



2025-2028 Multi-Year School Support Plan

Federal Identification: Targeted Support and Improvement (TSI)

TSI Area(s): English Language Learners

School: W.T. Cooke Elementary School

Principal / Lead Person of Plan: Kelly Padilla

Plan Area(s):

[Mastery Reading](#), [Mastery Math](#), [Mastery Science](#),
[Mastery Progress in Achievement English Language Proficiency](#)

**Mastery - Reading
3 Year Goal Statement**

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

By the end of the 2027–2028 school year, W.T. Cooke Elementary School 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 group below.

- English Learners (EL):
 - An increase in the percentage of students scoring Pass/Proficient by 15%.
 - A decrease in the percentage of students scoring Fail/Below Basic by 35%.

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

Measurable Objective Year 1:

By the end of the 2025–2026 school year, W.T. Cooke Elementary School 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 group below.

- English Learners (EL):
 - An increase in the percentage of students scoring Pass/Proficient by 5%.
 - A decrease in the percentage of students scoring Fail/Below Basic by 25%.

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

Measurable Objective Year 2:

By the end of the 2026–2027 school year, W.T. Cooke Elementary School 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 group below.

- English Learners (EL):
 - An increase in the percentage of students scoring Pass/Proficient by 10%.
 - A decrease in the percentage of students scoring Fail/Below Basic by 30%.

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

Measurable Objective Year 3:

By the end of the 2027–2028 school year, W.T. Cooke Elementary School 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 group below.

- English Learners (EL):
 - An increase in the percentage of students scoring Pass/Proficient by 15%.
 - A decrease in the percentage of students scoring Fail/Below Basic by 35%.

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

Literacy Strategy:

Describe the evidence-based 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 English Learners (ELs) 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. For English learners, this 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 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 English Learners (ELs) 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 ELs: 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 ELs 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 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. 4-5 Students, including English language learners, 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 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 Leader, DTAL, ESL, DOSL	Fall 2025 Fall 2026 Fall 2027	Goals and Actions Steps on PCI

Provide professional learning (EL strategies and supports for explicit word routines and instruction).	Administration, Literacy Leader, DTAL, ESL, DOSL	Monthly, Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year Throughout the 2027-2028 School Year	Learning walk feedback
Conduct learning walks in ESL cluster classrooms focused on the specific instructional strategies.	Administration, ESL, Literacy Leader	Monthly, 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 ELL cluster classrooms, based on data, learning walk feedback, and learning plan reviews.	Administration, Literacy Leader	During coaching cycles, Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year Throughout the 2027-2028 School Year	Coaching Reflections
Monitor consistent use of HQIM during all instructional lessons including EL specific lessons.	Administration, Literacy Leader	During monthly EL learning walks, 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 review academic progress and English language development.	Administration, ESL, DTAL, Literacy Leader, ESL Teachers	Quarterly, Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year Throughout the 2027-2028 School Year	Quarterly review of progress monitoring data (Division data, classroom data)

Meet bi-weekly for collaboration between ESL and general education teacher, led by the literacy leader, focusing on explicit word routines. (Leverage ESL teachers' 45 minutes of weekly collaboration time.)	Literacy Leader, ESL teachers	Bi-weekly Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year Throughout the 2027-2028 School Year	PCI goals and action steps
Organize tutoring sessions for students below benchmark, focusing on individualized support to address specific needs.	School Improvement Specialist, Literacy Leader, ESL cluster teachers	Weekly, November -May Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year Throughout the 2027-2028 School Year	Review of progress monitoring data (Division data, classroom data)

Mastery - Math

3 Year Goal Statement

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

By the end of the 2027–2028 school year, W.T. Cooke Elementary School will improve its School Performance Mastery Index within the Virginia School Performance and Support Framework driven by sustained gains in academic achievement in Math for the identified student group below.

- English Learners (EL):
 - An increase in the percentage of students scoring Pass/Proficient by 15%.
 - A decrease in the percentage of students scoring Fail/Below Basic by 35%.

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

Measurable Objective Year 1:

By the end of the 2025–2026 school year, W.T. Cooke Elementary School will improve its School Performance Mastery Index within the Virginia School Performance and Support Framework driven by sustained gains in academic achievement in Math for the identified student group below.

- English Learners (EL):
 - An increase in the percentage of students scoring Pass/Proficient by 5%.
 - A decrease in the percentage of students scoring Fail/Below Basic by 25%.

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

Measurable Objective Year 2:

By the end of the 2026–2027 school year, W.T. Cooke Elementary School will improve its School Performance Mastery Index within the Virginia School Performance and Support Framework driven by sustained gains in academic achievement in Math for the identified student group below.

- English Learners (EL):
 - An increase in the percentage of students scoring Pass/Proficient by 10%.
 - A decrease in the percentage of students scoring Fail/Below Basic by 30%.

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

Measurable Objective Year 3:

By the end of the 2027–2028 school year, W.T. Cooke Elementary School will improve its School Performance Mastery Index within the Virginia School Performance and Support Framework driven by sustained gains in academic achievement in Math for the identified student group below.

- English Learners (EL):
 - An increase in the percentage of students scoring Pass/Proficient by 15%.
 - A decrease in the percentage of students scoring Fail/Below Basic by 35%.

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 ELs, 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 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 a needs assessment and data analysis to determine root cause and specific actions to implement instructional strategies.	Administration, Math Coach, DTAL, ESL, DOSL	Fall 2025 Fall 2026 Fall 2027	Goals and Actions Steps on PCI
Provide professional learning (EL strategies and supports for explicit vocabulary routines and instruction).	Administration, Math Coach, DTAL, ESL, DOSL	Monthly, Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year Throughout the 2027-2028 School Year	Learning walk feedback

Conduct learning walks in ESL cluster classrooms focused on the specific instructional strategies.	Administration, ESL, Math Coach	Monthly, 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 EL cluster classrooms, based on data, learning walk feedback, and learning plan reviews.	Administration, Math Coach	During coaching cycles, Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year Throughout the 2027-2028 School Year	Coaching Reflections
Facilitate collaboration between ESL teachers and math specialists regarding EL instructional scaffolds and supports as related to the strategy.	Math Coach, ESL teacher	Monthly, Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year Throughout the 2027-2028 School Year	Goals and action steps on PCI
Organize tutoring sessions for students below benchmark, focusing on individualized support to address specific needs.	School Improvement Specialist, Math Coach, ESL cluster teachers	Weekly, November -May Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year Throughout the 2027-2028 School Year	Review of progress monitoring data (Division data, classroom data)

Mastery - Science 3 Year Goal Statement

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

By the end of the 2027–2028 school year, W.T. Cooke Elementary School 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.

- English Learners (EL):
 - An increase in the percentage of students scoring Pass/Proficient by 15%.
 - A decrease in the percentage of students scoring Fail/Below Basic by 35%.

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

Measurable Objective Year 1:

By the end of the 2025–2026 school year, W.T. Cooke Elementary School 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 group below.

- English Learners (EL):
 - An increase in the percentage of students scoring Pass/Proficient by 5%.
 - A decrease in the percentage of students scoring Fail/Below Basic by 25%.

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

Measurable Objective Year 2:

By the end of the 2026–2027 school year, W.T. Cooke Elementary School 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 group below.

- English Learners (EL):
 - An increase in the percentage of students scoring Pass/Proficient by 10%.
 - A decrease in the percentage of students scoring Fail/Below Basic by 30%.

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

Measurable Objective Year 3:

By the end of the 2027–2028 school year, W.T. Cooke Elementary School 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 group below.

- English Learners (EL):
 - An increase in the percentage of students scoring Pass/Proficient by 15%.
 - A decrease in the percentage of students scoring Fail/Below Basic by 35%.

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 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."

AND

4-5 - [Providing Reading Interventions for Students in Grades 4–9](#)

Recommendation 1 directly supports English learners and multilingual students by explicitly teaching a clear, repeatable routine for decoding longer, unfamiliar multisyllabic words that are critical for understanding grade-level text. Recommendation 1 addresses a common challenge for English learners by systematically teaching students how to break words into manageable parts, blend them accurately, and connect pronunciation to meaning. This recommendation is supported by strong evidence and includes structured instructional steps that benefit EL students: explicitly teaching letter–sound patterns and advanced vowel combinations that may not exist in students' home languages, embedding spelling (encoding) to reinforce sound–symbol knowledge, and providing repeated, scaffolded practice with feedback in words, sentences, and connected text to build automatic word recognition. Importantly, Recommendation 1 intentionally incorporates morphology (prefixes, suffixes, and base words), which is especially critical for English learners because it supports both decoding and language development. Explicit morphology instruction helps EL students recognize meaningful word parts (e.g., re-, pre-, dis-, -tion, -able), identify relationships between words, and infer meaning while reading. This approach strengthens vocabulary, supports comprehension, and allows students to

	transfer word-reading strategies across content areas, increasing accuracy, confidence, and access to grade-level academic language and text.		
Intended Outcome:	<i>Math focus:</i> Students, including 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. <i>Reading focus:</i> Students, including 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 a needs assessment and data analysis to determine root cause and specific actions to implement instructional strategies.	Administration, ITS, DTAL, ESL, DOSL	Fall 2025 Fall 2026 Fall 2027	Goals and Actions Steps on PCI
Provide professional development (using data to create student-specific goals) about the strategy.	Administration, ITS, DTAL	Monthly, during content PLCs 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, ITS	Quarterly Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year	Quarterly review of progress monitoring data (District data, classroom data)

		Throughout the 2027-2028 School Year	
Conduct targeted learning walks with feedback focused on ELs and the specific strategy.	Administration, ITS, ILT	Monthly Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year Throughout the 2027-2028 School Year	Learning walk feedback
Implement collaboration between ESL teacher and classroom teacher to build capacity around the implementation of the targeted strategy.	ESL teachers, ESL cluster classroom teachers, ITS	Monthly, during content PLCs Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year Throughout the 2027-2028 School Year	Goals and action steps on PCI
Conduct PLCs with a focus on specific vocabulary and/or immersive experiences to model the 5E learning progression for teachers.	ESL teachers, ESL cluster classroom teachers, ITS	Monthly, during content PLCs Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year Throughout the 2027-2028 School Year	Goals and action steps on PCI
Monitor instruction, providing aligned feedback, to ensure it includes resources to support 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.	Administration, ILT	Monthly, during learning walks Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year Throughout the 2027-2028 School Year	Learning walk feedback

**Mastery - Progress in Achievement English Language Proficiency
3 Year Goal Statement**

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

By the end of the 2027–2028 school year, W.T. Cooke Elementary School will improve its School Performance Mastery Index within the Virginia School Performance and Support Framework driven by sustained gains in academic achievement in WIDA Access Testing for the identified student groups below.

- English Learners (EL):
 - An increase in the percentage of students demonstrating mastery from 29% to at least 50%

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

Measurable Objective Year 1:

By the end of the 2025–2026 school year, W.T. Cooke Elementary School will improve its School Performance Mastery Index within the Virginia School Performance and Support Framework driven by sustained gains in academic achievement in WIDA Access Testing for the identified student groups below.

- English Learners (EL):
 - An increase in the percentage of students demonstrating mastery from 29% to at least 35%

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

Measurable Objective Year 2:

By the end of the 2026–2027 school year, W.T. Cooke Elementary School will improve its School Performance Mastery Index within the Virginia School Performance and Support Framework driven by sustained gains in academic achievement in WIDA Access Testing for the identified student groups below.

- English Learners (EL):
 - An increase in the percentage of students demonstrating mastery from 35% to at least 40%.

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

Measurable Objective Year 3:

By the end of the 2027–2028 school year, W.T. Cooke Elementary School will improve its School Performance Mastery Index within the Virginia School Performance and Support Framework driven by sustained gains in academic achievement in WIDA Access Testing for the identified student groups below.

- English Learners (EL):
 - An increase in the percentage of students demonstrating mastery from 29% to at least 50%.

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

English Language Strategy:

Describe the evidence-based 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 English Learners (ELs) 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. For English learners, this 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 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 English Learners (ELs) 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 ELs: 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 ELs 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 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. 4-5 Students, including English language learners, 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 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, Instructional Leadership Team, DTAL, ESL, DOSL	Fall 2025 Fall 2026 Fall 2027	Goals and Actions Steps on PCI

Provide professional learning (EL strategies and supports for explicit word routines, writing and instruction).	Administration, Literacy Leader, DTAL, ESL, DOSL	Monthly, Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year Throughout the 2027-2028 School Year	Learning walk feedback
Conduct learning walks in ESL cluster classrooms focused on the specific instructional strategies.	Administration, ESL, Literacy Leader	Monthly, 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 EL cluster classrooms, based on data, learning walk feedback, and learning plan reviews.	Administration, Literacy Leader	During coaching cycles, Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year Throughout the 2027-2028 School Year	Coaching Reflections
Monitor consistent use of HQIM during all instructional lessons including EL specific lessons.	Administration, Literacy Leader	During monthly EL learning walks, 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 review academic progress and English language development.	Administration, ESL, DTAL, Literacy Leader, ESL Teachers	Quarterly, Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year Throughout the 2027-2028 School Year	Quarterly review of progress monitoring data (Division data, classroom data)

Meet bi-weekly for collaboration between ESL and general education teacher, led by the literacy leader one week, the math coach the next, focusing on explicit word routines and math strategies. (Leverage ESL teachers' 45 minutes of weekly collaboration time.)	Literacy Leader, Math coaches, ESL teachers	Bi-weekly Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year Throughout the 2027-2028 School Year	PCI goals and action steps
Organize tutoring sessions for students below benchmark, focusing on individualized support to address specific needs.	School Improvement Specialist, Literacy Leader, Math coach, ESL cluster teachers	Weekly, November -May Throughout the 2025-2026 School Year Throughout the 2026-2027 School Year Throughout the 2027-2028 School Year	Review of progress monitoring data (Division data, classroom data)