



2025-2028 Multi-Year School Support Plan

Federal Identification: Targeted Support and Improvement (TSI)

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

School: Bettie F. Williams

Principal/Lead Person of Plan: Dr. Callie M. Richardson

Plan Area(s):

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

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 Reading for the identified student groups below.

Students with Disabilities (SWD):

- An increase in the percentage of students scoring Pass/Proficient or above by 30%.

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.

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

Literacy Strategy:

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:	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 <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</i>	Progress Monitoring <i>How will the team monitor progress? Define key dates to review and make</i>

		<i>action step.</i>	<i>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 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	Learning walks and anecdotal data looking for implementation of strategies.
Conduct learning walks in special education and ESL cluster classrooms focused on the specific instructional strategies.	Administration, OPEC, Literacy Leaders Administration, ESL, Literacy Leaders	Ongoing	Learning walk feedback
Provide specific instructional coaching support in identified classrooms, based on data, learning walk feedback, and learning plan reviews.	Administration / Coaches / ESL teacher/ Special education team		
Monitor consistent use of HQIM during all instructional lessons, including SDI/EL-specific lessons.	Administration / Coaches	Ongoing	Lesson plans / learning walks
Collaborate quarterly to monitor data to ensure progress towards alignment between student IEP goals focused on EBLI and SDI. Collaborate quarterly to monitor data to review academic progress and English language development.	Administration, OPEC, DTAL, Literacy Leaders, SPED Teachers Administration, ESL, DTAL, Literacy Leaders, ESL Teachers	Ongoing	Quarterly review of progress monitoring data (IEP goal data, division data, classroom data)

Meet bi-weekly for collaboration between ESL or special education teacher and general education teacher, led by the literacy leader, focusing on explicit word routines. (Leverage ESL teachers' 45 minutes of weekly collaboration time.)	Literacy Leaders, ESL/SPED teachers		PLC agendas
--	-------------------------------------	--	-------------

Mastery - Math 3 Year Goal Statement

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 Mathematics for the identified student groups below.

- Students with Disabilities (SWD):
 - An increase in the percentage of students scoring Pass/Proficient by 30%

- English Learners (EL):
 - An increase in the percentage of students scoring Pass/Proficient by 40%

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

SWD	
Measurable Objective Year 1:	<i>By June 2026, the number of SWD 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 10%</i>
Measurable Objective Year 3:	<i>By June 2028, the number of SWD scoring in the Pass/Proficient or above will increase by 10%</i>
EL	
Measurable Objective Year 1:	<i>By June 2026, the number of English Language Learners scoring in the Pass/Proficient or above will increase by 20%.</i>
Measurable Objective Year 2:	<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 English Language Learners scoring in the Pass/Proficient or above will increase by 10%</i>

Math Strategy:	<i>Describe the evidence-based strategy.</i> 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 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:	<i>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.</i>		
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 in schools with the most need based on SOL data.	Math Coach/Admin	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.	Math coaches/admin	Throughout the school year	
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/	Monthly	

Facilitate collaboration between ESL teachers and math specialists regarding EL instructional scaffolds and supports as related to the strategy.			
Organize tutoring sessions for students below benchmark, focusing on individualized support to address specific needs.	Leadership team members are over tutoring / Coaches/ Admin	January 2026 - June 2026	

Mastery - Science 3 Year Goal Statement

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%

- 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.

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

EL	
Measurable Objective Year 1:	<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 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 English Language Learners scoring in the Pass/Proficient or above will increase by 10%</i>

Science Strategy:	<i>Describe the evidence-based strategy.</i> 4-5 - Providing Reading Interventions for Students in Grades 4–9 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:	<i>Describe how student outcomes will improve as a result implementing the evidence-based strategy.</i>

	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>
Conduct PLCs with a focus on specific vocabulary within immersive experiences with an emphasis on explicit vocabulary instruction as it relates to our SWD and ELLs.	Science coach / Literacy coaches / Admin / Teachers / ESL teacher / SPED team	Monthly	PLC agendas, Learning walks. Anecdotal classroom data
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 as it relates to our SWD and ELLs.	Science coach / Literacy coaches / Admin / Teachers / ESL teacher / SPED team	Ongoing	Classroom observations weekly
Collaborate quarterly to monitor science-specific data with a focus on ELL and SWD to review academic progress and English language development; collaborate to adjust instructional strategies in response to the data.	Science coach / Literacy coaches / Admin / Teachers / ESL teacher / SPED team	School year 26-27	PLC agendas, classroom assessments