# 2025-2028
# Multi-Year School Support Plan

## Federal Identification: Targeted Support and Improvement (TSI)

**TSI Area(s):** *Students with Disabilities*

**School: Parkway Elementary School**

**Principal/Lead Person of Plan: Katie Catania, Ph.D.**

**Plan Area(s):**

Mastery Reading, Mastery Math, & 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, Parkway 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/Advanced from 0% to at least 20%
- An increase in the percentage of students scoring Pass/Proficient from 26.83% to at least 70%
- A decrease in the percentage of students scoring Fail/Basic from 31.71% to 10%
- A decrease in the percentage of students scoring Fail/Below Basic from 41.46% to 0%

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

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| **Measurable Objective Year 1:** | By June 2026, passed advanced rate will increase by 10%, and pass rates will increase by 15%, decreasing the basic rate by 4%, and decreasing the below basic rate by 21% |
| **Measurable Objective Year 2:** | By June 2027, passed advanced rate will increase by 5%, and pass rates will increase by 15%, decreasing the basic rate by 5%, and decreasing the below basic rate by 10%. |
| **Measurable Objective Year 3:** | By June 2028, passed advanced rate will increase by 5%, and pass rates will increase by 18%, decreasing the basic rate by 13%, and decreasing the below basic by 10%. |

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| **Literacy Strategy:** | *Describe the evidence-based strategy.*<br>**K-3** - Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade<br>Level of Evidence<br>Tier 1<br>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 |

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| | automaticity. As phonics becomes more automatic, cognitive load decreases and it allows students to focus on word meaning and comprehension instead of decoding.<br><br>**4-5** - Providing Reading Interventions for Students in Grades 4–9<br>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**<br>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.<br>**And**<br>**4-5**<br>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 |

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| | 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**<br>*What will be accomplished? List the specific, sequenced steps aligned to the strategy.* | **Persons Responsible**<br>*Who is responsible for doing the work?* | **Time Frame**<br>*How long will it take? Identify the start and end dates for each action step.* | **Progress Monitoring**<br>*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 | Goals and Actions Steps on PCI |
| 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, General Ed Teachers | Throughout the 2025-2026 School Year<br><br>Throughout the 2026-2027 School Year.<br><br>Throughout the 2027-2028 School 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 Ed Teachers | Throughout the 2025-2026 School Year<br><br>Throughout the 2026-2027 School Year.<br><br>Throughout the 2027-2028 School Year. | PLC Agendas |
| Conduct monthly learning walks focusing on specific areas of need based on data and observations. | Administration, Literacy Leaders, DTAL, OPEC, DOSL | Throughout the 2025-2026 School Year<br><br>Throughout the 2026-2027 School Year.<br><br>Throughout the 2027-2028 | Learning walk look observations and feedback sessions |

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| Mastery - Math<br>3 Year Goal Statement |
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| *What outcomes (SMART Goal) do we want by the end of Year 3?*<br>(Specific, Measurable, Attainable, Results-based, and Time-bound)<br><br>By the end of the 2027–2028 school year, Parkway 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.<br><br>Students with Disabilities (SWD):<br><br>● An increase in the percentage of students scoring Pass/Advanced from 2.44% to at least 20%<br>● An increase in the percentage of students scoring Pass/Proficient from 26.83% to at least 70%<br>● A decrease in the percentage of students scoring Fail/Basic from 43.90% to 10%<br>● A decrease in the percentage of students scoring Fail/Below Basic from 26.83% to 0%<br><br>as measured by VDOE-published SOL results and SPSF performance indicator calculations. |

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| **Measurable Objective Year 1:** | By June 2026, passed advanced rate will increase by 10%, and pass rates will increase by 15%, decreasing the basic rate by 14%, and decreasing the below basic rate by 12%. |
| **Measurable Objective Year 2:** | By June 2027, passed advanced rate will increase by 5%, and pass rates will increase by 10%, decreasing the basic rate by 15%, and decreasing the below basic rate by 7%. |
| **Measurable Objective Year 3:** | By June 2028, passed advanced rate will increase by 3%, and pass rates will increase by 18%, decreasing the basic rate by 5%, and decreasing the below basic rate by 8%. |

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| **Math Strategy:** | *Describe the evidence-based strategy.*<br>Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades<br>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:** | 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. | | |
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| **Action Steps**<br>*What will be accomplished? List the specific, sequenced steps aligned to the strategy.* | **Persons Responsible**<br>*Who is responsible for doing the work?* | **Time Frame**<br>*How long will it take? Identify the start and end dates for each action step.* | **Progress Monitoring**<br>*How will the team monitor progress? Define key dates to review and make adjustments.* |
| Conduct learning walks in special education in collaboration with OPEC with the most need based on SOL data. | Administration, SPED Teachers, General Education Teachers, Math Specialist | Throughout the 2025-2026 School Year<br><br>Throughout the 2026-2027 School Year.<br><br>Throughout the 2027-2028 School Year. | Learning walk look observations and feedback sessions |
| Provide specific instructional coaching support in identified classrooms, based on data, learning walk feedback, and learning plan reviews. | Administration, SPED Teachers, General Education Teachers, Math Specialist | Throughout the 2025-2026 School Year<br><br>Throughout the 2026-2027 School Year.<br><br>Throughout the 2027-2028 School Year. | Coaching Cycle Logs |
| 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, SPED Teachers, General Education Teachers, Math Specialist | Throughout the 2025-2026 School Year<br><br>Throughout the 2026-2027 School Year.<br><br>Throughout the 2027-2028 School Year. | PLC Agendas |

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| Organize tutoring sessions for students below benchmark, focusing on individualized support to address specific needs. | Administration, SPED Teachers, General Education Teachers, Math Specialist | Throughout the 2025-2026 School Year<br><br>Throughout the 2026-2027 School Year.<br><br>Throughout the 2027-2028 School Year. | Tutoring Attendance and Learning Plans |

| Mastery - Science<br>3 Year Goal Statement | |
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| *What outcomes (SMART Goal) do we want by the end of Year 3?*<br>(Specific, Measurable, Attainable, Results-based, and Time-bound)<br><br>By the end of the 2027–2028 school year, Parkway 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.<br><br>● Students with Disabilities (SWD):<br>○ A decrease in the percentage of students scoring Fail/Below Basic from 34% to 0%<br>○ An increase in the percentage of students scoring Pass/Proficient from 53% to at least 80%<br>○ An increase in the percentage of students scoring Pass/Advanced from 12.5% to at least 20%<br><br>as measured by VDOE-published SOL results and SPSF performance indicator calculations. | |
| **Measurable Objective Year 1:** | By June 2026, the percentage of students scoring Pass/Proficient will increase from 53% to 70% and the percentage of students scoring Pass/Advanced will increase from 12.5% to 15%, reducing the percentage of students scoring Fail/Below Basic to 15%. |
| **Measurable Objective Year 2:** | By June 2027, the percentage of students scoring Pass/Proficient will increase from 70% to 75% and the percentage of students scoring Pass/Advanced will increase from 15% to 18%, reducing the percentage of students scoring Fail/Below Basic to 7%. |
| **Measurable Objective Year 3:** | By June 2028, the percentage of students scoring Pass/Proficient will increase from 75% to 80% and the percentage of students scoring Pass/Advanced will increase from 18% to 20%, reducing the percentage of students scoring Fail/Below Basic to 0%. |

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| **Science Strategy:** | Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades<br>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 |

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| | 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.”<br><br>4-5 - Providing Reading Interventions for Students in Grades 4–9<br>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. 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 utilize scientific vocabulary. | | |
| **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.<br><br>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**<br>*What will be accomplished? List the specific, sequenced steps aligned to the strategy.* | **Persons Responsible**<br>*Who is responsible for doing the work?* | **Time Frame**<br>*How long will it take? Identify the start and end dates for each action step.* | **Progress Monitoring**<br>*How will the team monitor progress? Define key dates to review and make adjustments.* |

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| Conduct regular data monitoring to ensure progress towards student-specific goals related to the strategy. | Administration, SPED Teachers, General Education Teachers, Science Specialist | Throughout the 2025-2026 School Year<br><br>Throughout the 2026-2027 School Year.<br><br>Throughout the 2027-2028 School Year. | Quarterly review of progress monitoring data (IEP, district data, classroom data) |
| Implement extended collaboration between science specialist, special education, and classroom teacher to build capacity around the implementation of the targeted strategy. | Administration, SPED Teachers, General Education Teachers, Science Specialist | Throughout the 2025-2026 School Year<br><br>Throughout the 2026-2027 School Year.<br><br>Throughout the 2027-2028 School Year. | PLC Agendas |
| Use process logs as formative data points to guide reteaching and enrichment opportunities. | Administration, SPED Teachers, General Education Teachers, Science Specialist | Throughout the 2025-2026 School Year<br><br>Throughout the 2026-2027 School Year.<br><br>Throughout the 2027-2028 School Year. | Weekly review of process logs. |
| Conduct targeted learning walks with feedback focused on specific student groups and the specific strategy. | Administration, SPED Teachers, General Education Teachers, Science Specialist | Throughout the 2025-2026 School Year<br><br>Throughout the 2026-2027 School Year.<br><br>Throughout the 2027-2028 School Year. | Learning Walk Feedback |