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	Kilby Shores Elementary
Grades Served	Pre-K- 5
Principal Name	Dr. Sabrina Lee
Principal Email	sabrinalee@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	okemabranch@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	okemabranch@spsk12.net	SAO	Chief Academic Officer
School Leader	Dr. Sabrina Lee	sabrinalee@spsk12.net	KSES	Principal
School Leader	Shanna Teachey	shannateachey@spsk12.net	KSES	Assistant Principal
Division Rep	Jennifer Conner	jenniferconner@spsk12.net	SAO	Coordinator
Teacher	Ginny Lane	ginnylane@spsk12.net	KSES	Academic Coach
Interventionist	Katrina Hood	katrinahood@spsk12.net	KSES	Title I Interventionist
Teacher	Ania Carr	aniacarr@spsk12.net	KSES	Reading Specialist
Division Rep	Marlo Jackson	marlojackson@spsk12.net	SAO	Coordinator
Division Rep	Shawn Dickerson	shawndickerson@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 the end of the 2027-2028 school year, KSES will increase the overall Reading proficiency rate from 67% to 85%. This sustained growth will be achieved through the mastery of inclusive Tier I instruction and the seamless alignment of Specially Designed Instruction (SDI), ensuring that data-driven interventions and progress monitoring are embedded into the school's daily instructional culture		
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**	**Measurable Objective Year 2**	**Measurable Objective Year 3**
	By June 2026, KSES will increase the overall Reading proficiency rate from 67% to 75%, as measured by state and division reading assessments, through the implementation of inclusive Tier I literacy instruction aligned with SDI, with 100% of identified students with disabilities receiving bi-weekly progress monitoring and data-informed instructional adjustments.	By June 2027, KSES will increase the overall Reading proficiency rate from 75% to at least 80%, while reducing the proficiency gap for Students with Disabilities by at least 5 percentage points, as measured by state and division assessments, through refined Tier I instruction, targeted SDI implementation, and consistent data review cycles.	By June 2028, KSES will increase the overall Reading proficiency rate to at least 85%, sustaining gains through embedded inclusive instructional practices, strengthened Tier I and SDI coherence, and the long-term analysis of student progress-monitoring data to inform continuous improvement.
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 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?)	Dr. Sabrina Lee, Principal; Dr. Catherine Pichon, Director of Elementary Leadership Dr. Okema Branch, Chief Academic Officer
Team Members (Who are responsible for doing the work?)	Dr. Sabrina Lee, Principal Shanna Teachey, Assistant Principal Ginny Lane, Academic Coach Katrina Hood, Interventionist Ania Carr, Reading Specialist

Action Step *(What will be accomplished?)* List the specific, sequenced steps required to complete the activity.	**Process Owner** *(Who is responsible for ensuring the action step is complete?)* Identify a single, accountability lead.	**Time Frame** *(How long will it take?)* Identify the start and end dates for each action step, including any key milestones.	**Progress Checks** *(How will the team monitor progress?)* Define key dates to review process, make adjustments, and confirm the work remains on track.	**Measures of Success** *(How will the team know if the action step is complete?)* Define clear, observable indicators of completion.	**Cost Elements** *(What resources are needed to complete the action step?)*	**Funding Source** (Where will the money come from?)
Year 1: Facilitate collaborative planning meetings and PLC's with general education	Administration, Special Education Teachers, General Education Teachers, Academic	August 2025- May 2026	PLC Agendas, Progress Monitoring Data Sheets	Increase in student assessment data Data Dashboard		

teachers, special education teachers, and support staff to discuss student progress/data, share strategies, and align instructional practices.	Coach, Reading Specialist, and Interventionist			Lesson plan feedback		
Year 1: Implementation of explicit Tier 1 and Tier 2 instruction (small group), to include UFLI/Core 95 phonics & Wonders and using data to identify Students with Disabilities who need tutoring.	Admin Team Academic Coach Reading Specialists	Sept. 2025- May 2026	Classroom Observations and Walkthroughs, Lesson Plans, Unit Test Data	Regular classroom observation feedback Tracking the progress of students by analyzing their performance data	Project Read VSLA Conference Decodable Readers Instructional Materials University Instructor Tutors (2)	<u>Title I</u> $999.00 $3,300 $750 $6,100 School Improvement Grant $45,122.24
Year 2: Conduct targeted classroom walkthroughs and coaching cycles focused on the alignment of Tier I literacy instruction with SDI strategies (e.g., explicit instruction, scaffolding, structured language supports). Use observation data to identify trends and provide differentiated professional learning for general education and special education staff.	Administration, Special Education Teachers, General Education Teachers, Academic Coach, Reading Specialist, and Interventionist	Sept. 2026- May 2027	Walkthrough and observation tools Coaching cycle documentation Lesson plans Professional learning agendas	Increased consistency of inclusive instructional practices across classrooms as evidenced by walkthrough trend data. Growth in reading benchmark and progress-monitoring Reduction in the number of students requiring intensified Tier II or Tier III reading interventions. Increased student engagement	TBD	TBD

Year 2: Implement structured data review meetings at least once per grading period to analyze progress-monitoring and benchmark data, with a specific focus on Students with Disabilities. Adjust interventions and instructional groupings based on data to ensure timely, responsive support.	Administration, Special Education Teachers, General Education Teachers, Academic Coach, Reading Specialist, and Interventionist	Sept. 2026- May 2027	Agendas and minutes from scheduled data review meetings Data protocols. Revised intervention plans and regrouping decisions are documented following data meetings. Progress-monitoring schedules are followed consistently.	Measurable reduction in reading proficiency gaps between Students with Disabilities and their peers. Increased percentage of Students with Disabilities meeting or exceeding expected rates of growth. Improved alignment between assessment data and instructional planning.	TBD	TBD
Year 2: Establish fidelity checks for all literacy interventions, including progress-monitoring tools and instructional routines. Use fidelity data to provide targeted support and coaching to ensure interventions are implemented as designed.	Administration, Special Education Teachers, General Education Teachers, Academic Coach, Reading Specialist, and Interventionist	Sept. 2026- May 2027	Fidelity checklists and observation tools are Coaching Logs Intervention schedules, materials, and group sizes align with program expectations. Staff training records	Increased fidelity scores across literacy interventions. Stronger growth trends in progress-monitoring data for students receiving interventions.	TBD	TBD
Year 3: Integrate inclusive Tier I and SDI literacy practices into schoolwide instructional expectations, curriculum documents, and onboarding materials for new staff. Ensure these practices are consistently reflected in lesson planning, instruction, and assessment across grade levels.	Administration, Special Education Teachers, General Education Teachers, Academic Coach, Reading Specialist, and Interventionist	Sept. 2027- May 2028	Inclusive Tier I and SDI practices are embedded in curriculum guides, instructional frameworks, and schoolwide expectations. Lesson plan templates and observation tools Grade-level and collaborative planning agendas.	Consistent implementation of inclusive literacy practices across grade levels and classrooms. Sustained or increased reading proficiency rates schoolwide. Reduced dependence on intensive interventions due to stronger Tier I instruction.	TBD	TBD
Year 3: Identify and support teacher leaders (general education and	Administration, Special Education Teachers, General Education	Sept. 2027- May 2028	Teacher leaders are identified to support	observation data and self-assessments.	TBD	TBD

special education) to facilitate collaborative planning, model lessons, and peer coaching focused on inclusive literacy instruction. Gradually shift coaching responsibilities from external or centralized support to internal school-based leadership.	Teachers, Academic Coach, Reading Specialist, and Interventionist		inclusive literacy instruction. Coaching Logs PLC Agendas			
Year 3: Analyze multi-year student performance and progress-monitoring data to evaluate the long-term impact of instructional practices and interventions. Use findings to refine instructional priorities, allocate resources strategically, and inform the next cycle of school improvement planning.	Administration, Special Education Teachers, General Education Teachers, Academic Coach, Reading Specialist, and Interventionist	Sept. 2027- May 2028	Multi-year data reports Adjustments to the school improvement plan based on longitudinal analysis.	Sustained gains in reading proficiency over multiple years. Improved outcomes for historically underperforming subgroups. More strategic and targeted use of instructional resources.	TBD	TBD

Multi-year School Support Plan			
3-Year Goal Statement Include the goal statement completed as part of the needs assessment process.	Over the course of the 2025–2028 school years, KSES will maintain and strengthen overall Mathematics proficiency at or above 76%, while reducing achievement gaps for Students with Disabilities. This will be accomplished through the full implementation, refinement, and sustainability of inclusive Tier I instruction and Specially Designed Instruction (SDI), supported by a coherent system of evidence-based interventions, bi-weekly progress monitoring, and data-driven instructional decision-making. By year three, these practices will be embedded schoolwide, ensuring consistent, high-quality instruction and long-term academic growth for all learners.		
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**	**Measurable Objective Year 2**	**Measurable Objective Year 3**
	By June 2026, KSES will maintain or increase overall Mathematics proficiency at or above 76%, while ensuring that 100% of grade-level teams implement inclusive Tier I math instruction and embedded SDI for Students with Disabilities, as evidenced by lesson plans,	By June 2027, KSES will sustain Mathematics proficiency at or above 76% and reduce performance variability across classrooms, with 90% of classrooms demonstrating fidelity to inclusive Tier I and SDI practices, as measured by instructional observation data, and at	By June 2028, KSES will maintain or increase Mathematics proficiency above 76%, while closing identified achievement gaps for Students with Disabilities by at least 5 percentage points, and ensuring that inclusive Tier I instruction, SDI, and progress monitoring cycles are embedded as

	walkthrough data, and bi-weekly progress monitoring records, with at least 80% of identified students receiving targeted interventions demonstrating measurable growth on progress monitoring tools.	least 85% of students receiving interventions meeting or exceeding expected growth targets based on bi-weekly progress monitoring data.	standard practice in 100% of grade-level teams, supported by longitudinal student data demonstrating sustained academic growth over time.
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?)	Dr. Sabrina Lee, Principal; Dr. Catherine Pichon, Director of Elementary Leadership Dr. Okema Branch, Chief Academic Officer		
Team Members (Who are responsible for doing the work?)	Dr. Sabrina Lee, Principal Shanna Teachey, Assistant Principal Ginny Lane, Academic Coach Katrina Hood, Interventionist		

Action Step *(What will be accomplished?)* List the specific, sequenced steps required to complete the activity.	**Process Owner** *(Who is responsible for ensuring the action step is complete?)* Identify a single, accountability lead.	**Time Frame** *(How long will it take?)* Identify the start and end dates for each action step, including any key milestones.	**Progress Checks** *(How will the team monitor progress?)* Define key dates to review process, make adjustments, and confirm the work remains on track.	**Measures of Success** *(How will the team know if the action step is complete?)* Define clear, observable indicators of completion.	**Cost Elements** *(What resources are needed to complete the action step?)*	**Funding Source** (Where will the money come from?)
Year 1: Facilitate collaborative planning meetings and PLC's with general education teachers, special education teachers, and	Administration, Special Education Teachers, General Education Teachers, Academic Coach, Reading	Aug. 2025-June 2026	PLC Agendas, Progress Monitoring Data Sheets	Analysis of student performance data Evaluate lesson plans after modeling to see evidence of SDI	Half Day Planning $1,731.82 Summer Planning $1,840.60	Title I $1,731.82 $1,840.60

support staff to discuss student progress, share strategies, and align instructional practices.	Specialist, and Interventionist			integration/modifications and explicit instruction.	University Instructors Tutors(2)	School Improvement Grant 45,122.24
Year 1: Implementation of explicit Tier 1 instruction (to include Fact Fluency Kits and High-Yield Routines) and differentiated small group instruction, honing in on the SDI profiles of students.	Administration, Special Education Teachers, General Education Teachers, Academic Coach, Reading Specialist, and Interventionist	Sept. 2025- June 2026	Classroom Observations and Walkthroughs, Lesson Plans, Summative Assessment Data by Skill	Regular classroom observations to see how teachers are applying the training in their instructional practices. Use rubric from SPED dept. to assess the integration of SDI profiles into lesson planning and delivery. Tracking the progress of students with disabilities by analyzing their performance data	Navigating Numeracy $2,035 SOL Pass $279.00 Instructional Materials $3,000	Title I $2,035 $279.00 $3,000
Year 1: Use data to inform decision making regarding intervention and remediation groups for tutoring.	Administration, Special Education Teachers, General Education Teachers, Academic Coach, Reading Specialist, and Interventionist	Oct. 2025-June2026	PLC Agendas, Progress Monitoring Data Sheets	Analysis of student performance data		
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.	Administration, Special Education Teachers, General Education Teachers, Academic Coach, Reading Specialist, and Interventionist	Oct. 2026-June2027	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-	Administration, Special Education Teachers, General Education Teachers, Academic Coach, Reading	Oct. 2026-June2027	PLC minutes; pre- and post-test data Data dashboard Data protocols	reduction in the number of students requiring Tier III support	TBD	TBD

weekly data to target specific deficit skills	Specialist, and Interventionist					
Year 2: Implement a specialized progress monitoring tool for math that tracks individual IEP goals alongside SOL-aligned standards.	Administration, Special Education Teachers, General Education Teachers, Academic Coach, Reading Specialist, and Interventionist	Oct. 2026-June2027	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%	Administration, Special Education Teachers, General Education Teachers, Academic Coach, Reading Specialist, and Interventionist	Oct. 2026-June2027	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.	Administration, Special Education Teachers, General Education Teachers, Academic Coach, Reading Specialist, and 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	Administration, Special Education Teachers, General Education Teachers, Academic Coach, Reading Specialist, and 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: okemabranch@spsk12.net
School Name: Kilby Shores Elementary
Principal Name: Dr. Sabrina Lee
Principal Email: sabrinalee@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.

Sabrina Lee	Sabrina Lee	Feb. 10, 2026
Principal Name	Principal Signature	Date Approved
Okema Branch	Okema Branch	2/18/2026
Division-Level Lead Name	Division-Level Lead Signature	Date Approved
John B. Gordon III		2/18/26
Division Superintendent Name	Division Superintendent Signature	Date Approved

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