

## Division and School Information

Information Needed	Enter Information Below
School Year	2025-2026
Division Name	Greene County Public Schools
Division Superintendent	Dr. Andrea Whitmarsh
School Name	Nathanael Greene Elementary School
Grades Served	3-5
Principal Name	Mr. Adam Midock
Principal Email	amidock@greencountyschools.com
Division Multi-year School Support Plan Lead Name and Title	Dr. Donna Payne Director of Teaching and Learning
Division Multi-year School Support Plan Lead Email	dpayne@greencountyschools.com

## Stakeholder Engagement

Stakeholder Representation	Name	Email	Organization, Dept, or Office	Title
Division	Dr. Andrea Whitmarsh	awhitmarsh@greencountyschools.com	GCPS	Division Superintendent
Division	Dr. Kyle Pursel	kpursel@greencountyschools.com	GCPS	Assistant Superintendent
Division	Dr. Donna Payne	dpayne@greencountyschools.com	GCPS	Director of Teaching and Learning
Division	Ms. Christi Dojack	cdojack@greencountyschools.com	GCPS	Director of Special Education
School Leader	Mr. Adam Midock	amidock@greencountyschools.com	NGPS/NGES	Principal
School Leader	Ms. Danielle Alicea	dalicea@greencountyschools.com	NGPS/NGES	Principal

<b>School Leader</b>	Ms. Linda Hirw	lhirw@greencountyschools.com	NGPS/NGES	Assistant Principal
<b>Teacher</b>	Ms. Kristi Shifflett	kshifflett@greencountyschools.com	NGES	Classroom Teacher
<b>Teacher</b>	Ms. Lorraine Gilliam	lgilliam@greencountyschools.com	NGES	Special Education Teacher
<b>Teacher</b>	Ms. Jen Hogsten	jhogsten@greencountyschools.com	NGPS/NGES/RES	Literacy Instructional Coach
<b>Teacher</b>	Ms. Jen Rehm	jrehm@greencountyschools.com	NGPS/NGES/RES	Math Instructional Coach
<b>Teacher</b>	Ms. Irene Huber	ihuber@greencountyschools.com	NGPS/NGES	RTI Coordinator
<b>Parent</b>	Ms. Christa McCauley	christamccauley86@gmail.com	na	Parent
<b>Parent</b>	Ms. Megan Flick	megliray@gmail.com	na	Parent

## Multi-year School Support Plan

**Multi-year School Support Plan - Reading**

<p><b>3-Year Goal Statement</b></p> <p>Include the goal statement completed as part of the needs assessment process.</p>	<p>At Nathanael Greene we will identify schedule modifications in order to increase opportunities for collaborative instructional practices within our SPED cohort classes. We will provide quarterly professional development opportunities for SPED staff with a focus on identifying and filling gaps in instruction and student learning. Finally, school leadership will work monthly with Special Education and Instructional directors to analyze data and to build plans for teacher and student support.</p>		
<p><b>School Performance and Support Framework Alignment</b></p> <p>Select indicator that the goal addresses.</p>	<p><b>Overall Reading Mastery and Overall Reading Growth with a focus on the SPED cohort.</b></p>		
<p><b>Measurable Objectives</b></p> <p>Define objectives that support accomplishing the goal.</p>	<p><b>Measurable Objective Year 1</b></p> <p>100% of SPED students will have an individualized plan of action to identify and address deficiencies in Reading (as needed). At least 75% of fourth and fifth grade SPED students will demonstrate growth on the Spring 2026 Reading SOL.</p>	<p><b>Measurable Objective Year 2</b></p> <p>100% of Special Education teachers will develop a growth plan for every student on their caseload to address reading deficiencies. The SPED pass rate will improve by 5-10% and at least 75% of fourth and fifth grade SPED students will demonstrate growth on the Spring 2027 Reading SOL.</p>	<p><b>Measurable Objective Year 3</b></p> <p>The SPED cohort will meet both state and federal benchmarks on the Spring 2028 Reading SOL. At least 75% of fourth and fifth grade SPED students will demonstrate growth on the Spring 2027 Reading SOL.</p>
<p><b>Evidence-Based Strategy</b></p> <p>Describe the evidence-based strategy and the rationale for selection. Identify the evidence tier.</p>	<ol style="list-style-type: none"> <li><b>Data Based Reviews and Individualized Instructional Plans</b> - Individual student reading data will be reviewed on a regular basis and individual student plans will be developed based on IEP goals and grade level reading content. (Tier 3)</li> <li><b>Purposeful Explicit Instruction and Modeling of Skills</b> - Purposeful instruction within in-class collaborative instruction and during small group reading resource instruction periods. (Tier 2/Tier 3)</li> <li><b>Master Schedule Reviews with Focus on Scheduling for SPED Cohort</b> - Identify time to pre-teach information and relevant reading vocabulary. (Tier 3)</li> <li><b>Targeted Supervision and Evaluation for Administrators</b> - Building in time for Reading Professional development, consistent data reviews and observation of reading instruction. (Tier 3)</li> </ol>		
<p><b>Intended Outcomes</b></p> <p>Describe how student outcomes will improve as a result implementing the evidence-based strategy.</p>	<p>With a more targeted focus on individualized student data, the students will have their own direct plans for reading improvement and skill acquisition.</p> <ol style="list-style-type: none"> <li>The dual focus of in class collaborative instruction and small group resource reading instruction will complement one another to focus on specific skill based needs of SPED students.</li> </ol>		

	<ol style="list-style-type: none"> <li>Identifying daily times will add specified support for pre-teaching of skills and vocabulary. In addition the review of appropriate staff to be working with this cohort will maximize the quality of instruction.</li> <li>Planned professional development centered around reading instruction, coupled with student specific data reviews and administrative feedback will keep the momentum going for individual student growth.</li> </ol>					
<p>Lead person (Who is responsible for ensuring the work gets done?)</p>	<ol style="list-style-type: none"> <li>Alicea/Hirw</li> <li>Alicea/Dojack</li> <li>Midock/Alicea</li> <li>Alicea/Dojack</li> </ol>					
<p>Team Members (Who are responsible for doing the work?)</p>	<ol style="list-style-type: none"> <li>Hirw/Case managers/Huber</li> <li>Case managers/SPED and classroom teachers/Hogsten/Midock</li> <li>Midock/Alicea</li> <li>Dojack/Dr. Payne/Midock/Alicea</li> </ol>					
<p><b>Action Step</b> (What will be accomplished?) List the specific, sequenced steps required to complete the activity.</p>	<p><b>Process Owner</b> (Who is responsible for ensuring the action step is complete?) Identify a single, accountability lead.</p>	<p><b>Time Frame</b> (How long will it take?) Identify the start and end dates for each action step, including any key milestones.</p>	<p><b>Progress Checks</b> (How will the team monitor progress?) Define key dates to review the process, make adjustments, and confirm the work remains on track.</p>	<p><b>Measures of Success</b> (How will the team know if the action step is complete?) Define clear, observable indicators of completion.</p>	<p><b>Cost Elements</b> (What resources are needed to complete the action step?)</p>	<p><b>Funding Source</b> (Where will the money come from?)</p>
<p>Classroom teachers and SPED teachers will collaborate during weekly Reading PLC meetings.</p>	<p>Jen Hogsten</p>	<p>Start Date: January 2026; End Date: Will continue weekly over the continuance of the plan.</p>	<p>Weekly progress checks will take place during PLC meetings</p>	<p>SPED collab lesson plans are aligned with grade level plans; resource instructional plans clearly identify both IEP goal needs and grade level skill acquisition needs.</p>	<p>Only the cost of any week to week instructional materials</p>	<p>School budget</p>
<p>Training and PD opportunities for all reading teachers on Benchmark Advance, UFLI, Megawords and Lexia.</p>	<p>Jen Hogsten</p>	<p>Start Date: January 2026; End Date: September 2026 and beyond</p>	<p>PD session attendance and ongoing observations. Megawords, UFLI, Benchmark Advance instruction will be discussed during PLC meetings.</p>	<p>Ongoing as evidence of aligned Benchmark Advance, Megawords and UFLI resource usage during instruction and proper use of Lexia and reviews of data.</p>	<p>The yearly cost of the curriculum and the Lexia program</p>	<p>Division budget and school budget</p>
<p>Monthly SPED math data reviews to identify grade-level</p>	<p>Irene Huber</p>	<p>Start Date: January 2026; End Date: Ongoing monthly</p>	<p>During the data reviews SPED teachers will review benchmark, VALLSS and</p>	<p>When SPED teachers and classroom teachers are able to confidently identify trends</p>	<p>NA</p>	<p>NA</p>

trends and individual student needs.		over the continuance of the plan.	formative assessment data to make plans for instruction and individual student goals.	and needs on their own. When student growth is observed over time.		
Monthly Administrative reviews with SPED directors to review classroom observations and to identify administrative needs.	Danielle Alicea and Christi Dojack	Start Date: February 2026; End Date: Ongoing monthly over the continuance of the plan.	During the reviews the admin team will review observation data and make plans for feedback and PD.	When administrators are observing progress with classroom instruction and student academic growth. When administration demonstrates an ongoing observation and feedback structure with SPED teachers and classroom teachers.	NA	NA

<b>Multi-year School Support Plan - Math</b>			
<b>3-Year Goal Statement</b>	At Nathanael Greene we will identify schedule modifications in order to increase opportunities for collaborative instructional practices within our SPED cohort classes. We will provide quarterly professional development opportunities for SPED staff with a focus on identifying and filling gaps in instruction and student learning. Finally, school leadership will work monthly with Special Education and Instructional directors to analyze data and to build plans for teacher and student support.		
<b>School Performance and Support Framework Alignment</b>	<b>Overall Math Mastery and Overall Math Growth with a focus on the SPED cohort.</b>		
<b>Select indicator that the goal addresses.</b>			
<b>Measurable Objectives</b>	<b>Measurable Objective Year 1</b>	<b>Measurable Objective Year 2</b>	<b>Measurable Objective Year 3</b>
Define objectives that support accomplishing the goal.	100% of SPED students will have an individualized plan of action to identify and address deficiencies in math (as needed). At least 75% of fourth and fifth grade SPED students will demonstrate growth on the Spring 2026 Math SOL.	100% of Special Education teachers will develop a growth plan for every student on their caseload to address math deficiencies. The SPED pass rate will improve by 5-10% and at least 75% of fourth and fifth grade SPED students will demonstrate growth on the Spring 2027 Math SOL.	The SPED cohort will meet both state and federal benchmarks on the Spring 2028 Math SOL. At least 75% of fourth and fifth grade SPED students will demonstrate growth on the Spring 2027 Math SOL.
<b>Evidence-Based Strategy</b>	<ol style="list-style-type: none"> <li><b>Data Based Reviews and Individualized Instructional Plans</b> - Individual student math data will be reviewed on a regular basis and individual student plans will be developed based on IEP goals and grade level math content. (Tier 3)</li> <li><b>Purposeful Explicit Instruction and Modeling of Skills</b> - Purposeful instruction within in-class collaborative instruction and during small group math resource instruction periods. (Tier 2/Tier 3)</li> <li><b>Master Schedule Reviews with Focus on Scheduling for SPED Cohort</b> - Identify time to pre-teach information and relevant math vocabulary. (Tier 3)</li> <li><b>Targeted Supervision and Evaluation for Administrators</b> - Building in time for Math Professional development, consistent data reviews and observation of math instruction. (Tier 3)</li> </ol>		
<b>Intended Outcomes</b>	<ol style="list-style-type: none"> <li>With a more targeted focus on individualized student data, the students will have their own direct plans for math improvement and skill acquisition.</li> <li>The dual focus of in class collaborative instruction and small group resource math instruction will complement one another to focus on specific skill based needs of SPED students.</li> <li>Identifying daily times will add specified support for pre-teaching of skills and vocabulary. In addition the review of appropriate staff to be working with this cohort will maximize the quality of instruction.</li> </ol>		
Describe how student outcomes will improve as a result implementing the evidence-based strategy.			



needs (Data to include CIP math benchmarks, unit assessments and IEP goal data).		the continuance of the plan.	plans for instruction and individual student goals.	on their own. When student growth is observed over time.		
Monthly Administrative reviews with SPED directors to review classroom observations and to identify administrative needs.	Adam Midlock and Christi Dojack	Start Date: February 2026, End Date: Ongoing monthly over the continuance of the plan.	During the reviews the admin team will review observation data and make plans for feedback and PD.	When administrators are observing progress with classroom instruction and student academic growth. When administration demonstrates an ongoing observation and feedback structure with SPED teachers and classroom teachers.	NA	NA

**Assurances**

**Assurance of Review and Approval**

School Year: 2025-2026
Division Name: Greene County Public Schools
Division-Level Team Lead Name: Dr. Donna Payne
Division-Level Team Lead Email: dpayne@greencountyschools.com
School Name: Nathanael Greene Elementary School
Principal Name: Mr. Adam Midlock - NGES
Principal Email: dalicea@greencountyschools.com
amidock@greencountyschools.com
School Performance Category: Off Track
School Federal Designation: Targeted Support and Improvement


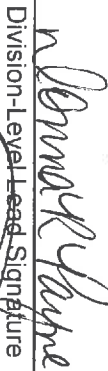

For

**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 the 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.

<u>Adam Midock</u> Principal Name	<u></u> Principal Signature	<u>2/4/26</u> Date Approved
<u>Donna Payne</u> Division-Level Lead Name	<u></u> Division-Level Lead Signature	<u>2/4/26</u> Date Approved
<u>Andree Whitman</u> Division Superintendent Name	<u></u> Division Superintendent Signature	<u>2/4/26</u> Date Approved

2/4/2026  
Date Reviewed/Approved  
per School Board Minutes