

## Patrick Henry K–8 School 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 action 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 June 2028, the school will reduce the achievement and growth gaps between students with disabilities and their general education peers in Reading by at least 22 percentage points, as measured by the Reading <a href="#">Mastery Index Performance score</a> through strengthened Tier 1 instruction.		
School Performance and Support Framework Alignment Select indicator that the goal addresses.	Reading Mastery		
Measurable Objectives Define objectives that support accomplishing the goal.	<b>Measurable Objective Year 1</b> By June 2026, the Reading Mastery Index Performance score for students with disabilities will increase to at least 65%.  2024-25 Baseline: 58.88%	<b>Measurable Objective Year 2</b> By June 2027, the Reading Mastery Index Performance score for students with disabilities will increase to at least 73%.	<b>Measurable Objective Year 3</b> By June, 2028 the Reading Mastery Index Performance score for students with disabilities will increase to at least 80%.
Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.	<b><a href="#">1. Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade</a></b> <b>EBI 1-Recommendation 3:</b> Teach students to decode words, analyze word parts, and write and recognize words (Grades K-3, Strong Evidence) <b>Rationale: Based on our VALLSS data, our K-3</b> Analysis of our VALLSS data shows that a significant percentage of students in grades K–3 are performing below benchmark in phonological awareness, decoding, and vocabulary—the foundational skills required for proficient reading. These gaps limit students’ ability to read accurately and fluently, which directly impacts comprehension and overall academic success.		

	<p>To address these identified needs, the school selected <i>Foundational Skills to Support Reading for Understanding</i>, an evidence-based intervention aligned to EBI 1, Recommendation 3, which emphasizes explicit instruction in decoding, word analysis, and word recognition. This intervention targets the precise skill deficits identified in our data and is supported by strong research evidence.</p> <p>Implementing this intervention with fidelity will strengthen early literacy foundations, accelerate reading growth in grades K–3, and support the school’s goal of increasing the percentage of students reading on grade level by the end of third grade.</p> <p><b><u>2. Providing Reading Interventions for students in Grades 4-9</u></b></p> <p><b>EBI 2-Recommendation 3:</b> Routinely use a set of comprehension-building practices to help students make sense of the text. (Grades 4-8, Strong Evidence)</p> <p><b><u>Rationale: Based on MAP, SOL, and common assessments</u></b> Analysis of our local and state assessment data (e.g., SOL, MAP, benchmark assessments) indicates that a significant number of students in grades 4–9 are performing below proficiency in reading comprehension, particularly on tasks requiring students to analyze, infer, and synthesize information from complex texts. These gaps are contributing to lower performance not only in English Language Arts, but also across content areas that rely heavily on reading for understanding.</p> <p>To address this need, the school selected EBI 2, Recommendation 3, which is supported by strong evidence and emphasizes the consistent use of high-impact, comprehension-building practices such as explicit strategy instruction, text-based discussion, and structured opportunities for students to monitor and deepen their understanding of text.</p> <p>This EBI aligns directly with our School Improvement Plan priority to increase literacy achievement and improve student performance on grade-level standards. Implementing these practices with fidelity will strengthen Tier 1 instruction, improve students’ ability to engage with complex texts, and increase the percentage of students demonstrating proficiency in reading comprehension across grades 4–9.</p>
<p>Intended Outcomes Describe how student outcomes will improve as a result of implementing the evidence-based strategy.</p>	<p><b><u>Intended Outcomes:</u></b> <b><u>Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade</u></b></p> <p><b>EBI 1-Recommendation 3:</b> As a result of implementing this evidence-based intervention with fidelity, students in grades K–3 will demonstrate measurable improvement in phonological awareness, decoding, and vocabulary skills, as evidenced by growth on the VALLSS benchmark and progress-monitoring data.</p>

<p>Specifically, by the end of June 2028, the school expects to:</p> <ul style="list-style-type: none"> <li>• Increase the percentage of K–3 students meeting or exceeding benchmark in phonological awareness and decoding.</li> <li>• Reduce the number of students identified as at risk for reading difficulties by third grade.</li> <li>• Improve early reading accuracy and fluency to achieve stronger comprehension outcomes.</li> </ul> <p><a href="#"><u>Providing Reading Interventions for students in Grades 4-9</u></a></p> <p><b>EBI 2-Recommendation 3:</b>  Routinely use a set of comprehension-building practices to help students make sense of the text. As a result of implementing consistent, evidence-based comprehension-building practices, students in grades 4–9 will demonstrate improved ability to understand, analyze, and respond to complex texts, as evidenced by growth on classroom-based assessments, MAP Reading, and state assessments.</p> <p>Specifically, by the end of June 2028, the school expects to:</p> <ul style="list-style-type: none"> <li>• Increase the percentage of students meeting proficiency in reading comprehension.</li> <li>• Improve students’ use of comprehension strategies (e.g., summarizing, questioning, inferring).</li> <li>• Strengthen students’ ability to access grade-level content across all subject areas.</li> </ul>						
Lead person (Who is responsible for ensuring the work gets done?)						
<ul style="list-style-type: none"> <li>• Principal</li> </ul>						
Team Members (Who are responsible for doing the work?)						
<ul style="list-style-type: none"> <li>• Literacy and Math Coaches, School Improvement Coach, Teachers</li> </ul>						
<b>Action Step</b> <i>(What will be accomplished?)</i> List the specific, sequenced steps required to complete the activity.	<b>Process Owner</b> <i>(Who is responsible for ensuring the action step is complete?)</i> Identify a single, accountability lead.	<b>Time Frame</b> <i>(How long will it take?)</i> Identify the start and end dates for each action step, including any key milestones.	<b>Progress Checks</b> <i>(How will the team monitor progress?)</i> Define key dates to review the process, make adjustments, and confirm the work remains on track.	<b>Measures of Success</b> <i>(How will the team know if the action step is complete?)</i> Define clear, observable indicators of completion.	<b>Cost Elements</b> <i>(What resources are needed to complete the action step?)</i>	<b>Funding Source</b> <i>(Where will the money come from?)</i>

1. Provide professional learning to build teacher capacity for all GenEd and SPED teachers on high-leverage tier 1 instructional strategies such as explicit teaching, using scaffolds, including checks for understanding throughout instruction, and providing positive and constructive feedback.	Literacy Coach, SPED specialist, and School Improvement Coach	Jan. 2026-June 2026	Monthly-Staff Meetings/PLC Agendas and staff survey feedback Walkthroughs	At least 90% of observed classrooms demonstrate high leverage tier 1 instructional strategies.	Resources - Professional learning time, qualified facilitators, administrative support	SIG Grant and/or Title 1 Budget
2. Provide professional development to build capacity for K-3 teachers, SPED teachers, and interventionists on how to use VALLSS data to drive instruction.	Literacy Coach	Jan. 2026-May 2026	Conduct weekly walkthroughs and do weekly lesson plan checks	Students will demonstrate an increase within the risk bands on EOY VALLSS assessment in phonological awareness and decoding skills.	Resources-Professional learning time, qualified facilitators, administrative support	SIG Grant and/or Title 1 Budget
3. Implement Data-Driven Instruction by administering VALLSS benchmarks three times per year and conducting progress monitoring for students at risk.	Literacy Coach and Principal	Sept. 2025-May 2026	Check with teachers who have data of high-risk students and provide progress monitoring materials	100% of K-2 teachers will administer the VALLSS assessment in Fall, Winter, and Spring. Grades 3-8 will administer the VALLSS assessment in Fall and Winter. Coaches will check with teachers to review progress monitoring data based on VALLSS.	Resources-Professional learning time, qualified facilitators, walkthrough tools, administrative support	SIG Grant and/or Title 1 Budget
4. Identify targeted needs and adjust professional development following the analysis of walkthrough observation and student performance data	Literacy Coach, SPED specialist, and Principal	Jan. 2026-June 2026	Walkthrough data	Staff meeting agendas, staff feedback from PD, walkthrough data	Resources-Walkthrough tool	SIG Grant and/or Title 1 Budget
5. Monitor lesson plans and ensure accommodations and differentiation are explicitly	Literacy Coach	Jan. 2026-June 2026	Weekly lesson plan checks using lesson plan checklist and walkthrough data	100% of K-8 teachers include accommodations	Resources-Uninterrupted time for walkthroughs	SIG Grant and/or Title 1 Budget

stated and SDI is observed in co-taught classes				and differentiation on lesson plans/slides		
6. Implement and monitor Tier 1 behavior expectations and classroom management practices.	Dean of Students	Sept. 2025- June 2026	Walkthrough data	Decrease of school-wide behavior referrals by 10%	Behavior Matrix PBIS expectations PBIS cart and incentives	SIG Grant and/or Title 1 Budget
7. Revise action steps as needed based on data analysis and reflection	Literacy Coach and Principal	January 2026- June 2026				
The year-2 plan and Action Steps will be developed after evaluating Spring 2026 data and revising the Multi-Year plan.						

<b>Multi-year School Support Plan</b>			
3-Year Goal Statement Include the goal statement completed as part of the needs assessment process.	By June 2028, the school will reduce the achievement and growth gaps between students with disabilities and their general education peers in Math by at least 27 percentage points, as measured by the Mathematics <a href="#">Mastery Index Performance</a> score through strengthened Tier 1 instruction.		
School Performance and Support Framework Alignment Select indicator that the goal addresses.	Math Mastery		
Measurable Objectives Define objectives that support accomplishing the goal.	<b>Measurable Objective Year 1</b> By June 2026, the Math Mastery Index Performance for students with disabilities will increase to at least 64%.  2024-25 Baseline: 52.77%	<b>Measurable Objective Year 2</b> By June 2027, the Math Mastery Index Performance for students with disabilities will increase to at least 72%.	<b>Measurable Objective Year 3</b> By June 2028, the Math Mastery Index Performance for students with disabilities will increase to at least 80%.
Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify the evidence tier.	<b><a href="#">1. Assisting Students Struggling With Mathematics: Intervention in the Elementary Grades (K-6)</a></b> <b>EBI 1- Recommendation 2: Mathematics Language:</b> Teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts. (Grades K-6, Strong Evidence)		

The WWC and the expert panel assigned a strong level of evidence to this recommendation based on 16 studies evaluating the effectiveness of embedding mathematical language throughout interventions. Students in intervention settings will need multiple exposures to mathematical language to understand the terminology and begin to integrate it into their vernacular. Below is a description to support teachers in effectively embedding mathematical language instruction into their interventions.

First, routinely teach mathematical vocabulary to build students' understanding of the mathematics they are learning. Second, use clear, concise, and correct mathematical language throughout lessons to reinforce students' understanding of key vocabulary. Finally, support students in using mathematically precise language during their verbal and written explanations of their problem-solving.

**Rationale:**

Understanding mathematical language is critical to students' learning because it is used in textbooks, curricular and assessment materials, and teachers' instructions. By providing instruction on mathematical language, teachers support students' learning of subtle and complex ideas. Focusing on mathematical language during intervention also helps students access the language used during core instruction.

Teachers and students can communicate more clearly in class when both use mathematical language. As teachers use and model correct mathematical language, their students hear how the words fit with the mathematics they are learning and begin to integrate this language into their own explanation of mathematics.

**2. Improving Mathematical Problem Solving in Grades 4 Through 8**

**EBI 2- Recommendation 2: Assist students in monitoring and reflecting on the problem-solving process**

**(Grades 4-8, Strong Evidence)**

To carry out this recommendation, the CCW panel suggests teachers provide students with a list of prompts to help them monitor and reflect during the problem-solving process, model how to monitor and reflect on the problem-solving process, and use students' thinking about a problem to develop students' ability to monitor and reflect.

**Rationale:**

Students who develop proficiency in mathematical problem-solving early are better prepared for advanced mathematics and other complex problem-solving tasks. Students learn mathematics and solve problems more effectively when they monitor their thinking and problem-solving steps. Monitoring and reflecting during problem-solving helps students think about what they are doing and why, evaluate the steps they are taking to solve the problem, and connect new concepts to what

	they already know. The more students reflect on their problem-solving processes, the better their mathematical reasoning—and their ability to apply this reasoning to new situations—will be.
<p>Intended Outcomes</p> <p>Describe how student outcomes will improve as a result implementing the evidence-based strategy.</p>	<p><b><u>1. Assisting Students Struggling With Mathematics: Intervention in the Elementary Grades (K-6)</u></b></p> <p><b>EBI 1- Recommendation 2: Mathematics Language:</b></p> <p>As a result of implementing this evidence-based intervention with fidelity, students in grades K–6 will demonstrate measurable improvement in understanding contextual mathematical academic language.</p> <p>Specifically, by the end of June 2028, students, especially those with disabilities, are expected to:</p> <ul style="list-style-type: none"> <li>● Strengthen problem-solving accuracy; students distinguish relevant and irrelevant information in word problems</li> <li>● Increase transfer of learning. Students apply learned language and strategies to new word problems</li> <li>● Improve mathematical communication. Students communicate solutions clearly using words, numbers, and models.</li> </ul> <p><b><u>2. Improving Mathematical Problem Solving in Grades 4 Through 8</u></b></p> <p><b>EBI 2- Recommendation 2: Assist students in monitoring and reflecting on the problem-solving process (Grades 4-8, Strong Evidence)</b></p> <p>As a result of implementing this evidence-based intervention with fidelity, students in grades 4-8 will demonstrate measurable improvement with the problem-solving process.</p> <p>Specifically, by the end of June 2028, students, especially those with disabilities, are expected to:</p> <ul style="list-style-type: none"> <li>● Strengthen their ability to plan, track, and explain their thinking across all math topics and strengthen metacognitive awareness. Instead of rushing to a quick answer, students will learn to pause, choose the best strategy for the specific problem, and check if their answer actually makes sense.</li> <li>● Increase the number of students with disabilities who achieve mastery and improve mathematical accuracy across domains</li> </ul>
Lead person (Who is responsible for ensuring the work gets done?)	Principal
Team Members (Who are responsible for doing the work?)	Instructional coaches, teachers, interventionists, specialists

<b>Action Step</b> <i>(What will be accomplished?)</i> List the specific, sequenced steps required to complete the activity.	<b>Process Owner</b> <i>(Who is responsible for ensuring the action step is complete?)</i> Identify a single, accountability lead.	<b>Time Frame</b> <i>(How long will it take?)</i> Identify the start and end dates for each action step, including any key milestones.	<b>Progress Checks</b> <i>(How will the team monitor progress?)</i> Define key dates to review process, make adjustments, and confirm the work remains on track.	<b>Measures of Success</b> <i>(How will the team know if the action step is complete?)</i> Define clear, observable indicators of completion.	<b>Cost Elements</b> <i>(What resources are needed to complete the action step?)</i>	<b>Funding Source</b> <i>(Where will the money come from?)</i>
1. Provide the ACPS Math template to teachers to ensure they produce the necessary components of a high yield Tier 1 lesson.	Math Coach and Principal	Jan. 2026- June 2026	Weekly lesson plan checks	100% of K-8 teachers include accommodations and differentiation on lesson plans/slides	Resources- Professional learning time, walkthrough tools, and administrative support	SIG Grant and/or Title 1 Budget
2. Provide professional development to build teacher capacity on explicit instruction of mathematical language, modeling think-alouds and problem-solving strategies, and teaching students how to monitor and reflect on their thinking.	Math Coach and SPED specialist	Jan. 2026- June 2026	Monthly-Staff Meetings/PLC	Meeting agendas, staff feedback from PD, and walkthrough data	Resources- Professional learning time, qualified facilitators, walkthrough tools, and administrative support	SIG Grant and/or Title 1 Budget
3.Math walkthroughs for implementation and impact of SDI during the Math IET block	SPED Specialist, Math Coach	Jan. 2026- June 2026	Walkthrough Data	At least 70% of observed classrooms demonstrate implementation of SDI in coteaching measured by instructional walkthroughs.	Resources- Professional learning time, qualified facilitators, walkthrough tools, and administrative support	SIG Grant and/or Title 1 Budget
4. Identify targeted needs and adjust professional development using walkthrough and observation data.	Math Coach, SPED specialist, and Principal	Jan. 2026- June 2026	Walkthrough Data	Staff meeting agendas, staff feedback from PD, and walkthrough data	Resources- Professional learning time, qualified facilitators, walkthrough tools, and administrative support	SIG Grant and/or Title 1 Budget

5. Analyze students' data for data informed instruction	Math Coach	Jan. 2026- June 2026	Data Utilization Meetings	Data meeting agendas, ILT meeting agendas	Resources- Professional learning time, school/grade level data, and math curriculum guide	SIG Grant and/or Title 1 Budget
6. Implement consistent math block scheduling (15 min number sense routine, 20 min focus lesson, 45 min IET block)	Math Coach and Principal	Jan. 2026- June 2026	Walkthrough Data	At least 70% of observed classrooms demonstrate consistent implementation of the math block schedule, as measured by instructional walkthrough.	Resources- Professional learning time, walkthrough tools, and administrative support	SIG Grant and/or Title 1 Budget
7. Revise action steps as needed based on data analysis and reflection.	Math Coach and Principal	Jan. 2026- June 2026	Data			
The year-2 plan and Action Steps will be developed after evaluating Spring 2026 data and revising the Multi-Year plan.						

## Assurances

### Assurance of Review and Approval

School Year: 2025-2026

Division Name:

Division-Level Team Lead Name:

Division-Level Team Lead Email:

School Name:

Principal Name:

Principal Email:

School Performance Category: Choose an item.

School Federal Designation: Choose an item.

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