2025-2028
Multi-Year School Support Plan

Federal Identification: Targeted Support and Improvement (TSI)

TSI Area(s): *Students with Disabilities*

School: Malibu ES

Principal/Lead Person of Plan: Courtney Scarcelli

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

Mastery - Literacy 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 June 2028, the percentage of students with disabilities in grades 3-5 who score proficient or higher on the state reading assessment will increase 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 3-5 who score proficient or higher on the state reading 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 3-5 who score proficient or higher on the state reading 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 3-5 who score proficient or higher on the state reading assessment will increase by 30% 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 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.	Administration, Literacy Leaders, 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	Monthly throughout the 2025-2026, 2026-2027, and 2027-2028 School Year	Learning walks, Student work samples, Coaching cycle data (with analysis occurring post division testing windows and not less than 3 times per year)
Conduct learning walks in special education classrooms focused on the specific instructional strategies.	Administration, OPEC, Literacy Leaders	Bi-monthly beginning Fall 2025 to Spring 2028	Learning walk feedback
Provide specific instructional coaching support in identified classrooms, based on data, learning walk feedback, and learning plan reviews.	Administration, OPEC, Literacy Leaders	Throughout the 2025-2028 School Years - as identified by need (students and teachers)	Coaching logs, classroom observation feedback, student academic progress
Monitor consistent use of HQIM during all instructional lessons including SDI specific lessons.	Administration, OPEC, Literacy Leaders, DTAL	Throughout the 2025-2028 School Years	Learning walk feedback, transfer in classroom instruction of PLC
Collaborate quarterly to monitor data to ensure progress towards alignment between student IEP goals focused on SDI.	Administration, OPEC, DTAL, Literacy Leaders, SPED Teachers	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)

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, General Education Teachers	Bi-weekly throughout the 2025-2026, 2026-2027, & 2027-2028 School Years	Coaching logs, classroom observation feedback, student academic progress, learning walk feedback, evidence of PLC transfer
Organize tutoring sessions for students below benchmark, focusing on individualized support to address specific needs.	Academic Coordinator, Classroom teacher, Literacy Leaders, Admin, Case Managers	Throughout the 2025-2028 School Years	Observation, formative, summative assessments, tutoring anecdotal 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 June 2028, the percentage of Malibu Elementary students with disabilities in grades 3-5 who score proficient or higher on the state math assessment will increase 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 3-5 who score proficient or higher on the state math 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 3-5 who score proficient or higher on the state math 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 3-5 who score proficient or higher on the state math assessment will increase by 30% 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 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:	*Describe how student outcomes will improve as a result of implementing the evidence-based strategy.* 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.	Administration, Literacy Leaders, DTAL, OPEC, DOSL	Fall 2025 Fall 2026 Fall 2027	Goals and Actions Steps on PCI
Conduct learning walks in special education with the most need based on SOL and student data including IEP progress.	Math Coach, Admin, DTAL	Monthly	Coaching logs, classroom observation feedback, student academic progress, learning walk feedback, transfer of PLC to SDI
Provide specific instructional coaching support in identified classrooms, based on data, learning walk feedback, and learning plan reviews.	Math Coach, Admin, DTAL	Throughout the 2025-2028 School Years	Coaching logs, classroom observation feedback, student academic progress
Provide professional learning (i.e., alignment between student IEP goals focused on mathematical best practices and specially designed instruction (SDI).	Administration, Mathematical Instructional Coaches, DTAL, OPEC, DOSL	Throughout the 2025-2026, 2026-2027, & 2027-2028 School Years	Monthly Special Education meeting transfer, Bi-weekly PLC with math instructional specialists, individualized teacher coaching, progress report data review with administrative team, OPEC Coordinators and case managers
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.	Math Coach, Admin	Throughout the 2025-2028 School Years	Coaching logs, classroom observation feedback, student academic progress, learning walk feedback, transfer of PLC to SDI
Organize tutoring sessions for students below benchmark, focusing on individualized support to address specific needs.	Academic Coordinator, Classroom teacher, Math Coach, Admin, Case Managers	Throughout the 2025-2028 School Years	Observation, formative, summative assessments, tutoring anecdotal notes

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, Malibu Elementary School students with disabilities in grade 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.	
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:	*Describe the evidence-based strategy.* *IF Math is a focus, consider this:* 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 and ELs, 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 and English Learners 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.	Administration, Science Lead Teachers, DTAL, OPEC, DOSL	Fall 2025 Fall 2026 Fall 2027	Goals and Actions Steps on PCI
Conduct PLCs with a focus on specific vocabulary and/or immersive experiences to model the 5E learning progression for teachers.	Literacy Leader	Bi-weekly in collaborations	Transfer to instruction as evidenced in agendas, learning plans, and learning walks
Conduct targeted learning walks with feedback focused on students with disabilities and their use and engagement in hands-on activities prior to instruction.	Administration, Science Lead teachers, OPEC	Quarterly in the 2025-2026, 2026-2027, and 2027-2028 School Years	Learning walk feedback, evidence of PLC transfer, evident within learning plans reviews
Monitor instruction, providing aligned feedback, to ensure it includes resources to support student acquisition of science vocabulary (i.e., explore before explaining sequence; direct, explicit vocabulary instruction; anchor charts; graphic organizers; pictorial representations) and language-rich experiences which provide opportunities for application and transfer.	Administration, Science Lead teachers, OPEC	Quarterly in the 2025-2026, 2026-2027, and 2027-2028 School Years	Observation feedback and learning plan evidence