 25% as measured by VDOE-published SOL results and SPSF performance indicator calculations.
Measurable Objective Year 3:	By June 2028, the percentage of students with disabilities in grades 5 who score proficient or higher on the state science assessment will increase by 30% as measured by VDOE-published SOL results and SPSF performance indicator calculations.-

Science Strategy:	*Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades* *Recommendation 3 for mathematics is the use of intentionally selected concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures. This*

	recommendation can be extended to science through the 5E model, which is well-documented in the research and provides students, specifically students with disabilities, who struggle to learn abstract concepts, opportunities for exploration prior to explicit and direct instruction (using representation to model scientific concepts) as well as the use of developing and using scientific models. This recommendation supports the intentional selection of representation to support students conceptualizing and connecting the representation to abstract scientific concepts and emphasizes the need for students to have meaningful and ample opportunities to use representations in order to help solidify their use as "thinking tools."		
Intended Outcome:	*Students, including students with disabilities will demonstrate improved conceptual understanding of abstract scientific processes and concepts. Through the intentional selection of concrete and semi-concrete representations, including scientific modeling as well as the 5E model of instruction, students will have meaningful and ample opportunities to use representations in order to explain abstract scientific processes and concepts.*		
Action Steps *What will be accomplished? List the specific, sequenced steps aligned to the strategy.*	**Persons Responsible** *Who is responsible for doing the work?*	**Time Frame** *How long will it take? Identify the start and end dates for each action step.*	**Progress Monitoring** *How will the team monitor progress? Define key dates to review and make adjustments.*
Conduct a needs assessment and data analysis to determine root cause and specific actions to implement instructional strategies.	Admin, LMS, ITS, Gifted, DTAL, OPEC, DOSL	Fall 2025 Fall 2026 Fall 2027	Goals and Actions Steps on PCI
Conduct targeted learning walks with feedback focused on specific student groups and the specific strategy.	Admin, Science Lead teachers, OPEC, General Education & Special Education Teachers	Quarterly in the 2025-2026, 2026-2027, and 2027-2028 School Years	Learning walk feedback, evidence of PLC transfer
Conduct PLCs with a focus on specific vocabulary and immersive experiences to model the 5E learning progression for teachers.	Admin, Science Lead teachers, OPEC, General Education & Special Education Teachers, Literacy Leaders	In advance of upcoming each science unit as determined by the division pacing calendar throughout the 2025-2026, 2026-2027, & 2027-2028 School Years	Monthly Science PLC, PLC Science data meetings

Monitor instruction, providing aligned feedback, to ensure it includes resources to support student acquisition of science vocabulary (i.e., direct, explicit vocabulary instruction; anchor charts; graphic organizers; pictorial representations) and language-rich experiences which provide opportunities for application and transfer.	Admin, Science Lead teachers, OPEC, General Education & Special Education Teachers	Quarterly in the 2025-2026, 2026-2027, and 2027-2028 School Years	Observation Feedback, Coaching Cycles
Organize tutoring sessions for students below benchmark, focusing on individualized support to address specific needs.	Admin, Science Lead teachers, Instructional Coaches, OPEC, General Education & Special Education Teachers	Spring 2026 Spring 2027 Spring 2028	Unit formative assessments, Science Benchmarks