2025-2028
Multi-Year School Support Plan

Federal Identification: Targeted Support and Improvement (TSI)

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

School: Newtown Elementary School

Principal/Lead Person of Plan: Mikelle Williams

Plan Area(s):

Mastery Reading, Mastery Math, and Mastery Science,

Mastery - Reading 3 Year Goal Statement	
By June 2028, 75% of grade 3 students with disabilities will meet proficiency level as measured by the state's proficiency benchmark in reading as measured by the spring SOL.	
Measurable Objective Year 1:	By June 2026, 60% of grade 3 students with disabilities will meet proficiency level as measured by the state's proficiency benchmark in reading, as measured by the spring SOL.
Measurable Objective Year 2:	By June 2027, 70% of grade 3 students with disabilities will meet proficiency level as measured by the state's proficiency benchmark in reading, as measured by the spring SOL.
Measurable Objective Year 3:	By June 2028, 75% of grade 3 students with disabilities will meet proficiency level as measured by the state's proficiency benchmark in reading as measured by the spring SOL.

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 language learners 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 ELLs in

	recognizing words across familiar and unfamiliar contexts. As decoding becomes more automatic, English language 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 and English language learners, 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 *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/ESL, DOSL, Teachers	Fall 2025	Fall 2025
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/ESL, DOSL, Teachers	Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year. Throughout the 2027-2028 School Year.	Learning Walk Feedback based on PD implementation
Provide professional learning (EL strategies and supports for explicit word routines and instruction).	Administration, Literacy Leaders, DTAL, OPEC/ESL, DOSL, Teachers	Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year.	Learning Walk Feedback based on PD implementation

		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, Teachers	Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year. Throughout the 2027-2028 School Year.	Learning walk feedback

Mastery - Math 3 Year Goal Statement	
By June 2026, 70% of grade 3 studentswith disabilities will meet proficiency level as measured by the state's proficiency benchmark in math, as measured by the spring SOL.	
Measurable Objective Year 1:	By June 2026, 50% of grade 3 students with disabilities will meet proficiency level as measured by the state's proficiency benchmark in math, as measured by the spring SOL.
Measurable Objective Year 2:	By June 2027, 60% of grade 3 students with disabilities will meet proficiency level as measured by the state's proficiency benchmark in math, as measured by the spring SOL.
Measurable Objective Year 3:	By June 2028, 70% of grade 3 students with disabilities will meet proficiency level as measured by the state's proficiency benchmark in math, as measured by the spring SOL.

Math Strategy:	*Describe the evidence-based strategy.*		
Intended Outcome:	*Describe how student outcomes will improve as a result of implementing the evidence-based strategy. 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 *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 learning walks in special education and ESL cluster classrooms in schools with the most need based on SOL data.	Administration, Math Coaches, DTAL, OPEC/ESL, DOSL, Teachers	Monthly	Mid and end of each quarter, observations will be reviewed and adjustments/coaching/PL will be determined.

Provide specific instructional coaching support in identified classrooms, based on data, learning walk feedback, and learning plan reviews.	Administration, Math Coaches, DTAL, OPEC/ESL, DOSL, Teachers	Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year. Throughout the 2027-2028 School Year.	Learning Walk Feedback
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, Math Coaches, DTAL, OPEC/ESL, DOSL, Teachers	Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year. Throughout the 2027-2028 School Year.	Learning Walk Feedback
Facilitate collaboration between ESL teachers and math specialists regarding EL instructional scaffolds and supports as related to the strategy.	Administration, Math Coaches, DTAL, ESL, DOSL, Teachers	Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year. Throughout the 2027-2028 School Year.	Learning Walk Feedback

Mastery - Science 3 Year Goal Statement	
By June of 2028, 90% of students in grades 2 and 3 will show proficiency in grade level science standards as measured by grade level unit tests.	
Measurable Objective Year 1:	By June of 2026, 80% of students in grades 2 and 3 will show proficiency in grade level science standards as measured by grade level unit tests.
Measurable Objective Year 2:	By June of 2027, 85% of students in grades 2 and 3 will show proficiency in grade level science standards as measured by grade level unit tests.
Measurable Objective Year 3:	By June of 2028, 90% of students in grades 2 and 3 will show proficiency in grade level science standards as measured by grade level unit tests.

Science Strategy:	**K-3** - Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Level of Evidence Tier 1 Recommendation 3 directly supports students with disabilities and English learners 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 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 *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 PLCs with a focus on specific vocabulary within immersive experiences to model the 5E learning progression for teachers, including special education teachers, inclusion teachers and teachers of English Learners.	Administration, ILT, DTAL, OPEC/ESL, DOSL, Teachers	Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year. Throughout the 2027-2028 School Year.	Learning Walk Feedback based on PD implementation
Monitor instruction, providing aligned feedback, to ensure it includes resources to support student acquisition of science vocabulary (i.e., explore before explain sequence; direct, explicit vocabulary instruction; anchor charts; graphic organizers; pictorial representations) and language-rich experiences which provide opportunities for application and transfer, with a specific focus on the instruction for English Learners and students with disabilities.	Administration, ILT, DTAL, OPEC/ESL, DOSL, Teachers	Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year. Throughout the 2027-2028 School Year.	Learning Walk Feedback
Conduct regular data monitoring (to include unit test data) of English Learners and students with disabilities to ensure progress towards student-specific goals related to vocabulary acquisition.	Administration, ILT, DTAL, OPEC/ESL, DOSL, Teachers	Quarterly throughout the 2025/2026, 2026/2027, and 2027/2028 school years.	Student Progress Data Tracking