

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	Suffolk Public Schools
Division Superintendent	Dr. John B. Gordon III
School Name	Elephant's Fork Elementary
Grades Served	Pre-K- 5
Principal Name	Dana Bilby
Principal Email	danabilby@spsk12.net
Division Multi-year School Support Plan Lead Name and Title	Dr. Okema Branch, Chief Academic Officer
Division Multi-year School Support Plan Lead Email	okemabbranch@spsk12.net

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
Division Rep	Dr. Okema Branch	okemabbranch@spsk12.net	SAO	Chief Academic Officer
School Leader	Dana Bilby	danabilby@spsk12.net	EFES	Principal
School Leader	Megan Eberhardt	meganeberhardt@spsk12.net	EFES	Assistant Principal
School Leader	Stevie Green	Steviegreen@spsk12.net	EFES	Dean of Students
Division Rep	Jennifer Conner	jenniferconner@spsk12.net	SAO	Coordinator
Teacher	Abygail Newsome	abygailnewsome@spsk12.net	EFES	Academic Coach
Interventionist	Chelsea Hughes	chelseahughes@spsk12.net	EFES	Title I Interventionist
Teacher	Nadine Obrien	nadineobrien@spsk12.net	EFES	Reading Specialist
Division Rep	Marlo Jackson	marlojackson@spsk12.net	SAO	Coordinator
Division Rep	Kelly Greening	kellygreening@spsk12.net	SAO	Coordinator/Liaison

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 June 2028, EFES will increase the overall Reading proficiency rate from 60% to 75%. This growth will be driven by the seamless integration of inclusive Tier I instruction and Specially Designed Instruction (SDI) for Students with Disabilities, supported by a systematic cycle of evidence-based interventions and bi-weekly progress monitoring.		
School Performance and Support Framework Alignment Select indicator that the goal addresses.	Reading Mastery		
Measurable Objectives Define objectives that support accomplishing the goal.	Measurable Objective Year 1 By June 2026, EFES will increase the overall Reading proficiency rate from 60% to 65%. This improvement will be achieved through the establishment of inclusive Tier I instructional practices and the consistent implementation of SDI for Students with Disabilities, with at least 80% fidelity as measured by walkthrough data and lesson plan reviews. Bi-weekly progress monitoring will be implemented for all identified students receiving interventions.	Measurable Objective Year 2 By June 2027, EFES will increase the overall Reading proficiency rate from 65% to 70%. Growth will be driven by strengthened Tier I instruction and refined SDI practices, supported by bi-weekly data review cycles and targeted evidence-based interventions. At least 85% of students receiving interventions will demonstrate measurable growth on progress monitoring tools across the year.	Measurable Objective Year 3 By June 2028, EFES will increase the overall Reading proficiency rate from 70% to 75%. This increase will result from the sustained, high-fidelity implementation of inclusive Tier I instruction and SDI, with 90% implementation fidelity across classrooms. Data from bi-weekly progress monitoring will be used to adjust instruction, resulting in a continued reduction of performance gaps for Students with Disabilities.
Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.	EBI #1: Tier 1 -Explicit Phonics Instruction: Teach students to decode words, analyze word parts, and write and recognize words. (Recommendation #3) Grades K-3 - Teach students to blend letter sounds and sound-spelling patterns from left to right within a word to produce a recognizable pronunciation. - Instruct students in common sound-spelling patterns. - Teach students to recognize common word parts. - Have students read decodable words in isolation and in text. - Teach regular and irregular high-frequency words so that students can recognize them efficiently.		

	- Introduce non-decodable words that are essential to the meaning of the text as whole words. https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf#page=28 EBI #2: Tier 1- Explicit Phonics Instruction: Build students' decoding skills so they can read complex multisyllabic words. (Recommendation #1) Grades 4-9 - Identify the level of students' word-reading skills and teach vowel and consonant letter-sounds and combinations, as necessary. - Teach students a routine they can use to decode multisyllabic words. - Embed spelling instruction in the lesson. - Engage students in a wide variety of activities that allow them to practice reading multisyllabic words accurately and with increasing automaticity https://ies.ed.gov/ncee/WWC/PracticeGuide/29
Intended Outcomes Describe how student outcomes will improve as a result of implementing the evidence-based strategy.	To achieve comprehensive literacy, students must master phonetic blending and synthesis by learning to blend individual sounds and patterns from left to right to pronounce unfamiliar words accurately. This skill is bolstered by pattern recognition, where students demonstrate mastery of common sound-spelling structures and word parts—such as prefixes, suffixes, and roots—to deconstruct and read words efficiently. As students build high-frequency word automaticity with both regular and irregular words, they significantly reduce the cognitive labor required for essential vocabulary, allowing them to shift their focus toward meaning. Ultimately, these skills enable a smooth transition to fluency in both isolation and context, ensuring that students can read accurately and maintain deep comprehension within connected text. In grades 4–5, the instructional focus shifts toward systematic word analysis, where students utilize consistent routines to deconstruct complex, multisyllabic words into manageable parts. By identifying and closing specific gaps in foundational letter-sound knowledge, educators facilitate the integration of encoding and decoding, using spelling instruction to reinforce the structural patterns found in academic text. This targeted approach, combined with varied practice activities, builds automaticity with academic language, allowing students to read high-level terminology with increasing speed and precision. Ultimately, these strategies lead to foundational gap closure, ensuring that older students possess the linguistic stamina and technical tools necessary to navigate dense, content-area literature with confidence.
Lead person (Who is responsible for ensuring the work gets done?)	Mrs. Dana Bilby, Principal; Dr. Catherine Pichon, Director of Elementary Leadership

Team Members (Who are responsible for doing the work?)		Reading Specialists Academic Coach Coordinator of Compensatory Programs Coordinator of Academic and Intervention Supports				
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>
Year 1: Small group remediation and small group support (including modeling of expectations) by Interventionist (VLA Reading Plans), Reading Specialist, academic coach, tutors, and paraprofessionals (WIN Time)	Principal Assistant Principal Dean Reading Specialist Academic Coach Interventionist	August 2025- June 2026	Reading Specialist Schedule Interventionist Schedule Title 1 Paraprofessional schedule	VALLSS Intervention Program Progress Monitoring Teacher Reassessment Data Student Reading Plans	Small group and intervention support materials University Instructors Tutors(2)	Title I -\$74602.02 School Improvement Grant -45,122.24
Year 1: Modeling whole group literacy block components by reading specialist, academic coach, and interventionists.	Principal Assistant Principal Dean Reading Specialist Academic Coach	Sept. 2025- May 2026	Reading Specialist Schedule Collaborative Planning Discussions Weekly Leadership Team Meeting	Daily Walkthrough form to measure if teachers are implementing with fidelity Weekly Phonics/Morphology Quick Checks (teacher reported) VALLSS Mastery Connect	Small group and intervention support materials University Instructors Tutors(2)	Title I -\$74602.02 school Improvement Grant -45,122.24
Year 1: Administration walkthroughs of small group centers to ensure differentiated small group instruction for high risk students daily	Principal Assistant Principal Dean Reading Specialist Academic Coach	Sept. 2025-May 2026	Admin Walkthrough	Daily Walkthrough form to measure if teachers are implementing with fidelity Weekly Phonics/Morphology Quick Checks (teacher reported) VALLSS Mastery Connect	Small group and intervention support materials University Instructors Tutors(2)	Title I -\$74602.02 School Improvement Grant -45,122.24
Year 2: Refine and standardize small group intervention practices including tutoring	Admin Team Academic Coach Reading Specialists	Oct. 2026-June 2027	Small group lesson plans Intervention rosters Observation data Tutoring schedules	Student data Universal screener results Observation feedback Lesson plan feedback	TBD	TBD

Year 2: Provide targeted coaching and support for teachers implementing the EBIs	Academic Coach Reading Specialists	Sept. 2026-May 2027	Coaching logs Observations PD materials	Observation feedback Walkthrough feedback Surveys	TBD	TBD
Year 2: Use bi-weekly data cycles within PLCs to identify students who need targeted interventions including	Admin Team Academic Coach Reading Specialists	Sept. 2026-May 2027	PLC minutes Data Protocol templates PLC agendas	Track % of students showing growth on formative assessments; monitor mastery of targeted standards	TBD	TBD
Year 3: Embed EBI's and SDI practices into the core instructional systems (master schedule, planning expectations, PLC meetings)	Admin Team Academic Coach Reading Specialists	Aug. 2027- May 2028	Walkthrough tools; List of identified look-fors Data Discussions Lesson Plans Master Schedule	Observation feedback Walkthrough feedback	TBD	TBD
Year 3: Identify persistent subgroup gaps, and inform continuous improvement efforts to inform tutoring needs and the impact from interventions	Admin Team Academic Coach Reading Specialists	Oct. 2027-June 2028	PLC minutes Data Protocol templates PLC agendas	Observation feedback Walkthrough feedback	TBD	TBD
Year 3: Develop internal capacity and leadership by identifying teacher leaders to support PLC facilitation, mentor staff on SDI practices, and sustain data-driven decision-making beyond the three-year cycle.	Admin Team Academic Coach Reading Specialists	Oct. 2027-June 2028	PLC minutes Coaching logs Observations PD materials	Observation feedback Growth on formative assessments and SOL results	TBD	TBD

Multi-year School Support Plan			
3-Year Goal Statement Include the goal statement completed as part of the needs assessment process.	By the end of the 2027-2028 school year, EFES will increase the overall Math proficiency rate from 57% to 75%. This will be achieved by strengthening inclusive Tier I instruction and delivering Specially Designed Instruction (SDI) for Students with Disabilities (SWDs), supported by a rigorous cycle of evidence-based interventions and data-driven progress monitoring.		
School Performance and Support Framework Alignment Select indicator that the goal addresses.	Math Growth		
Measurable Objectives Define objectives that support accomplishing the goal.	Measurable Objective Year 1 By June 2026, EFES will increase the overall Math proficiency rate from 57% to 63%, as measured by	Measurable Objective Year 2 By June 2027, EFES will increase the overall Math proficiency rate from 63% to 69%, as measured by	Measurable Objective Year 3 By June 2028, EFES will increase the overall Math proficiency rate from 69% to 75%, as measured by

	state and division math assessments, through strengthened inclusive Tier I instruction and the implementation of SDI for SWDs, with bi-weekly progress monitoring for at least 80% of students receiving interventions.		state and division math assessments, by refining Tier I instructional practices, intensifying SDI for SWDs, and ensuring 90% fidelity to evidence-based intervention cycles and data-driven instructional adjustments.		state math assessments, by sustaining high-quality inclusive Tier I instruction, fully integrating SDI within core instruction, and maintaining consistent bi-weekly progress monitoring, resulting in at least 85% of students receiving interventions demonstrating adequate growth.	
Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.			Tier 1-Recommendation #1: Provide systematic instruction during intervention to develop student understanding of mathematical ideas. Suggested Grade Level: Elementary - Review and integrate previously learned content throughout intervention to ensure that students maintain understanding of concepts and procedures. - When introducing new concepts and procedures, use accessible numbers to support learning. - Sequence instruction so that the mathematics students are learning builds incrementally. - Provide visual and verbal support. - Provide immediate, supportive feedback to students to address any misunderstandings. https://ies.ed.gov/ncee/WWC/PracticeGuide/26			
Intended Outcomes Describe how student outcomes will improve as a result implementing the evidence-based strategy.			The implementation of systematic, evidence-based Tier I mathematics instruction will strengthen overall Mathematics proficiency and reduce achievement gaps for Students with Disabilities by ensuring instruction is inclusive, sequenced, and responsive to student need. Through intentional review of prior learning, incremental skill development, accessible representations, and immediate feedback, students will develop stronger conceptual understanding and procedural fluency. When embedded within a coherent system of SDI, bi-weekly progress monitoring, and data-driven instructional decision-making, this approach will support sustained proficiency at or above 76% and establish schoolwide, high-quality instructional practices that drive long-term academic growth for all learners.			
Lead person (Who is responsible for ensuring the work gets done?)			Mrs. Dana Bilby, Principal; Dr. Catherine Pichon, Director of Elementary Leadership			
Team Members (Who are responsible for doing the work?)			Mrs. Dana Bilby, Principal Ms. Megan Eberhardt, Assistant Principal Mrs. Abygail Newsome, Academic Coach			
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>

Year 1: Weekly PLCs to plan alignment and use backwards design planning method using standards, pacing guide and assessments to determine the appropriate rigor and identify students for tutoring	Principal Assistant Principal Dean Academic Coach	August 2025- June 2026	Interventionist Schedule Academic Coach Schedule PLC Agendas/Data Monitoring Protocol	Daily Walkthrough form to measure if teachers are implementing practices after the modeling with fidelity Mastery Connect	Small group and intervention support materials University Instructors Tutors(2)	Title I -\$5859.84 School Improvement Grant \$45,122.24
Year 1: Administrator walkthroughs to ensure alignment and use of resources planned with fidelity	Principal Assistant Principal Dean Academic Coach	August 2025- June 2026	Admin Walkthrough	Daily Walkthrough form to measure if teachers are implementing practices after the modeling with fidelity Mastery Connect	Small group and intervention support materials University Instructors Tutors(2)	Title I -\$5859.84 School Improvement Grant \$45,122.24
Modeling whole group math block components by academic coach and interventionist to ensure rigor and use of aligned resources and implement small group remediation/support	Principal Assistant Principal Dean Academic Coach	August 2025- June 2026	Academic Coach Schedule	Daily Walkthrough form to measure if teachers are implementing practices after the modeling with fidelity Mastery Connect	Small group and intervention support materials University Instructors Tutors(2)	Title I -\$5859.84 School Improvement Grant \$45,122.24
Year 2: Transition from general differentiation to the specific integration of SDI within Tier I math. This involves training Gen-Ed and SpEd partners on "Math SDI" (e.g., Concrete-Representational-Abstract (CRA) sequences, explicit instruction, and scaffolding) to ensure SWD students receive their required specialized instruction during the core math block.	Admin Team Academic Coach Interventionist	Oct. 2026- June 2027	Professional development attendance logs; co-teaching lesson plans highlighting specific SDI strategies (e.g., CRA modeling); "Look-for" observation data from walk-throughs.	Increased engagement scores for SWD during core instruction; narrowed "performance gap" on formative unit assessments between Gen-Ed and SWD.	TBD	TBD
Year 2: Refine the Year 1 PLCs to focus specifically on the Math SOL strands where SWD students struggle most. Using bi-weekly data to target specific deficit skills	Admin Team Academic Coach Interventionist	Oct. 2026- June 2027	PLC minutes; pre- and post-test data Data dashboard Data protocols	reduction in the number of students requiring Tier III support	TBD	TBD

Year 2: Implement a specialized progress monitoring tool for math that tracks individual IEP goals alongside SOL-aligned standards.	Admin Team Academic Coach Interventionist	Oct. 2026- June 2027	Completed digital dashboards or progress monitoring folders that align IEP goals with SOL standards	Data-driven adjustments to IEP goals during annual reviews; higher correlation between IEP goal mastery and SOL proficiency.	TBD	TBD
Year 3: Analyze longitudinal math achievement and growth data to assess the sustained impact of Tier I, Tier II, and Tier III supports, ensuring at least 80% of students in interventions meet or exceed annual growth targets and that overall proficiency reaches 75%	Admin Team Academic Coach Interventionist	Oct. 2026- June 2027	Walkthrough tools; look-fors Data Discussions	Track % of students showing growth on formative assessments; monitor mastery of targeted standards	TBD	TBD
Year 3: Embed evidence-based math interventions and SDI expectations into core instructional systems, including the master schedule, curriculum pacing, and lesson planning processes to ensure sustainability and consistency across the school.	Admin Team Academic Coach Interventionist	Oct. 2027-June 2028	Walkthrough tools; look-fors Data Discussions Lesson Plans Master Schedule	Walkthrough feedback Observation feedback Formative assessment data	TBD	TBD
Year 3: Build internal leadership capacity by developing teacher leaders to support PLC facilitation, mentor peers in effective math instruction and SDI practices, and sustain data-driven decision-making beyond the three-year improvement cycle	Admin Team Academic Coach Interventionist	Aug. 2027-June 2028	PLC Agendas Coaching Logs PD calendar	Surveys Walkthrough feedback Observation feedback	TBD	TBD

Assurances

Assurance of Review and Approval

School Year: 2025-2026

Division Name: Suffolk Public Schools

Division-Level Team Lead Name: Dr. Okema Branch

Division-Level Team Lead Email: okemabbranch@spsk12.net

School Name: Elephant's Fork Elementary School

Principal Name: Mrs. Dana Bilby

Principal Email: danabilby@spsk12.net

School Performance Category: Needs Intensive Support

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.

Dana AC Bilby
Principal Name

[Signature]
Principal Signature

2-13-26
Date Approved

Okema Branch
Division-Level Lead Name

[Signature]
Division-Level Lead Signature

2/18/2026
Date Approved

John B. Gordon III
Division Superintendent Name

[Signature]
Division Superintendent Signature

2/18/26
Date Approved

Feb. 26, 2026
Date Reviewed/Approved
per School Board Minutes