2025-2028
Multi-Year School Support Plan

Federal Identification: Targeted Support and Improvement (TSI)

TSI Area(s): *Students with Disabilities*

School: *Pembroke Meadows Elementary School*

Principal/Lead Person of Plan: *Krista Clark*

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, **Pembroke Meadows** 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): ○ A decrease in the percentage of students scoring Fail/Basic by 25% ○ A decrease in the percentage of students scoring Fail/Below Basic by 50%

Measurable Objective Year 1:	Students with Disabilities (SWD): ○ A decrease in the percentage of students scoring Fail/Basic by 25% ○ A decrease in the percentage of students scoring Fail/Below Basic by 50%
Measurable Objective Year 2:	Students with Disabilities (SWD): ○ A decrease in the percentage of students scoring Fail/Basic by 25% ○ A decrease in the percentage of students scoring Fail/Below Basic by 50%
Measurable Objective Year 3:	Students with Disabilities (SWD): ○ A decrease in the percentage of students scoring Fail/Basic by 25% ○ A decrease in the percentage of students scoring Fail/Below Basic by 50%

Literacy 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) and English Learners (ELLs) knowledge of basic consonant and vowel sounds by 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 instruction is explicit and systematic, and tools such as Elkonin sound boxes make the sound structures of words visible and concrete. For English learners, this same explicit and systematic instruction is critical because English sound–spelling patterns may differ from students' home

	languages; structured routines that emphasize recognizing letter patterns, sound–spelling relationships, and meaningful word parts (morphology), supported by visual and multisensory tools and repeated guided practice with feedback, help reduce cognitive and linguistic load while strengthening accurate and fluent word recognition. 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, allowing both SWD and EL students to focus on word meaning, vocabulary development, and reading comprehension rather than decoding. **4-5** - Providing Reading Interventions for Students in Grades 4–9 Tier 1 Recommendation 1 directly supports students with disabilities (SWD) and English Learners (ELLs) 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). For English learners and multilingual students, this same routine is critical because English multisyllabic words often contain unfamiliar sound–spelling patterns; explicit instruction in letter–sound relationships, advanced vowel patterns, and morphology supports accurate pronunciation, connects decoding to meaning, and strengthens academic language development across content areas. 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** 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/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 specially designed instruction (SDI). Provide professional learning (EL strategies and supports for explicit word routines and instruction).	Administration, Literacy Leaders, DTAL, OPEC/ESL, DOSL	Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year. Throughout the 2027-2028 School Year.	Learning Walk Feedback based on New Learning.

Conduct learning walks in special education and inclusion classrooms focused on the specific instructional strategies.	Administration, OPEC, Literacy Leaders	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, OPEC, DTAL, Literacy Leaders, SPED Teachers	Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year. Throughout the 2027-2028 School Year.	Coaching Feedback
Monitor consistent use of HQIM during all instructional lessons, including SDI specific lessons.	Administration, OPEC, DTAL, Literacy Leaders, SPED Teachers	Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year. Throughout the 2027-2028 School Year.	Learning Walk Feedback
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	Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year. Throughout the 2027-2028 School Year.	Quarterly review of progress monitoring data (IEP goal data, division data, classroom data)
Special education teachers and literacy leaders will meet bi-weekly.	Literacy Leaders, SPED teachers	Throughout the 2025-2026 School Year Throughout the 2026-2027	Learning Walk Feedback based on Implementation Plan from Meeting.

		School Year. Throughout the 2027-2028 School 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 the end of the 2027–2028 school year, **Pembroke Meadows** 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): ○ A decrease in the percentage of students scoring Fail/Basic by 25% ○ A decrease in the percentage of students scoring Fail/Below Basic by 50%	
Measurable Objective Year 1:	Students with Disabilities (SWD): ○ A decrease in the percentage of students scoring Fail/Basic by 25% ○ A decrease in the percentage of students scoring Fail/Below Basic by 50%
Measurable Objective Year 2:	Students with Disabilities (SWD): ○ A decrease in the percentage of students scoring Fail/Basic by 25% ○ A decrease in the percentage of students scoring Fail/Below Basic by 50%
Measurable Objective Year 3:	Students with Disabilities (SWD): ○ A decrease in the percentage of students scoring Fail/Basic by 25% ○ A decrease in the percentage of students scoring Fail/Below Basic by 50%

Math Strategy:	*Describe the evidence-based 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 learning walks in special education and inclusion classrooms.	Administration, OPEC, DTAL, Math Coach, SPED 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, OPEC, DTAL, Math Coach, SPED Teachers	Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year. Throughout the 2027-2028 School Year.	Coaching 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, OPEC, DTAL, Math Coach, SPED Teachers	Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year. Throughout the 2027-2028 School Year.	Learning Walk Feedback Based on New Learning.

Organize tutoring sessions for students below benchmark, focusing on individualized support to address specific needs.	Administration, OPEC, DTAL, Math Coach, SPED Teachers	Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year. Throughout the 2027-2028 School Year.	Student Data Review Quarterly

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, **Pembroke Meadows** 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): ○ Decreasing the number of students fail/basic range by 30%. as measured by VDOE-published SOL results and SPSF performance indicator calculations.

Measurable Objective Year 1:	*2025-2026 - Decreasing the number of students fail/basic range by 30%.*
Measurable Objective Year 2:	*2026-2027 - Decreasing the number of students fail/basic range by 30%.*
Measurable Objective Year 3:	*2027-2028 - Decreasing the number of students fail/basic range by 30%.*

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 and ELs, 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.” 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, 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:	*Math focus:* Students, including students with disabilities and English Learners 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. *Reading focus:* 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,*	**Persons Responsible** *Who is responsible for doing the*	**Time Frame** *How long will it take? Identify the*	**Progress Monitoring** *How will the team monitor progress?*

sequenced steps aligned to the strategy.	*work?*	*start and end dates for each action step.*	*Define key dates to review and make adjustments.*
Provide professional development (using data to create student-specific goals) about the strategy.	Administration, OPEC, DTAL, Math Coach, SPED Teachers	Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year. Throughout the 2027-2028 School Year.	Alignment of data to goals
Conduct regular data monitoring to ensure progress towards student-specific goals related to the strategy.	Administration, OPEC, DTAL, Math Coach, SPED Teachers	Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year. Throughout the 2027-2028 School Year.	Quarterly review of progress monitoring data (IEP, district data, classroom data)
Implement collaboration between special education teacher and classroom teacher to build capacity around the implementation of the targeted strategy.	Administration, OPEC, DTAL, Math Coach, SPED Teachers	Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year. Throughout the 2027-2028 School Year.	Learning Walk Feedback Based on Implementation of Strategy
Conduct PLCs with a focus on specific vocabulary and/or immersive experiences to model the 5E learning progression for teachers.	Administration, OPEC, DTAL, Literacy Leader, SPED Teachers	Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year. Throughout the 2027-2028 School Year.	Learning Walk Feedback Based on New Learning.
Monitor instruction, providing aligned feedback, to ensure it includes resources to support	Administration, OPEC, DTAL, Literacy Leader, SPED	Throughout the 2025-2026 School Year	Observation Feedback Learning Walk Feedback

student acquisition of science vocabulary (i.e., explore before explaining sequence; direct, explicit vocabulary instruction; anchor charts; graphic organizers; pictorial representations) and language-rich experiences which provide opportunities for application and transfer.	Teachers	Throughout the 2026-2027 School Year. Throughout the 2027-2028 School Year.	