



2025-2028 Multi-Year School Support Plan

Federal Identification: Targeted Support and Improvement (TSI)

TSI Area(s): *Students with Disabilities and English Learners*

School: *Diamond Springs Elementary*

Principal / Lead Person of Plan: *Brandon Lugo*

Plan Area(s):

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

3 Year Goal Statement

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

By June 2028, 90% of Kindergarten and First Grade students will demonstrate proficiency on the encoding subtest as measured by the Spring VALLSS assessment.

- SWD and ELLs will increase proficiency by 15% on the encoding subtest as measured by the Spring VALLSS assessment.

Measurable Objective Year 1:

By June 2026, 80% of Kindergarten and First Grade students will demonstrate proficiency on the encoding subtest as measured by the Spring VALLSS assessment.

- SWD and ELLs will increase by 5% on the encoding subtest as measured by the Spring VALLSS assessment.

Measurable Objective Year 2:

By June 2027, 85% of Kindergarten and First Grade students will demonstrate proficiency on the encoding subtest (no instructional indicator assigned) as measured by the Spring VALLSS assessment.

- SWD and ELLs will increase by 5% on the encoding subtest as measured by the Spring VALLSS assessment.

Measurable Objective Year 3:

June 2028, 90% of Kindergarten and First Grade students will demonstrate proficiency on the encoding subtest (no instructional indicator assigned) as measured by the Spring VALLSS assessment.

- SWD and ELLs will increase by 5% on the encoding subtest as measured by the Spring VALLSS assessment.

Literacy Strategy:

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.

	Recommendation 3 supports English learners (ELs) due to the fact that English has sound–spelling patterns that may differ from students’ home languages, ELs benefit from explicit, systematic instruction that teaches them how to break complex words into smaller, pronounceable parts by recognizing letter patterns, sound–spelling relationships, and meaningful word parts (morphology). Structured routines, visual and multisensory supports, and repeated opportunities for guided practice with feedback help reduce cognitive and linguistic load while strengthening accurate and fluent word recognition. Explicit instruction in high-frequency words and word parts further supports ELs in recognizing words across familiar and unfamiliar contexts. As decoding becomes more automatic, English Learners are better able to focus on word meaning and comprehension, supporting vocabulary development, reading fluency, and overall understanding of grade-level texts		
Intended Outcome:	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.		
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/ESL, 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	Administration, Literacy Leaders, DTAL, OPEC/ESL, DOSL, school psychologist, ELL	Throughout the 2025-2026 School Year	Action steps on PCI

pecially designed instruction (SDI). Provide professional learning (EL strategies and supports for explicit word routines and instruction)	teacher, ELL cluster teachers, SPED teachers	Throughout the 2026-2027 School Year. Throughout the 2027-2028 School Year.	
Conduct learning walks in special education and ESL cluster classrooms focused on the specific instructional strategies.	Administration, OPEC, Literacy Leaders, ELL staff	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, and learning plan reviews.	Administration, literacy leaders	Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year. Throughout the 2027-2028 School Year.	Coaching cycles & logs
Monitor consistent use of HQIM during all instructional lessons including SDI/EL specific lessons.	Administration, literacy leaders	Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year. Throughout the 2027-2028 School Year.	Collaboration & ILT meetings

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, 90% of KG students will show proficiency on the Numeracy Module portion of the VKRP.

- *SWD and ELLs will increase by 15% in proficiency on the Numeracy Module portion of the VKRP.*

By June 2028, 90% of first graders will show proficiency in computational fluency as measured by the Diamond Springs Math Fact Fluency Interview.

- *SWD and ELLs will increase by 15% in proficiency in computational fluency as measured by the Diamond Springs Math Fact Fluency Interview.*

Measurable Objective Year 1:

By June 2026, 80% of KG students will show proficiency on the Numeracy Module portion of the VKRP.

- *SWD and ELLs will increase by 5% in proficiency on the Numeracy Module portion of the VKRP.*

By June 2026, 80% of first graders will show proficiency in computational fluency as measured by the Diamond Springs Math Fact Fluency Interview.

- *SWD and ELLs will increase by 5% in proficiency in computational fluency as measured by the Diamond Springs Math Fact Fluency Interview.*

Measurable Objective Year 2:

By June 2027, 85% of KG students will show proficiency on the Numeracy Module portion of the VKRP.

- *SWD and ELLs will increase by 5% in proficiency on the Numeracy Module portion of the VKRP.*

By June 2027, 85% of first graders will show proficiency in computational fluency as measured by the Diamond Springs Math Fact Fluency Interview.

- *SWD and ELLs will increase by 5% in proficiency in computational fluency as measured by the Diamond Springs Math Fact Fluency Interview.*

Measurable Objective Year 3:

By June 2028, 90% of KG students will show proficiency on the Numeracy Module portion of the VKRP.

	● SWD and ELLs will increase by 5% in proficiency on the Numeracy Module portion of the VKRP. By June 2028, 90% of first graders will show proficiency in computational fluency as measured by the Diamond Springs Math Fact Fluency Interview. ● SWD and ELLs will increase by 5% in proficiency in computational fluency as measured by the Diamond Springs Math Fact Fluency Interview.
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Math Strategy:	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 and ELLs, 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 and English Learners, 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 <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 and ESL cluster classrooms with the most need based on VKRP & Math Fact Fluency Interview data.	Administration, OPEC, math leaders, ELL staff	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, and learning walk feedback.	Administration, math leaders	Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year. Throughout the 2027-2028 School Year.	Coaching cycles & logs
Facilitate collaborations for special education teachers, led by math specialists, focusing on the use of manipulatives, and specially designed instruction.	Administration, math leaders	Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year. Throughout the 2027-2028 School Year.	Collaboration & ILT meetings; Action steps on PCI
Facilitate collaboration between ESL and cluster teachers and math specialists regarding EL instructional scaffolds and supports as related to the strategy.	Administration, math leaders	Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year. Throughout the 2027-2028 School Year.	Collaboration & ILT meetings; Action steps on PCI
Organize tutoring sessions, focusing on individualized support to address specific needs.	Math leaders, tutors, AIT Coordinator	Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year. Throughout the 2027-2028 School Year.	Classroom data and data logs

**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, Bettie F. Williams 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):
 - An increase in the percentage of students scoring Pass/Proficient by 20%
 - An increase in the percentage of students scoring Pass/Proficient from 26% to at least %
- English Learners (EL):
 - An increase in the percentage of students scoring Pass/Proficient by 30%

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

Measurable Objective Year 1:	<i>By June 2026, the number of SWD scoring in the Pass/Proficient or above will increase by 10%.</i> <i>By June 2026, the number of English Language Learners scoring in the Pass/Proficient or above will increase by 10%.</i>
Measurable Objective Year 2:	<i>By June 2027, the number of SWD scoring in the Pass/Proficient or above will increase by 5%</i> <i>By June 2027, the number of English Language Learners scoring in the Pass/Proficient or above will increase by 10%</i>
Measurable Objective Year 3:	<i>By June 2028, the number of SWD scoring in the Pass/Proficient or above will increase by 5%</i>

Science Strategy:	Recommendation 1 directly supports students with disabilities (ELs statement here) 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
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	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 utilize scientific vocabulary.		
Intended Outcome:	Students, including students with disabilities and English Learners 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>
Stem lab & Discovery Lab	Teachers, ITS	Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year. Throughout the 2027-2028 School Year.	Anecdotal data
Quarterly Collaborations	ITS, LMS, Teachers, Administrators	Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year. Throughout the 2027-2028 School Year.	Collaboration agendas & notes

Collaboration with DTAL	ITS, LMS, Administration	Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year. Throughout the 2027-2028 School Year.	Meeting notes and agendas
Science integration within morning meetings	Teachers, ITS	Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year. Throughout the 2027-2028 School Year.	Lessons, learning walks, observations