2025-2028
Multi-Year School Support Plan

Federal Identification: Targeted Support and Improvement (TSI)

TSI Area(s): *Students with Disabilities*

School: White Oaks Elementary

Principal/Lead Person of Plan: Danielle Williams

Plan Area(s):

Mastery Reading, Mastery Math, Mastery Science

Mastery - Reading
3 Year Goal Statement

By the end of the 2027–2028 school year, White Oaks 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 from 36% to 67%

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

Measurable Objective Year 1:	By June 2026, our 3-5 students with disabilities will increase the Reading pass rate by at least 10 percentage points from the 2025 baseline, as measured by the VDOE-published SOL results.
Measurable Objective Year 2:	By June 2027, our 3-5 students with disabilities will increase the Reading pass rate by an additional 10 percentage points from the prior year, as measured by the VDOE-published SOL results.
Measurable Objective Year 3:	By June 2028, our 3-5 students with disabilities will increase the Reading pass rate by an additional 10 percentage points, achieving a total of 30 percentage points from baseline, as measured by the VDOE-published SOL results.

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:	*Describe how student outcomes will improve as a result implementing the evidence-based strategy.* **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
Schedule professional learning opportunities for special education teachers facilitated by Reading Specialist focusing on evidence-based literacy instruction (i.e., on phonics for K-2 and morphology for 3-5 teachers.	Administration, Literacy Leaders, DTAL, OPEC, SPED Teachers	Informed by the needs and data for the 2025-2028 school years	Agenda items from Grade Level PLCs/Special Education Team meetings, learning walk feedback and data analysis
Conduct learning walks in self-contained and inclusion special education classrooms focused on specific literacy practices.	Administration, OPEC, Literacy Leaders, SPED Teachers	Quarterly during the 2025-2026, 2026-2027, and 2027-2028 school year	Learning walk feedback
Provide specific instructional coaching support in identified classrooms, based on data and learning walk feedback.	Literacy Coaches, OPEC	Throughout the 2025-2028 school years	Coaching logs, transfer to instructional delivery, and student data

Mastery - Math 3 Year Goal Statement	
By the end of the 2027–2028 school year, White Oaks 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 Math for the identified student groups below. ● Students with Disabilities (SWD): ○ An increase in the percentage of students scoring Pass/Proficient from 42% to 72% as measured by VDOE-published SOL results and SPSF performance indicator calculations.	
Measurable Objective Year 1:	By June 2026, our 3-5 students with disabilities will increase the Math pass rate by at least 10 percentage points from the 2025 baseline, as measured by the VDOE-published SOL results.
Measurable Objective Year 2:	By June 2027, our 3-5 students with disabilities will increase the Math pass rate by an additional 10 percentage points from the prior year, as measured by the VDOE-published SOL results.
Measurable Objective Year 3:	By June 2028, our 3-5 students with disabilities will increase the Math pass rate by an additional 10 percentage points, achieving a total of 30 percentage points from baseline, as measured by the VDOE-published SOL results.

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:	*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, Math Coach, DTAL, OPEC, DOSL	Fall 2025 Fall 2026 Fall 2027	Goals and Actions Steps on PCI
Schedule professional learning opportunities for special education teachers facilitated by Math Coach focusing on (i.e., use of representations to abstract mathematical models, word problem strategies, and mathematical vocabulary)	Administration, Math Coach, OPEC, DTAL	Monthly throughout the 2025-2028 school years	Maintain attendance records and agendas of professional development meetings
Conduct learning walks in special education self-contained and inclusion classrooms with a focus on implementation of tier 1 instruction and specially designed instruction.	Administration, Math Coach, OPEC, DTAL, DOSL, SPED Teachers	Ongoing throughout the 2025-2028 school years	Learning walk feedback
Provide specific instructional coaching support in identified classrooms, based on data, and learning walk feedback.	Administration, Math Coach, OPEC, DTAL	Determined by student data and teacher need throughout the 2025-2026 school years	Review coaching logs and teacher goals
Organize tutoring sessions for students below benchmark, focusing on individualized support to address specific needs.	Administration, Math Coach, Special Education Teachers, General Education Teachers	November through May during the 2025-2028 school years	Analyze beginning of year, mid-year and end of year NWEA data.

Mastery - Science 3 Year Goal Statement	
By the end of the 2027–2028 school year White Oaks Elementary 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 from 55% to 85% as measured by VDOE-published SOL results and SPSF performance indicator calculations.	
Measurable Objective Year 1:	By June 2026, our 3-5 students with disabilities will increase the Science pass rate by at least 10 percentage points from the 2025 baseline, as measured by the VDOE-published SOL results.
Measurable Objective Year 2:	By June 2027, our 3-5 students with disabilities will increase the Science pass rate by an additional 10 percentage points from the prior year, as measured by the VDOE-published SOL results.
Measurable Objective Year 3:	By June 2028, our 3-5 students with disabilities will increase the Science pass rate by an additional 10 percentage points, achieving a total of 30 percentage points from baseline, as measured by the VDOE-published SOL results.

Science Strategy:	*Describe the evidence-based 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 regular data monitoring to ensure progress towards student-specific goals related to the strategy.	Teacher, SPED Teacher, Admin	Monthly Feb 2026-June 2028	Division Benchmarks Ancedotals Learning Walk Feedback
Conduct PLCs with a focus on specific vocabulary and/or immersive experiences to model the 5E learning progression for teachers.	GRT/ITS/ Library Media Specialist/ SPED Teachers	Monthly throughout the 2025-2028 school years	Benchmarks Observations
Conduct learning walks in special education self-contained and inclusion classrooms with a focus on implementation of tier 1 instruction and specially designed instruction.	Administration, GRT, ITS, OPEC, DTAL, SPED Teachers	Ongoing throughout the 2025-2028 school years	Learning walk feedback
Monitor instruction, providing aligned feedback, to ensure it includes resources to support student acquisition of science vocabulary (i.e., explicit vocabulary instruction; anchor charts; graphic organizers) and experiences which provide opportunities for application and transfer.	Admin/GRT/ITS/Math Specialist	Monthly Ongoing throughout the 2025-2028 school years	Benchmarks Observations