

# Multi-year School Support Plan

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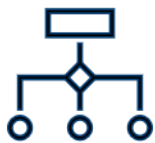
# A Statewide Approach to School Improvement

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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

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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

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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.*

# Developing the Multi-year School Support Plan

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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	Floyd County Public Schools
Division Superintendent	Dr. Jessica Cromer
School Name	Check Elementary
Grades Served	PK-7
Principal Name	Jennifer Overstreet
Principal Email	overstreetj@floyd.k12.va.us
Division Multi-year School Support Plan Lead Name and Title	Tammy Hubbard

Information Needed	Enter Information Below
Division Multi-year School Support Plan Lead Email	hubbardt@floyd.k12.va.us

## 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
<b>Administration</b>	Jennifer Overstreet	overstreetj@floyd.k12.va.us	Check Elementary	Principal
<b>Special Ed</b>	Ashley Wall	walla@floyd.k12.va.us	Check Elementary	Lead Special Ed/ RTI
<b>Special Ed</b>	Sarah Spurgeon	spurgeons@floyd.k12.va.us	Check Elementary	Special Education Teacher
<b>Special Ed</b>	Megan Rankin	rankinm@floyd.k12.va.us	Check Elementary	Special Education Teacher
<b>Resource Teacher</b>	Julie Posey Chaffin	poseyj@floyd.k12.va.us	Check Elementary	Music Teacher/ Admin intern
<b>Upper Elem Teacher</b>	Lynnsey Harris	harrisl@floyd.k12.va.us	Check Elementary	Fifth-Grade Teacher
<b>Lower Elem Teacher</b>	Jackie Stritzl	stritzlj@floyd.k12.va.us	Check Elementary	First-Grade Teacher

Stakeholder Representation	Name	Email	Organization, Department, or Office	Title
<b>Reading Specialist</b>	Sandra Nolen	nolens@floyd.k12.va.us	Check Elementary	Reading Specialist
<b>Elementary Instructional Specialist</b>	Kim Keith	keithk@floyd.k12.va.us	Floyd County Schools	Elementary Instructional Specialist/ VT liaison
<b>Reading Specialist</b>	Becca Jones	jonesre@floyd.k12.va.us	Check Elementary	504 Coordinator/ Reading Specialist
<b>Math Instruction Specialist</b>	Tara McGrady	mcgradyt@floyd.k12.va.us	Floyd County Schools	Division Math Specialist
<b>Math Teacher</b>	Katie Biesterveld	biesterveldk@floyd.k12.va.us	Check Elementary	Sixth & Seventh Grade Math Teacher
<b>Parent</b>	Mary Conner	evansmm01@yahoo.com	PTO Member	Mother of student w/IEP

## 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 action steps, process owner, time frame, progress checks, measures of success, cost elements, and funding sources.

### Math:

Multi-year School Support Plan			
3-Year Goal Statement Include the goal statement completed as part of the needs assessment process.	By May 2026, 70% of students with disabilities will show mastery of Math skills by staff instructing with evidence-based instructional strategies that include visual representations (K-5) and reflection on the problem solving process (6-7).		
School Performance and Support Framework Alignment Select indicator that the goal addresses.	Mastery of Math SOLs		
Measurable Objectives Define objectives that support accomplishing the goal.	<b>Measurable Objective Year 1</b>	<b>Measurable Objective Year 2</b>	<b>Measurable Objective Year 3</b>
	By May 2026, students with disabilities will meet state accreditation requirements in Math.	In May 2027, continue to meet state accreditation requirements in Math.	In May 2028, continue to meet state accreditation requirements in Math.
Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify the evidence tier.	<b>Math 6-7: Problem Solving Process (Strong evidence/ Tier 1 from What Works Clearing House)</b> Assist students in monitoring and reflecting on the problem-solving process. Students will be able to reflect on the process and identify the types of problems to help determine the best method for solving using reasoning.		

Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify the evidence tier.		<b>Math K-5:Concrete &amp; Semi Concrete Representations ( Strong evidence/ Tier 1 from What Works Clearing House)</b> Representations: Use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures.				
Intended Outcomes Describe how student outcomes will improve as a result of implementing the evidence-based strategy.		Teachers in grades K-6 will instruct with concrete and semi-concrete representations that will help students build understanding and improve test scores. In 6th & 7th Math the teacher will help students reflect on the problem-solving process to determine the best method of solving.				
Lead person (Who is responsible for ensuring the work gets done?)		Administrator				
Team Members (Who are responsible for doing the work?)		Administrator, Classroom Teachers, Reading Specialists, Special Education Teachers				
<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)Professional development and training of staff.	Teachers, Math Specialist, Lead- Administrator	Introduce Feb. 2026 Faculty Meeting, Share sessions each month of manipulatives	Develop of rubric for monitoring progress,Teacher plans, observations, classroom walkthroughs, Monthly data meetings	Classroom tests, Benchmark tests, and May 2026 SOLs	None	Local
2) Development of model problems to instruct based on SOL released test prompts.	Math Teacher 6th/7th	Feb. 2026 to May 2026	Teacher plans, observations, classroom walkthroughs	Classroom tests, Benchmark tests, and May 2026 SOLs	None	Local
3) Alignment of Math instructions with concrete and	K-5 Teachers, Math Specialist, Lead- Administrator	Oct. 2025 - May 2026	Teacher plans, observations, classroom walkthroughs,	Classroom tests, Benchmark tests, and May 2026 SOLs	None	Local

semi-concrete manipulatives.			Monthly data meetings			
4) Consistent Tier 1 Instruction for students with disabilities.	Classroom teachers	Aug. 2025 - May 2026	Monthly data meetings, teacher plans, SPED teacher schedule	Classroom Test, Benchmark tests	None	Local
5) Utilization of specialists and support personnel to train teachers and reflect on practices.	Administrator, Math Specialist	Aug. 2025 - May 2026	Collaboration time during planning, Monthly Check-ins.	Classroom tests, Benchmark tests, and May 2026 SOLs	None	Local
6) Using SOL data and Benchmark testing data to identify weaknesses to remediate.	Administrator, Classroom teachers	Aug. 2025 - April 2026	Monthly data meetings, teacher plans, All-In Tutor schedule	Classroom tests, Benchmark tests, and May 2026 SOLs	None	Local
7) Scheduled remediation/ intervention time during Power Up based on classroom data.	Classroom Teachers, All-In Tutors, SPED Teachers	Aug. 2025 - May 2026	Monthly data meetings, teacher plans, All-In Tutor schedule	Classroom tests, Benchmark tests, and May 2026 SOLs	None	Local
8) Review of IEP Plans by Team with Division Director	SPED Team, SPED Director, Administrator	Aug. 2025 - May 2026	IEP Meetings, SPED Team Meetings	IEP Plans	None	Local
9) Collaboration with Elementary Instructional Specialist & Secondary Instructional Specialist & Math Specialist	Administrator Elementary Instruction Specialist Secondary Instruction Specialist Math Specialist	Aug. 2025 - May 2025	Team Meetings, Classroom co-teaching	Team Meetings, Lesson Plans	None	Local



10) Collaborative Meetings with Central Office staff.	Central Office Administrative Team Principal	Sept. 2026 - April 2026	Collaborative meetings to discuss instructional initiatives, student performance, school, culture & climate, etc.	Notes from meetings	None	Local
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***Reading:***

Multi-year School Support Plan			
3-Year Goal Statement Include the goal statement completed as part of the needs assessment process.	By June 2026, 72% of students with disabilities in grades K–7 will demonstrate mastery of reading comprehension through explicit instruction in text structure (K–3) and routine use of comprehension-building strategies (grades 4–7).		
School Performance and Support Framework Alignment Select indicator that the goal addresses.	Mastery of Reading SOLs.		
Measurable Objectives Define objectives that support accomplishing the goal.	<b>Measurable Objective Year 1</b>	<b>Measurable Objective Year 2</b>	<b>Measurable Objective Year 3</b>
	By May 2026, students with disabilities will meet state accreditation requirements in Reading.	By May 2027, students with disabilities will meet state accreditation requirements in Reading.	By May 2028, students with disabilities will meet state accreditation requirements in Reading.
Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify the evidence tier.	<b>Reading for K- 3: Text Structure (Moderate evidence Tier 3 from What Works Clearing House)</b> Teach students to identify and use the text’s organizational structure to comprehend, learn, and remember content.		
Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify the evidence tier.	<b>Reading for 4-7: Comprehension Strategies (Strong evidence/ Tier 1 from What Works Clearing House)</b> Routinely use a set of comprehension-building practices to help students make sense of the text <ul style="list-style-type: none"> <li>Part 3A. Build students’ world and word knowledge so they can make sense of the text</li> <li>Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read</li> <li>Part 3C. Teach students a routine for determining the gist of a short section of text</li> </ul>		

		Part 3D. Teach students to monitor their comprehension as they read				
Intended Outcomes Describe how student outcomes will improve as a result implementing the evidence-based strategy.		Students will better comprehend text by using the text structure strategies taught systematically and with fidelity by staff.				
Lead person (Who is responsible for ensuring the work gets done?)		Administrator				
Team Members (Who are responsible for doing the work?)		Administrator, Classroom Teachers, Reading Specialists, Special Education Teachers				
<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) Professional development and training of staff.	Reading Specialist, Lead- Administrator	-Introduce Feb. 2026 Faculty Meeting -Share sessions each month of strategies.	-Develop of rubric for monitoring progress -Teacher plans, observations, classroom walkthroughs, Monthly data meetings	Classroom tests, Benchmark tests, and May 2026 SOLs	None	Local
2) UFLI Instruction alignment taught with fidelity in K-3.	Administrator, Reading Specialists	Oct. 2025 - May 2025	Monthly data meetings, classroom observations and walk throughs. VLP Observations/ collaborations on Oct. 2025, Nov. 2025 & Feb. 2026	Progress monitoring, VAALs tests Fall, Mid-year and end of year.	None	Local
3) Consistent Tier 1 Benchmark Advance Instruction for students with disabilities.	Classroom teachers	Aug. 2025 - May 2026	Monthly data meetings, teacher plans, SPED teacher schedule	Benchmark tests	None	Local

4) Scheduling of specialists and instructional staff to support students across grade levels.	Administrator Teachers	Aug. 2025 - May 2026	Schedules changed based on student need determined by testing data for VALLSS & district CIP benchmarks	VALLSS tests District CIP tests	None	Local
5) Utilization of specialists to check alignment of instruction.	Administrator, Reading Specialists, Central Office Personnel	Aug. 2025 - May 2026	Monthly Check-ins, Classroom observations & walkthroughs	Classroom tests, Benchmark tests, and May 2026 SOLs	None	Local
6) Using Benchmark testing data to identify weaknesses to remediate.	Administrator, Classroom teachers	Oct. 2025 - April 2026	Monthly data meetings, teacher plans, All-In Tutor schedule	Classroom tests, Benchmark tests, and May 2026 SOLs	None	Local
7) Schedule remediation/ intervention time during Power Up based on classroom data.	Classroom Teachers, All-In Tutors, Reading Specialists, SPED Teachers	Aug. 2025 - May 2026	Monthly data meetings, teacher plans, All-In Tutor schedule	Classroom tests, Benchmark tests, and May 2026 SOLs	None	Local
8) Collaboration with Virginia Literacy Partners	Administrator, Reading Specialists, Classroom teachers	Oct. 2025 - May 2026	Observations	Classroom tests, Benchmark tests, and May 2026 SOLs	None	Local
9) Collaboration with Elementary Instructional Specialist & Secondary Instructional Specialist	Administrator Elementary Instruction Specialist Secondary Instruction Specialist	Aug. 2025 - May 2025	Team Meetings, Classroom co-teaching	Team Meetings, Lesson Plans	None	Local
10) Collaborative Meetings with Central Office staff.	Central Office Administrative Team Principal	Sept. 2026 - April 2026	Collaborative meetings to discuss instructional initiatives, student performance, school, culture & climate, etc.	Notes from meetings	None	Local

11) Review of IEP Plans by Team with Division Director	SPED Team, SPED Director, Administrator	Aug. 2025 - May 2026	IEP Meetings, SPED Team Meetings,	IEP Plans	None	Local
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### Assurances

Assurance of Review and Approval
School Year: 2025-2026
Division Name: Floyd County Schools
Division-Level Team Lead Name: Tammy Hubbard
Division-Level Team Lead Email: hubbardt@floyd.k12.va.us
School Name: Check Elementary
Principal Name: Jennifer Overstreet
Principal Email: overstreetj@floyd.k12.va.us
School Performance Category: Students with Disabilities
School Federal Designation: TSI

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
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## Additional Support and Next Steps

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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.