

Multi-year School Support Plan

Division of Student Outcomes and School Quality
Office of School Improvement
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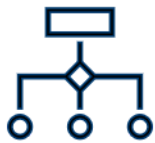
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A Statewide Approach to School Improvement

The Virginia Department of Education (the Department) is launching a bold, research-based redesign of how school improvement is supported across the Commonwealth. This new model is anchored in a clear theory of action, when high-quality quantitative and qualitative data are used to understand strengths and challenges in student learning, the Department can align targeted, evidence-based supports that measurably improve student outcomes.

To inform this approach, the Department conducted a comprehensive review of high-performing state education agencies across the nation. The analysis identified key practices associated with improved student outcomes. Drawing on these insights, the Department is focusing on the following critical elements:

Organizational Structure



The Department is implementing a strategic realignment of offices, roles, and responsibilities to improve coherence, collaboration, and operational efficiency. These structural adjustments are designed to streamline communication and increase collaboration to ensure that schools and divisions experience a coordinated and responsive system of support from the Department.

Funding Priorities



Resources are being directed toward the implementation of evidence-based practices. Leadership is empowering school and division leaders with more autonomy and flexibility to maximize every dollar for students, while requiring clear demonstration of returns on investments that directly lead to improved student outcomes.

Effective School Improvement Practices



School improvement is the responsibility of the entire Department. By engaging subject-matter experts from across offices, the Department expands its capacity to deliver high-quality support statewide and increases the depth of expertise available to schools and divisions. This cross-department approach ensures that every school and division benefits from a research-grounded, data-informed, and coordinated system of support.

School Improvement Process

The school improvement approach is grounded in a four-step process for school success. This process is designed to identify strengths, analyze needs, plan strategically, and monitor progress with rigor and transparency.

Step 1: Current State Analysis

This step establishes a clear, evidence-based understanding of a school or division's performance, strengths, and challenges. Key actions include:

- Needs assessment to identify specific areas where the school or division is not meeting expectations.
- Asset mapping to identify and document existing strengths and resources within the division, school, and community.
- Root cause analysis to uncover underlying reasons for performance challenges.
- Resource allocation review to assess how funds are deployed, evaluate the return on investment, and identify any disparities in funding, staffing, or materials that may impede improvement efforts.

Step 2: Planning and Prioritization

This step transforms finding from the current state analysis into a focused, actionable improvement plan. Key actions include:

- Developing a multi-year school support plan to directly address root causes and leverage assets (from the asset mapping process) to support school improvement.
- Prioritizing needs based on impact, feasibility (budget, time, personnel, etc.), and urgency.
- Establishing specific, measurable, achievable, and time-bound goals.
- Selecting evidence-based interventions and creating a detailed funding and staffing plan for execution.

Step 3: Implementing, Monitoring, and Accountability

This step ensures the improvement plan is executed as intended and that progress is regularly measured. Key actions include:

- Developing clear, outcome-based monitoring protocols defining implementation checks (are we doing what we said we would do?) and progress checks (is it working?).
- Implementing monitoring protocols with regular site visits, data reviews, and check-ins to provide timely, actionable feedback to school and division leadership.

Step 4: Progress Reporting and Reflection

This step focuses on transparent communication of progress towards defined goals. Key actions include:

- Quarterly reporting on implementation status, interim progress data, and next steps.
- Annual reporting summarizing progress, highlighting improvements in student outcomes, and detailing successes and ongoing challenges.

This statewide approach reflects a commitment to data-informed decision-making, strong cross-department collaboration, and evidence-based action. Together, these elements create a robust and sustainable model for improving teaching, learning, and student outcomes across the Commonwealth.

A Systemic Multi-Year School Support Plan to Improve Student Outcomes

Research suggests that lasting improvement in schools takes time, focus, and consistent support. A multi-year support plan gives schools the time they need to move beyond short-term fixes and address the root causes of challenges that impact student learning. Planning over multiple years enables schools to make stronger instructional changes, learn from what works, and build the skills and systems necessary to lead to long-term success for students. A multi-year school support plan helps schools by:

- **Giving improvement time to work:** Evidence-based interventions typically require three to five years to yield sustainable improvements in student outcomes.
- **Using resources strategically:** Planning ahead helps schools and divisions use time, talent, and funding effectively, aligning operations and practices to improve efficiency, maximize return on investment, and achieve meaningful improvements in student outcomes.
- **Building trust and clarity:** Families and communities are actively involved in planning, which builds confidence that the school is committed to long-term success and garners lasting support for improvement efforts.
- **Staying focused:** When a school works toward accomplishing well-defined goals over several years, they increase the likelihood of making measurable sustained impact on improving student outcomes.

The Every Student Succeeds Act provides states with flexibility to design and implement school improvement strategies that are responsive to local needs and grounded in evidence-based practices. One such provision allows states to offer a dedicated planning year to schools newly identified for Comprehensive Support and Improvement or Additional Targeted Support and Improvement. This planning year serves as a foundational phase, enabling schools to engage in a thoughtful and data-informed process before launching their multi-year improvement efforts.

Beginning with the 2025–2026 school year, the Department will require all newly identified Comprehensive Support and Improvement or Additional Targeted Support and Improvement Schools to participate in a planning year as defined in the [Virginia Consolidated State Plan](#). This ensures that school improvement strategies are deeply rooted in a clear understanding of each school’s unique context, strengths, and challenges to develop a clear, evidence-based path forward.

Planning Year for Newly Identified Comprehensive Support and Improvement and Additional Targeted Support and Improvement Schools

During the planning year, school divisions may decide to engage in one or more planning year activities designed to uncover the root causes of underperformance. Allowable expenses using School improvement Grant funds include:

- conducting a [needs assessment](#);
- identifying resource inequities;
- monitoring student outcomes across all indicators in the School Performance and Support Framework;
- engaging families and community;
- rigorously reviewing external providers;
- evaluating staffing models;
- reviewing and selecting instructional programs;
- providing professional development and supports; and
- implementing other planning activities as needed.

These activities are intended to identify systemic barriers to student success and to inform the selection of evidence-based interventions that are both targeted and sustainable. Some planning year activities are required and others are suggested.

Required Planning Year Activities

Conduct a Needs Assessment

The [needs assessment](#) is the cornerstone of developing the Multi-year School Support Plan, serving as a comprehensive diagnostic tool to help identify the root causes of underperformance. This process involves analyzing multiple sources of quantitative and qualitative data aligned to the School Performance and Support Framework to identify strengths, challenges, and gaps in student outcomes. According to the Every Student Succeeds Act, the needs assessment must be grounded in evidence and informed by input from educators, families, and community members. This process establishes a clear, shared understanding of the school’s current context, which allows for targeted and strategic action planning.

Identify Resource Inequities

The Every Student Succeeds Act requires that Comprehensive Support and Improvement and Additional Targeted Support and Improvement Schools identify and address resource inequities that may contribute to disparities in student achievement. This work involves examining how financial, human, and material resources are distributed within the school and among schools. Key features include analyzing access to experienced teachers, advanced coursework, technology, and support services. Identifying these disparities is essential to ensuring that all students have the opportunity to succeed. The findings from this analysis inform strategic decisions about reallocating resources to more effectively support student learning and advance school improvement goals.

Monitor Student Outcomes Across All Accountability Indicators

Monitoring student outcomes across all accountability indicators is critical for understanding how well the school is serving all students. During the planning year, schools will establish and implement protocols to monitor disaggregated student outcomes across all indicators. This approach ensures that improvement efforts are proactive, forward-looking, and informed by data, allowing educators to proactively anticipate and respond to the needs of all learners. It also helps educators establish clear, measurable goals and interim benchmarks aligned with state accountability expectations and continuous improvement.

Suggested Planning Year Activities

Engage Families and Community

Family and community engagement is a foundational element of effective school improvement planning. The Every Student Succeeds Act emphasizes the importance of meaningful stakeholder involvement in both the planning and implementation phases. During the planning year, schools create structures for ongoing dialogue with families, community organizations, businesses, higher education, and local leaders to ensure that the support plan reflects shared priorities. This approach builds trust, fosters collaboration, and strengthens the school's capacity to meet the holistic needs of students.

Rigorously Review External Providers

When schools choose to partner with external providers such as consultants, curriculum vendors, or professional development organizations, the Every Student Succeeds Act requires that these providers be rigorously vetted for quality and evidence of effectiveness. During the planning year, schools establish criteria for selecting providers that align with their identified needs and improvement goals. This includes reviewing research, and evaluating past performance, deliverables, and outcomes. A rigorous review process helps schools avoid ineffective or misaligned partnerships and ensures that external support contributes meaningfully to student outcomes.

Evaluate Staffing Models

Staffing plays a critical role in school improvement, and the Every Student Succeeds Act encourages schools to examine whether their current staffing models support access to high-quality instruction. During the planning year, schools analyze teacher licensure and qualifications, turnover rates, leadership structures, and staff deployment to determine what is working well and what changes are needed. This evaluation may lead to strategies such as strategic staffing, targeted recruitment and retention strategies, professional learning experiences,

or coaching. Aligning staffing models with student needs and improvement priorities allows educators to establish a strong foundation for instructional excellence and student success.

Review and Select Instructional Programs

Reviewing curricula, instructional materials, and program for standards alignment, appropriateness to the school context, and overall quality is essential for establishing a strong instructional base. The Every Student Succeeds Act requires that interventions and curricula used in school improvement be evidence-based. Educators can review instructional materials vetted by Virginia educators for alignment to standards on the [Department's textbook and instructional materials site](#), using the [Department's textbook review process](#). Schools can identify and select instructional programs that are grounded in evidence, build on existing strengths, and directly address findings in the needs assessment. This process ensures that instructional materials are aligned, relevant, and capable of accelerating student learning.

Provide Professional Development and Supports

Professional development is essential for equipping educators with the knowledge and skills needed to implement the school support plan effectively. During the planning year, schools identify professional learning needs based on the findings of the needs assessment and the instructional shifts required by selected interventions. The Every Student Succeeds Act emphasizes that professional development must be sustained, intensive, collaborative, and aligned with school improvement goals. This activity includes planning for job-embedded coaching, collaborative planning time, and training on new instructional programs or data systems. By investing in high-quality professional learning, schools build the internal capacity necessary to drive and sustain improvement efforts over time.

Implement Other Planning Activities as Needed

In addition to the core planning year activities outlined by the Every Student Succeeds Act, schools may identify other planning tasks that are critical to their local context. These may include developing communication strategies, refining school climate initiatives, strengthening systems of support, or aligning improvement efforts with other division or state initiatives. The flexibility to implement additional planning activities allows schools to address unique challenges and opportunities that may not be captured through a standard process. These activities, while varied, must still align with the federal emphasis on evidence-based practices, stakeholder engagement, and continuous school improvement. By customizing the planning year to meet their specific needs, schools can ensure that their support plans are both comprehensive and contextually relevant.

Strategic Use of School Improvement Grant Funds to Support the Implementation of Multi-year School Support Plans

School improvement grant funds are designed to support data-informed, evidenced-based improvement efforts included in the Multi-year School Support Plan. As divisions support schools in implementing these plans, grant funding may be strategically used to align resources with identified needs, strengthen implementation, and support improved outcomes for students. For Comprehensive Support and Improvement, Additional Targeted Support and Improvement, and Targeted Support and Improvement Schools, allowable uses of School Improvement Grant funds may be incorporated into the Multi-year School Support Plan to address prioritized needs as identified through the needs assessment process.

Allowable expenditures for multi-year school support planning and implementation that were not identified as part of the planning year may include, but are not limited to:

- evidence-based strategies
- equipment
- pay beyond contract hours
- professional learning materials and supplies
- professional and consulting services
- software licensing
- high-quality tutoring and interventions
- extended learning opportunities
- parent and family engagement activities
- division-level activities to support the implementation of the Multi-year School Support Plan

The full list of allowable and unallowable expenditures is detailed in the school improvement grant application.

Multi-Year School Support Plan Requirements by Federal Identification Status

The [Virginia Consolidated State Plan](#) and Virginia Code ([8VAC20-132-280](#)) describe specific requirements for schools with federal designations in the development of the Multi-year School Support Plan. Table 1 summarizes these requirements by federal identification status and planning questions. This table is intended to provide clarity and support educators in understanding the actions required to meet federal and state expectations.

Table 1: Summary of requirements by federal identification status.

School Federal Identification Status	Does the school have a planning year?	Who conducts the needs assessment?	Who develops the multi-year school support plan?	How many evidence-based interventions are required?	Is the plan required to identify & address resource inequities?	Who must review the multi-year school support plan?	Who must approve the multi-year school support plan?
Newly Identified Comprehensive Support and Improvement – Low Performing	Yes	Division for the School	Division for the School	At least Four	Yes	Local School Board	School, Division, and State
Newly Identified Comprehensive Support and Improvement – Additional Targeted Support and Improvement	Yes	Division for the School	Division for the School	At least Four	Yes	Local School Board	School, Division, and State

School Federal Identification Status	Does the school have a planning year?	Who conducts the needs assessment?	Who develops the multi-year school support plan?	How many evidence-based interventions are required?	Is the plan required to identify & address resource inequities?	Who must review the multi-year school support plan?	Who must approve the multi-year school support plan?
Newly Identified Comprehensive Support and Improvement – Federal Graduation Indicator	Yes	Division for the School	Division for the School	At least Four	Yes	Local School Board	School, Division, and State
Newly Identified Comprehensive Support and Improvement – More Rigorous Interventions	No	Division for the School	Division for the School	At least Four	Yes	Local School Board	School, Division, and State
Continuing Comprehensive Support and Improvement	No	Division for the School	Division for the School	At least Four	Yes	Local School Board	School, Division, and State
Continuing Comprehensive Support and Improvement – More Rigorous Interventions	No	Division for the School	Division for the School	At least Four	Yes	Local School Board	School, Division, and State

School Federal Identification Status	Does the school have a planning year?	Who conducts the needs assessment?	Who develops the multi-year school support plan?	How many evidence-based interventions are required?	Is the plan required to identify & address resource inequities?	Who must review the multi-year school support plan?	Who must approve the multi-year school support plan?
Continuing Additional Targeted Support and Improvement	No	School	School	At least Two	Yes	N/A	Local School Board and Division
Targeted Support and Improvement Schools	No	School	School	At least Two	No	N/A	Local School Board and Division

Developing the Multi-year School Support Plan

A well-developed and implemented Multi-year School Support Plan is essential for sustained improvement. The school division identifies a lead who is responsible for facilitating the completion and submission of the Multi-year School Support Plan, including stakeholder engagement. The division lead will be the point of contact for all communications regarding the Multi-year School Support Plan. Complete table 2 to provide information about the division and school.

Division and school information (table 2) and stakeholder engagement (table 3) must be completed for all schools. Planning year activities (tables 4 and 5) must be completed by all newly identified Comprehensive Support and Improvement and Additional Targeted Support and Improvement Schools.

Division and School Information

Table 2: Division and School Information

Information Needed	Enter Information Below
School Year	2025-2026
Division Name	Rockingham County Public Schools
Division Superintendent	Dr. Larry Shifflett
School Name	Elkton Elementary School
Grades Served	K-5
Principal Name	LaLeta McCrea
Principal Email	Lmccrea@rockingham.k12.va.us
Division Multi-year School Support Plan Lead Name and Title	Donna Abernathy, RCPS Assistant Superintendent Sharon Martz, Executive Director of Elementary Education
Division Multi-year School Support Plan Lead Email	aabernathy@rockingham.k12.va.us smartz@rockingham.k12.va.us

Information Needed	Enter Information Below

Stakeholder Engagement

Developing the plan with stakeholders is required and includes teachers, school leaders, community partners, parents, students, and representatives from business, higher education, or the military. Actively involving stakeholders supports purposeful planning, builds shared ownership, and helps translate the plan from intent to action, leading to improved student outcomes.

Table 3: Stakeholder engagement

Identify the stakeholder group represented, name, email department/office/organization, and title for each stakeholder. Add or remove rows as necessary.

Stakeholder Representation	Name	Email	Organization, Department, or Office	Title
SPED	Sheri Loomis	sloomis@rockingham.k12.va.us	EES	Teacher
SPED	Corey Shifflett	cshifflett@rockingham.k12.va.us	EES	Teacher
Reading Specialist	Lori Leatherman	lletherm@rockingham.k12.va.us	EES	Teacher
EL	Kim Phillips	kphillips@rockingham.k12.va.us	EES	Teacher
Grade 1	Bobbie Jo Kite	bkit@rockingham.k12.va.us	EES	Teacher
Grade 2	Lisa Lewis	llewis@rockingham.k12.va.us	EES	Teacher
Grade 3	Angelica Williams	awilliams01@rockingham.k12.va.us	EES	Teacher
Grade 4	Lauren Sandridge	lsandridge@rockingham.k12.va.us	EES	Teacher
Grade 5	Carleigh Frazier	cfrazier@rockingham.k12.va.us	EES	Teacher

Planning Year

All newly identified Comprehensive Support and Improvement and Additional Targeted Support and Improvement Schools are required to engage in a planning year. Complete table 4 to describe activities that will occur during the planning year. If a planning year is not required, then proceed to table 6.

Table 4: Summary of Planning Year Activities

For each planning year activity, provide a brief summary of (1) what the division plans to do to support the school, (2) why the activity is important, and (3) how the activity will contribute to improved student outcomes.

Required Planning Year Activities	
The activities listed below are required to be completed during the planning year.	
Conduct a needs assessment	
Identify resource inequities	
Monitor student outcomes across all indicators in the School Performance and Support Framework	
Suggested Planning Year Activities	
The activities listed below are not required. If the school division plans to engage in any of these activities and intends to use school improvement grant funding to support them, then the division must complete the information in the table below.	
Engage families and community	
Review external providers	
Evaluate staffing models	
Review and select instructional programs	
Provide professional development and supports	
Implement other planning activities as needed. Provide a	

description of the planning activities	
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Table 5: Planning Year Action Plan

Complete an action plan for each activity identified in table 4. For each activity, identify the lead person, team members, actions steps, process owner, time frame, progress checks, measures of success, cost elements, and funding sources.

Planning Year Action Plan						
Planning Year Activity (What do you plan to do?)						
Lead person (Who is responsible for ensuring the work gets done?)						
Team Members (Who are responsible for doing the work?)						
Action Step (What will be accomplished?) List the specific, sequenced steps required to complete the activity.	Process Owner (Who is responsible for ensuring the action step is complete?) Identify a single, accountability lead.	Time Frame (How long will it take?) Identify the start and end dates for each action step, including any key milestones.	Progress Checks (How will the team monitor progress?) Define key dates to review process, make adjustments, and confirm the work remains on track.	Measures of Success (How will the team know if the action step is complete?) Define clear, observable indicators of completion.	Cost Elements (What resources are needed to complete the action step?)	Funding Source (Where will the money come from?)

Multi-year School Support Plan

Table 6: Multi-year School Support Plan

Complete a support plan for each prioritized root cause from the completed [needs assessment process](#). For each goal, identify the 3-year goal statement, framework indicator, measurable objectives, Evidence-based Strategy, intended outcomes, the lead person, and appropriate team members. Then, identify the actions steps, process owner, time frame, progress checks, measures of success, cost elements, and funding sources.

Multi-year School Support Plan			
3-Year Goal Statement Include the goal statement completed as part of the needs assessment process.	By the conclusion of the 2027-2028 school year, Students with Disabilities will increase their performance on Reading and Math Virginia Standards of Learning Assessment by 30%.		
School Performance and Support Framework Alignment Select indicator that the goal addresses.	Choose an item.		
Measurable Objectives Define objectives that support accomplishing the goal.	Measurable Objective Year 1 By the end of 2025-2026 school year, Students with Disabilities will increase their performance on the Virginia Standards of Learning in Reading and Math by 10%. Reading and Math Pass Rates will reach 59.9%	Measurable Objective Year 2 By the end of 2026-2027 school year, Students with Disabilities will increase their performance on the Virginia Standards of Learning in Reading and Math by 10%. Reading and Math Pass Rates will reach 65.89%	Measurable Objective Year 3 By the end of 2027-2028 school year, Students with Disabilities will increase their performance on the Virginia Standards of Learning in Reading and Math by 10%. Reading and Math Pass Rates will reach 72.47%
Evidence-Based Strategy- Reading Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.	Hyperlink to EBI 1 In grades K-3, 1. As students read orally, model strategies, scaffold, and provide feedback to support accurate and efficient word identification. At EES, teachers will read with students while providing constructive feedback and support. They will prompt students to use their decoding skills, say the parts they know, and ask “does it make sense?” 2. Teach students to self monitor their understanding of the text and to self-correct word-reading errors. At EES, teachers will model and teach self-correction techniques and integrate these strategies into word fluency and comprehension instruction. When students encounter word-reading errors, teachers will not provide the correct word but rather provide reminders and scaffolds to help the student self correct		

	3. Provide opportunities for oral reading practice and feedback to develop fluent and accurate reading with expression. At EES teachers will use independent text to model expression and phrasing in fluent reading. Teachers will identify punctuation and teach students how to interpret them. 1-3. We will use CKLA - Amplify materials and UFLI lessons to teach this content, and we will measure student growth through CKLA progress monitoring and VALLS quick checks. As skills develop, teachers will provide fewer prompts and supports to allow for students to use their growing skills and strategies independently. Hyperlink to EBI 2 In grades 4-5, 1. Provide a purpose for each repeated reading. At EES , teachers will plan for students to read the same passage 3–4 times, each time with a clear and different purpose (such as improving pace and expression, answering questions, identifying unfamiliar words, or reflecting on learning). Purposes will be matched to students’ reading needs, with simpler goals for developing readers and more complex comprehension tasks as confidence grows. Teachers will preview challenging vocabulary before reading, discuss responses after each rereading, and provide feedback to reinforce understanding and correct misconceptions as structured, purposeful rereading supports both fluency and comprehension. 2. Focus some instructional time of reading with prosody. At EES, teachers will help students understand the importance of prosody by modeling it—reading a passage first without expression and then with appropriate phrasing and emphasis. Students should practice reading a short, marked passage (with slashes indicating pauses) aloud as a group, in pairs, or individually, including through audio recordings to monitor progress over time. Teachers will provide specific feedback on strengths and areas for improvement. After practice, students reread an unmarked version of the passage to apply prosody independently. 3. Regularly provide opportunities to read a wide range of texts. At EES, once teachers build students’ understanding of prosody, students will continue to have opportunities to read fluently using a variety of materials. 1-3. We will use CKLA - Amplify materials for instructional purposes, as well as, ReadWorks passages and comprehension questions.
Evidence-Based Strategy- Math Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.	Hyperlink to EBI 3 In grades K-5, 1. Identify already-learned topics for activities to support math fact fluency and create a timeline. When planning fluency activities, teachers at EES will consider what underlying skills students need to efficiently understand and apply the targeted mathematics. This includes identifying relevant basic facts

or subtasks that support more complex strategies and procedures. Complex math tasks should be broken into smaller, manageable steps, and fluency activities should focus on one key area at a time. Instruction should begin with easier items, gradually increasing in difficulty while continuing to mix in previously learned facts. This mixed practice helps students discriminate among operations and problem types.

2. Choose the activity and accompanying materials to use in the timed activity and set clear expectations. At EES teachers will create short, timed fluency activities and focus on helping students produce many correct responses in a brief period. These activities can use flashcards, computer programs, or worksheets and may be completed individually, in pairs, or as a group. Adding game-like elements—such as keeping score or working as a team—can boost engagement. Fluency activities work especially well in small-group intervention settings and should include clear expectations for how and when students respond. Students can answer in various ways (verbal responses, whiteboards, response cards, or gestures), and when worksheets are used, teachers should review answers afterward and have students explain and correct mistakes.

3. Ensure that students have an efficient strategy to use as they complete the timed activity. At EES, teachers will focus on previously learned content and reinforce strategies that have been explicitly taught during intervention lessons. Teachers will ensure students are competent using these strategies—such as doubles, doubles plus one, making ten, or counting on—before introducing timed practice. Before each timed activity, teachers should remind students to use a familiar strategy to support accuracy and efficiency when a fact is not yet automatic.

4. Encourage and motivate students to work hard and have them chart their progress. To maintain motivation and focus, students will track their progress over time using charts or graphs. Setting goals to “meet or beat” previous scores—either individually or as a group—encourages effort while emphasizing growth. Group goals can reduce pressure on individual students, and when progress is tracked individually, results should remain private.

5. Provide immediate feedback by asking students to correct errors by using an efficient strategy. Teachers will provide immediate feedback during fluency activities whenever possible. When using flashcards or similar activities, students self-correcting is a positive sign of growing fluency. If they do not, teachers should prompt them to fix their answer and explain their reasoning, reminding them to use the strategies they’ve learned. IXL can provide instant feedback and often include built-in tutorials to support error correction; teachers should choose programs that require students to correct mistakes before moving on. When using Mastery Connect for spiral review, teachers print off worksheets and provide immediate feedback as students review errors. Teachers then reteach or reinforce effective strategies. Students should explain corrected solutions to demonstrate understanding. 1-5 check with 4/5th on assessment tools.

[Hyperlink to EBI 2](#)
In grades K-5,

		At EES, teachers will routinely teach mathematical vocabulary to build students' understanding of the mathematics they are learning. Teachers will use student-friendly definitions with simple and familiar mathematical words. EES teachers will use clear, concise, and correct mathematical language throughout lessons to reinforce students' understanding of important mathematical vocabulary words. EES teachers will support students in using mathematically precise language during their verbal and written explanations of their problem solving.				
Intended Outcomes- Reading Describe how student outcomes will improve as a result implementing the evidence-based strategy.		As these specific reading skills develop, teachers will provide fewer prompts and supports to allow for students to use their growing skills and strategies independently.				
Intended Outcomes- Math Describe how student outcomes will improve as a result implementing the evidence-based strategy.		With these adjustments to our math program, we expect to see overall student growth in fluency.				
Lead person (Who is responsible for ensuring the work gets done?)		Administrator, Grade level teachers, EL teachers, SPED teachers, reading specialists, teaching assistants, math and reading supervisors				
Team Members (Who are responsible for doing the work?)		Administrator, Grade level teachers, EL teachers, SPED teachers, reading specialists, teaching assistants				
Action Step <i>(What will be accomplished?)</i> List the specific, sequenced steps required to complete the activity.	Process Owner <i>(Who is responsible for ensuring the action step is complete?)</i> Identify a single, accountability lead.	Time Frame <i>(How long will it take?)</i> Identify the start and end dates for each action step, including any key milestones.	Progress Checks <i>(How will the team monitor progress?)</i> Define key dates to review process, make adjustments, and confirm the work remains on track.	Measures of Success <i>(How will the team know if the action step is complete?)</i> Define clear, observable indicators of completion.	Cost Elements <i>(What resources are needed to complete the action step?)</i>	Funding Source <i>(Where will the money come from?)</i>
Reading						
At EES, teachers will plan for students to read the same passage 3–4 times, each time with a clear and different purpose (such as improving pace and expression, answering questions, identifying unfamiliar words, or reflecting on	Teachers, administrator, SPED teachers, Reading Specialist and Assistants	09/2025-6/3/2026	We will use Mastery Connect to assess end of unit growth and mastery. We will also use Mastery Connect for quarterly benchmarks.	Completion and performance on student assessment will gauge both completion and overall student growth through	\$0	

learning). Purposes will be matched to students' reading needs, with simpler goals for developing readers and more complex comprehension tasks as confidence grows. Teachers will preview challenging vocabulary before reading, discuss responses after each rereading, and provide feedback to reinforce understanding and correct misconceptions as structured, purposeful rereading supports both fluency and comprehension. Focus some instructional time of reading with prosody. At EES, teachers will help students understand the importance of prosody by modeling it—reading a passage first without expression and then with appropriate phrasing and emphasis. Students should practice reading a short, marked passage (with slashes indicating pauses) aloud as a group, in pairs, or individually, including through audio recordings to monitor progress over time. Teachers will provide specific feedback on strengths and areas for improvement. After practice, students reread an unmarked version of the passage to apply prosody independently. Regularly provide opportunities to read a wide range of texts. At EES, once teachers build students' understanding of prosody, students will continue to have opportunities to			Additionally, teachers will use a variety of other progress monitoring and assessment tools including UFLI, mCLASS and SPIRE, Released SOL tests and Read Works passages will be used to create spiral review questions and serve as additional formative assessments.	Benchmark Assessments and Mastery Connect created assessments The Admin Team will monitor implementation through classroom visits and instructional conversations, ensuring sentence frames are visible, purposeful, and supporting student responses. During BTP, teams will analyze benchmark assessments, formative data, and student work samples to determine whether sentence frames are increasing student access to content and strengthening academic language. Adjustments to instruction will be documented in BTP notes as part of our continuous improvement process. Evidence of implementation will include BTP agendas		
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read fluently using a variety of materials. We will use CKLA - Amplify materials for instructional purposes, as well as, Read Works passages and comprehension questions. At Elkton Elementary School, the implementation of collaboratively developed sentence frames will be monitored through our established BTP structure and ongoing support from the Admin Team. Sentence frames will be developed, refined, and reviewed during BTP meetings to ensure alignment with grade-level instruction and student needs. RCPS Micro-Professional Development (Mini-PD) will be provided to strengthen teacher clarity and confidence in creating and effectively using sentence frames across content areas. . At EES, vocabulary pre-teaching will be intentional, proactive, and aligned to grade-level instruction. Classroom teachers will share upcoming academic vocabulary during BTP planning through shared planning documents to ensure Special Education teachers have adequate time to pre-teach critical vocabulary before whole-group instruction occurs. RCPS Mini- Professional Development will support staff in strengthening vocabulary preview strategies and collaborative planning practices.		February 2026-June 2027		and meeting notes, Mini-PD materials and participation records, lesson plans reflecting embedded sentence frames, student work samples demonstrating scaffolded responses, and benchmark and formative assessment data reports The Admin Team will monitor consistency and impact through classroom visits and BTP discussions. During BTP meetings, teams will review student work samples and assessment data to determine whether vocabulary pre-teaching is increasing student readiness, participation, and performance in core instruction. Evidence of implementation will include shared vocabulary planning documents, BTP agendas and notes, lesson plans reflecting pre-teaching		
		February 2026-June 2027				

				strategies, student artifacts demonstrating vocabulary application, and data reflecting improved student outcomes.		
Math						
Identify already-learned topics for activities to support math fact fluency and create a timeline. When planning fluency activities, teachers at EES will consider what underlying skills students need to efficiently understand and apply the targeted mathematics. This includes identifying relevant basic facts or subtasks that support more complex strategies and procedures. Complex math tasks should be broken into smaller, manageable steps, and fluency activities should focus on one key area at a time. Instruction should begin with easier items, gradually increasing in difficulty while continuing to mix in previously learned facts. This mixed practice helps students discriminate among operations and problem types. Choose the activity and accompanying materials to use in the timed activity and set clear expectations. At EES teachers will create short, timed fluency activities	Teachers, administrator, SPED teachers, Reading Specialist and Assistants	09/2025-6/3/2026	We will use Mastery Connect to assess end of unit growth and mastery. We will also use Mastery Connect for quarterly benchmarks. We will also use IXL for ongoing assessment, which will provide data to be disaggregated and inform instruction and remediation. Additionally, teachers will use a variety of other grade level created progress monitoring and assessment tools including quick checks and pre/post assessments. Released SOL tests will be used to create spiral review	Completion and performance on student assessment will gauge both completion and overall student growth through Spiral reviews, Benchmark Assessments, and Mastery Connect created assessments. The Admin Team will monitor implementation through classroom visits and instructional conversations, ensuring sentence frames are visible, purposeful, and actively supporting student mathematical discourse and written responses. During		

and focus on helping students produce many correct responses in a brief period. These activities can use flashcards, computer programs, or worksheets and may be completed individually, in pairs, or as a group. Adding game-like elements—such as keeping score or working as a team—can boost engagement. Fluency activities work especially well in small-group intervention settings and should include clear expectations for how and when students respond. Students can answer in various ways (verbal responses, whiteboards, response cards, or gestures), and when worksheets are used, teachers should review answers afterward and have students explain and correct mistakes. Ensure that students have an efficient strategy to use as they complete the timed activity. EES teachers will focus on previously learned content and reinforce strategies that have been explicitly taught during intervention lessons. Teachers will ensure students are competent using these strategies—such as doubles, doubles plus one, making ten, or counting on—before introducing timed practice. Before each timed activity, teachers should remind students to use a familiar strategy to			questions and serve as additional formative assessments.	grade-level team meetings, teachers will analyze benchmark data, formative assessments, and student work samples to determine whether sentence frames are increasing student access to grade-level math content and strengthening academic language in mathematics. Adjustments to instruction will be documented in grade-level meeting notes as part of our continuous improvement process.		
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support accuracy and efficiency when a fact is not yet automatic. Encourage and motivate students to work hard and have them chart their progress. To maintain motivation and focus, students will track their progress over time using charts or graphs. Setting goals to “meet or beat” previous scores—either individually or as a group—encourages effort while emphasizing growth. Group goals can reduce pressure on individual students, and when progress is tracked individually, results should remain private. Provide immediate feedback by asking students to correct errors by using an efficient strategy. Teachers will provide immediate feedback during fluency activities whenever possible. When using flashcards or similar activities, students self-correcting is a positive sign of growing fluency. If they do not, teachers should prompt them to fix their answer and explain their reasoning, reminding them to use the strategies they’ve learned. IXL can provide instant feedback and often include built-in tutorials to support error correction; teachers should choose programs that require students to correct mistakes before moving on. When using Mastery Connect for spiral review, teachers						
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print off worksheets and provide immediate feedback as students review errors. Teachers then reteach or reinforce effective strategies. Students should explain corrected solutions to demonstrate understanding. 1-5 check with 4/5th on assessment tools. At Elkton Elementary School, the implementation of collaboratively developed sentence frames within Math will be monitored through our grade-level team meetings and ongoing support from the Admin Team. Sentence frames will be developed, refined, and reviewed during grade-level meetings to ensure alignment with grade-level math standards and the specific needs of our students.RCPS Mini-Professional Development (Mini-PD) will be provided to strengthen teacher clarity and confidence in intentionally embedding sentence frames within daily Math instruction.		February 2026-June 2027				
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Addressing Resource Inequities

Table 7: Addressing Resource Inequities Plan

The Addressing Resource Inequities Plan should be completed by Comprehensive Support and Improvement and Additional Targeted Support and Improvement schools following the complete of the Resource Inequity Review.

Complete a resource inequities plan for each prioritized root cause from the completed Resource Inequity Review process. For each area, identify the 3-year goal statement, measurable objectives, strategy, intended outcomes, the lead person, and appropriate team members. Then, identify the actions steps, process owner, time frame, progress checks, measures of success, cost elements, and funding sources.

Addressing Resource Inequities Plan			
3-Year Goal Statement Include the goal statement completed as part of the Resource Inequity Review process.			
Measurable Objectives Define objectives that support accomplishing the goal.	Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3
Strategy Describe the strategy and the rationale for selection.			
Intended Outcomes			

Describe how student outcomes will improve as a result implementing the strategy.						
Lead person (Who is responsible for ensuring the work gets done?)						
Team Members (Who are responsible for doing the work?)						
Action Step <i>(What will be accomplished?)</i> List the specific, sequenced steps required to complete the activity.	Process Owner <i>(Who is responsible for ensuring the action step is complete?)</i> Identify a single, accountability lead.	Time Frame <i>(How long will it take?)</i> Identify the start and end dates for each action step, including any key milestones.	Progress Checks <i>(How will the team monitor progress?)</i> Define key dates to review process, make adjustments, and confirm the work remains on track.	Measures of Success <i>(How will the team know if the action step is complete?)</i> Define clear, observable indicators of completion.	Cost Elements <i>(What resources are needed to complete the action step?)</i>	Funding Source <i>(Where will the money come from?)</i>

Assurances

Assurance of Review and Approval
School Year: 2025-2026
Division Name: Rockingham County Public
Division-Level Team Lead Name: Dr. Donna Abernathy and Sharon Martz
Division-Level Team Lead Email: dabernathy@rockingham.k12.va.us ; smartz@rockingham.k12.va.us
School Name: Elkton Elementary School
Principal Name: LaLeta McCrea
Principal Email: lmccrea@rockingham.k12.va.us
School Performance Category: Off Track
School Federal Designation: Targeted Support and Improvement

For **Comprehensive Support and Improvement** Schools, the Multi-year School Support Plan must be written by the school division for the school and include four evidence-based Interventions. The proposed plan must be approved by the principal and division, reviewed by the local school board, and submitted to the Virginia Department of Education (the Department) by the Division Superintendent for final approval. The Virginia Department of Education will review the plan and may request revisions before approving the plan. The Department-approved plan must be published on the division website and the school website. The Multi-year School Support Plan will be incorporated as a component of the school's comprehensive, unified, long-range plan. (8VAC20-132-280(C)(1)) (ESEA Section 1111(d)(1)(B)(v)).

For **Targeted Support and Improvement** and **Additional Targeted Support and Improvement** schools, the Multi-year School Support Plan must be written by the school and include two evidence-based Interventions. The proposed plan must be approved by school division and the local school board. The approved plan must be published on the division website and the school website. The Multi-year School Support Plan will be incorporated as a component of the school's comprehensive, unified, long-range plan. (8VAC20-132-280(B)) (ESEA Section 1111(d)(2)(B)(iii)).

By signing below, I certify that I have thoroughly reviewed the Multi-year School Support Plan for the federally identified school named in this document. I affirm that the plan:

- Aligns with federal and state requirements for school improvement;
- Addresses the needs identified through a school needs assessment;
- Includes the minimum number of required evidence-based interventions;
- Reflects stakeholder input and collaboration; and
- Establishes clear goals, timelines, and progress monitoring processes.

I approve the contents of this plan and commit to supporting its implementation with fidelity to ensure improved outcomes for all students.

Principal Name	Principal Signature	Date Approved
Division-Level Lead Name	Division-Level Lead Signature	Date Approved
Division Superintendent Name	Division Superintendent Signature	Date Approved
		Date Reviewed/Approved per School Board Minutes

Additional Support and Next Steps

This plan serves as the strategic roadmap for improvement and is included in the [suite of resources](#) provided by the Office of School Improvement. Supports are also available on the [Road to Readiness](#) webpage.