



2025-2028
Multi-Year School Support Plan

Holland Elementary
Federal Identification: Targeted Support and Improvement (TSI)

TSI Area(s): *Students with Disabilities*

School: Holland Elementary

Principal/Lead Person of Plan: Tara Brewer

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:	<p>K-3 - Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Level of Evidence Tier 1</p> <p>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.</p> <p>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</p>
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	<p>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., <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 access grade-level text and comprehension tasks.</p>		
Intended Outcome:	<p>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.</p> <p>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.</p>		
<p>Action Steps <i>What will be accomplished? List the specific, sequenced steps aligned to the strategy.</i></p>	<p>Persons Responsible <i>Who is responsible for doing the work?</i></p>	<p>Time Frame <i>How long will it take? Identify the start and end dates for each action step.</i></p>	<p>Progress Monitoring <i>How will the team monitor progress? Define key dates to review and make adjustments.</i></p>

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 school's 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	Informed by the needs assessment for the 2025–2028 school years	Learning walks, Transfer to instructional delivery through observation feedback, Student work samples, Data analysis occurring post division testing windows (not less than 3 times per year)
Conduct learning walks in special education settings focused on the specific instructional strategies and SDI.	Administration, Literacy Leaders, DTAL, OPEC, DOSL, SPED Teachers	Quarterly during the 2025–2026, 2026–2027, and 2027–2028 school years	Learning walk feedback
Provide specific instructional coaching support in identified settings, based on data, learning walk feedback, and learning plan reviews.	Administration, Literacy Leaders, OPEC, SPED teachers	Determined by need (students and teachers) throughout the 2025-2028 school years	Coaching logs, Transfer to instructional delivery through observation feedback, Academic progress of students
Ensure consistent use of high quality instructional materials (HQIM) during all instructional lessons with an emphasis on SDI.	Administration, Literacy Leaders, DTAL, OPEC, DOSL, SPED teachers, General education teachers	Ongoing throughout the 2025-2028 school years	Transfer to instructional delivery through observation feedback
Bi-weekly collaborative meetings between special education and general education teachers, facilitated by the literacy leader	Administration, Literacy Leaders, SPED teachers, General education teachers	Bi-weekly throughout the 2025-2028 school years	Agendas, transfer to instructional delivery through observation feedback, student academic progress
Provide targeted tutoring support for identified students.	Administration, Literacy Leaders, SPED teachers, General education teachers, Tutors	October - May during the 2025-2028 school years	Data analysis occurring post division testing windows (not less than 3 times per year)

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 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.

Math Strategy:	<u>Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades</u> 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, including 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 <i>What will be accomplished? List the specific,</i>	Persons Responsible <i>Who is responsible for doing the</i>	Time Frame <i>How long will it take? Identify the</i>	Progress Monitoring <i>How will the team monitor progress?</i>

<i>sequenced steps aligned to the strategy.</i>	<i>work?</i>	<i>start and end dates for each action step.</i>	<i>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, Math Specialists, DTAL, OPEC, DOSL	Fall 2025 Fall 2026 Fall 2027	Goals and actions steps on school's PCI
Provide professional learning (i.e., alignment between student IEP goals focused on evidence-based literacy instruction (EBLI) and specially designed instruction (SDI).	Administration, Math Specialists, DTAL, OPEC, DOSL	Informed by the needs assessment for the 2025–2028 school years	Learning walks, Transfer to instructional delivery through observation feedback, Student work samples, Data analysis occurring post division testing windows (not less than 3 times per year)
Conduct learning walks in special education settings focused on the specific instructional strategies and SDI.	Administration, Math Specialists, DTAL, OPEC, DOSL, SPED Teachers	Quarterly during the 2025–2026, 2026–2027, and 2027–2028 school years	Learning walk feedback
Provide specific instructional coaching support in identified settings, based on data, learning walk feedback, and learning plan reviews.	Administration, Math Specialists, OPEC, SPED teachers	Determined by need (students and teachers) throughout the 2025-2028 school years	Coaching logs, Transfer to instructional delivery through observation feedback, Academic progress of students
Ensure consistent use of high quality instructional materials (HQIM) during all instructional lessons with an emphasis on SDI.	Administration, Math Specialists, DTAL, OPEC, DOSL, SPED teachers, General education teachers	Ongoing throughout the 2025-2028 school years	Transfer to instructional delivery through observation feedback
Bi-weekly collaborative meetings between special education and general education teachers, facilitated by math specialists, focused on the use of manipulatives, specially designed instruction, and the 2023 SOLs in identified schools.	Administration, Math Specialists, SPED teachers, General education teachers	Bi-weekly throughout the 2025-2028 school years	Agendas, transfer to instructional delivery through observation feedback, student academic progress
Provide targeted tutoring support for identified students.	Administration, Math Specialists, SPED teachers, General education teachers, Tutors	October - May during the 2025-2028 school years	Data analysis occurring post division testing windows (not less than 3 times per year)

**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, Holland Elementary School students with disabilities in grade 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 1:

By June 2026, the percentage of students with disabilities in grade 5 who score proficient or higher on the state science assessment will increase by 10% 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 grade 5 who score proficient or higher on the state science assessment will increase by 15% 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 grade 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.

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 <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, Science lead teachers, DTAL, OPEC, DOSL	Fall 2025 Fall 2026 Fall 2027	Goals and actions steps on school's PCI
Conduct PLCs emphasizing pacing, instructional strategies to include vocabulary, visual supports, and immersive experiences.	Administration, Title I content instructional specialists, DTAL, Science lead teachers, General education teachers, Special education teachers	Collaborations as aligned to Science pacing throughout the 2025-2028 school years	Agendas, transfer to instructional delivery through observation feedback, student academic progress
Conduct targeted learning walks with feedback focused on students with disabilities and their use and engagement in hands-on activities and inquiry opportunities prior to or during instruction.	Administration, Title I content instructional specialists, Science lead teachers, General education teachers, Special education teachers, OPEC, DTAL	Quarterly during the 2025–2026, 2026–2027, and 2027–2028 school years	Learning walk feedback
Monitor instruction to ensure the use of science vocabulary supports (explore-before-explain sequences, explicit instruction, anchor charts, graphic organizers, visual representations and language-rich experiences) that promote application and transfer.	Administration, Title I content instructional specialists, Science lead teachers, General education teachers, Special education teachers, OPEC	Quarterly during the 2025–2026, 2026–2027, and 2027–2028 school years	Aligned observation feedback, fall and winter benchmark assessment data, formative prompt responses, student reflection, and learning plan evidence
Provide targeted tutoring support for identified students.	Administration, Title I content instructional specialists, Science lead teachers, SPED teachers, General education teachers, Title I interventionist	October - May during the 2025-2028 school years	Data analysis occurring post division testing windows (no less than 2 times per year)