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	Mack Benn Jr. Elementary
Grades Served	Pre-K – 5
Principal Name	Garrick Rhoads
Principal Email	garrickrhoads@spk12.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	Garrick Rhoads	garrickrhoads@spsk12.net	MBJES	Principal
School Leader	Joanne Pereira	joannepereira@spsk12.net	MBJES	Asst. Principal
School Leader	James Allen	jamesallen@spsk12.net	MBJES	Dean of Students
Division Rep	Jennifer Conner	jenniferconner@spsk12.net	SAO	School Liaison/Coordinator
Teacher	Latoya Shovely	latoyashovely@spsk12.net	MBJES	Academic Coach
Teacher	Heather Hudgins	heatherhudgins@spsk12.net	MBJES	K-2 Reading Specialist
Teacher	Janice Parham	janiceparham@spsk12.net	MBJES	3-5 Reading Specialist
Interventionist	Shoshawna Hayes	shoshawnahayes@spsk12.net	MBJES	Title I interventionist
Interventionist	Casey McKenna	caseymckenna@spsk12.net	MBJES	Title I interventionist
Counselor	Tanjie Brown-Rodgers	tanjiebrown-rodgers@spsk12.net	MBJES	K-2 School Counselor
Division Rep	Marlo Jackson	marlojackson@spsk12.net	SAO	Coordinator

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 2026-2027 school year, the achievement gap for Students with Disabilities will be reduced by increasing overall reading proficiency levels to 75% as measured by the Virginia Standards of Learning (SOL) Assessments. This will be achieved by implementing a standardized framework for high-quality Tier 1 reading instruction, Specially Designed Instruction (SDI) student profiles, and a data-driven system of targeted interventions.		
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**
	To eliminate instructional inconsistency, 100% of reading teachers will demonstrate 1:1 alignment between daily learning intentions and the Virginia SOL Framework. This will be verified through weekly lesson plan audits and bi-weekly 'Look-Fors' during walkthroughs, ensuring that 100% of students in the targeted subgroups are receiving grade-level, standards-aligned instruction daily."	Beginning in Year 1 and continuing through Year 3, 100% of students in the identified subgroups (Students with Disabilities, Economically Disadvantaged) who score "Below Proficient" on fall screeners will receive a minimum of 90 minutes of targeted reading intervention per week, with 80% of those students meeting their individualized growth targets on mid-year benchmarks.	Each year over the three-year period, the combined pass rate for the Students with Disabilities and Economically Disadvantaged) subgroups on the Virginia SOL Reading Assessments will increase by a minimum of 5 percentage points, resulting in a cumulative recovery of at least 15% by June 2027.
Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.	**Tier 1- Recommendation #3 -Grades K-3** **Explicit Phonics Instruction: Teach students to decode words, analyze word parts, and write and recognize words.** • 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		

	Tier 1-Recommendation #1- Grades 4-9 **Explicit Phonics Instruction: Build students' decoding skills so they can read complex multisyllabic words.** • 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/Docs/PracticeGuide/WWC-practice-guide-reading-intervention-full-text.pdf#page=11
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. Okema Branch, Chief Academic Officer Dr. Catherine Pichon, Director of Secondary Leadership
Team Members (Who are responsible for doing the work?)	Garrick Rhoads, Principal Dr. Joann Pereira, Assistant Principal Latoya Shovely, Academic Coach Casey McKenna, Interventionist Shoshawna Hayes, 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: Implement and monitor co-teaching and modeling lessons on explicit phonics instruction	Administrators, Reading Specialists, Academic Coach	Sept. 2024-May 2025	Instructional Specialists' Schedules for Co-taught Lessons, Observation Feedback	Reflection survey, common assessment data; Look for Data in subsequent observations	Not applicable	Not applicable
Year 1: Utilize Core 95 and Lexia Core in daily instruction	Administrators, Reading Specialists, Academic Coach	August 2024-May 2025	PLC Agendas, Professional Learning Presentations, Quarterly Joint Observations with Content Specialists/Special Education Coordinator and/or Specialists Coaching Cycle Feedback Walkthrough Observation and Feedback	Observations, feedback, and assessment data Weekly Classroom Observations by Administration Weekly Classroom Support w/ Feedback from Reading Specialists Weekly Lesson Plan Checks District-Level Assessments UFLI and Core 95 Progress Monitoring VALLSS Lexia Core Progress Monitoring	Lexia Core 5, Core 95 Manuals, Phonics/UFLI Resources, and Decodable Text	(Title I Budget-$20879.12)
Year 1: Administer assessments, review data, and provide targeted intervention for identified students (SPED)	Administrators, Reading Specialists, Academic Coach	Sept. 2024-June 2025	Data Trackers	Use assessment data from a variety of sources to ensure students data is valid and reliable	Summer committee and Substitute Teachers Planning and PLC	(Title 1 Budget-44090.43)
Year 2: Provide Ongoing Targeted Professional Development	Administrators, Reading Specialists, Academic Coach	Sept. 2025-June 2026	Presentations, Agenda, PD Calendar, Sign-in Sheets	Reflection and Next Steps Survey; Observations/Feedback; Assessment data	Grade Level Planning	(Title 1 Budget - $26,400, $2,019.60)
Year 2: Conduct Regular Data Meetings to Monitor Progress and Adjust Instruction	Administrators, Reading Specialists, Academic Coach	Sept. 2025-June 2026	PLC Agendas and Data Tracker	Common Assessment performance	Summer Committee	(Title 1 Budget - $13,237.20, $1,012.65)
Year 2: Implement Targeted Interventions Using Student Data	Administrators, Reading Specialists, Academic Coach	Sept. 2025- June 2026	Lesson Plan Tracker Quarterly Joint Observations with Content Specialists/Special Education Coordinator and/or Specialists Coaching Cycle Feedback Walkthrough Observation and Feedback	Common Assessments Reflection Surveys	Early Grade Tutor UFLI Planning and Assessment, PebbleGo Premier K-5, SPIRE Materials, Kindergarten Reading Intervention, Lowercase Magnetic	(Title 1 Budget - $16,600, $1,269.90) (Title 1 Budget - $24,000)

					Letters, Book Room Resources, Heggerty University Instructor Tutor (1)	36,585.60 School Improvement Grant
Year 3: Establish consistent fidelity checks, coaching cycles, and feedback mechanisms to ensure high-quality implementation of explicit phonics instruction, co-teaching models, and intervention practices across classrooms.	Administrators, Reading Specialists, Academic Coach	Sept. 2026- June 2027	Quarterly Joint Observations with Content Specialists/Special Education Coordinator and/or Specialists Coaching Cycle Feedback Walkthrough Observation and Feedback	Common Assessments Reflection Surveys		TBD
Year 3: Use multi-year assessment data to refine Tier 2 and Tier 3 interventions, tutoring, adjust groupings, and intensify supports for students with persistent literacy gaps, particularly students with disabilities.	Administrators, Reading Specialists, Academic Coach	Sept 2026- June 2027	PLC Agendas and Data Tracker	Observations, feedback, and assessment data Weekly Classroom Observations by Administration Weekly Classroom Support w/ Feedback from Reading Specialists Weekly Lesson Plan Checks District-Level Assessments UFLI and Core 95 Progress Monitoring VALLSS Lexia Core Progress Monitoring	University Instructor Tutors (2)	128,392.59 School Improvement Grant
Year 3: Develop teacher leaders and SPED/Gen Ed collaborative teams to facilitate data meetings, model effective instruction, and support ongoing professional learning without reliance on external support.	Administrators, Reading Specialists, Academic Coach	Sept 2026- June 2027	Presentations, Agenda, PD Calendar, Sign-in Sheets	Reflection and Next Steps Survey; Observations/Feedback; Assessment data		TBD

Multi-year School Support Plan

3-Year Goal Statement Include the goal statement completed as part of the needs assessment process.	During the 2026-2027 school year, MBJES will increase the overall Math proficiency rate from 70% 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.	Math Mastery		
Measurable Objectives	**Measurable Objective Year 1**	**Measurable Objective Year 2**	**Measurable Objective Year 3**

Define objectives that support accomplishing the goal.	"To eliminate instructional inconsistency, 100% of math teachers will demonstrate 1:1 alignment between daily learning intentions and the Virginia SOL Framework. This will be verified through weekly lesson plan audits and bi-weekly 'Look-Fors' during walkthroughs, ensuring that 100% of students in the targeted subgroups are receiving grade-level, standards-aligned instruction daily."	Beginning in Year 1 and continuing through Year 3, 100% of students in the identified subgroups (Students with Disabilities, Economically Disadvantaged) who score "Below Proficient" on fall screeners will receive a minimum of 90 minutes of targeted math intervention per week, with 80% of those students meeting their individualized growth targets on mid-year benchmarks.	Each year over the three-year period, the combined pass rate for the Students with Disabilities, Economically Disadvantaged on the Virginia SOL Mathematics Assessments will increase by a minimum of 5 percentage points, resulting in a cumulative recovery of at least 15% by June 2027.
Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.	**Tier 1-Recommendation #1-Grades K-6** • **Systematic Instruction: Provide systematic instruction during intervention to develop student understanding of mathematical ideas.** o Review and integrate previously learned content throughout intervention to ensure that students maintain understanding of concepts and procedures. o When introducing new concepts and procedures, use accessible numbers to support learning. o Sequence instruction so that the mathematics students are learning builds incrementally. o Provide visual and verbal support. o Provide immediate, supportive feedback to students to address any misunderstandings. **Tier 1- Recommendation #2 -Grades K-6** • **Mathematical Language: Teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts.** o -Routinely teach mathematical vocabulary to rebuild students' understanding of the mathematics they are learning. o -Use clear, concise, and correct mathematical language throughout lessons to reinforce students' understanding of important mathematical vocabulary words. o -Support students in using mathematically pursue language during their verbal and written explanations of their problem solving. https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/WWC-PraxGuide-Elementary-Math-Summary-508c.pdf		

Intended Outcomes Describe how student outcomes will improve as a result implementing the evidence-based strategy.	Systematic instruction streamlines the learning process by integrating prior knowledge with incremental steps, resulting in improved procedural fluency and reduced cognitive load. By utilizing immediate feedback and internalizing scaffolds, students achieve higher accuracy and greater independence. This technical foundation is strengthened by the adoption of precise mathematical language, which shifts students from vague descriptions to formal vocabulary. This shift not only improves metacognition and the ability to explain complex processes but also acts as a "mental hook" for long-term concept retention and better performance on word problems.
Lead person (Who is responsible for ensuring the work gets done?)	Dr. Okema Branch, Chief Academic Officer Dr. Catherine Pichon, Director of Elementary Leadership
Team Members (Who are responsible for doing the work?)	Garrick Rhoads, Principal Dr. Joann Pereira, Assistant Principal Latoya Shovely, Academic Coach Casey McKenna, Interventionist Shoshawna Hayes, 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: Provide professional development on effective mathematical practices aligned (NCTM standards, SOLs, and Zearn).	Admin Instructional Team	Preservice- April 2025	Presentations, Agenda, PD Calendar, Sign-In Sheets	Reflection and Next Steps Survey, Observations/Feedback, Assessment Data	Math Materials and Resources for the Math Lab, Math is FigureOutAble-Leader Membership	$2600
Year 1: Implement a Tier 1 model/co-teach/feedback cycle focused on NCTM, SOL, and Zearn-aligned mathematical practices to enhance student engagement and understanding.	Admin Instructional Team	August 2024- May 2025	PLC Agendas, Professional Learning Presentations, Quarterly Joint Observations w/ Content Specialists, Coaching Cycle Feedback Walkthrough Observation and Feedback	Reflection survey, common assessment data, Look-For Data in subsequent observations, Progress Monitoring data district level common assessments, Zearn Data Reports, Interventionists and Paraprofessional Intervention Schedule	Not applicable	Not applicable
Year 1: Conduct and implement targeted	Admin Instructional Team	Sept. 2024-May 2025	Lesson Plan Tracker	Common Assessments Reflection Surveys	Not applicable	Not applicable

walkthroughs to provide specific feedback on the utilization of effective mathematical practices.			Quarterly Joint Observations w/ Content Specialists and Special Education			
Year 1: Data analysis protocols will be used during math professional learning communities to identify students in need of targeted intervention.	Admin Instructional Team	Oct. 2024- June 2025	PLC Agendas and Data Tracker	Common Assessments	Not applicable	Not applicable
Year 2: Provide professional development on effective mathematical practices aligned (NCTM standards, SOLs, and Zearn).	Admin Instructional Team	Sept. 2025- June 2026	Presentations, Agenda, PD Calendar, Sign-in Sheets	Reflection and Next Steps Survey; Observations/Feedback, Assessment Data	Grade Level Planning Summer Committee	(Title 1 Budget - $26,400, $2,019.60) (Title 1 Budget - $13,237.20, $1,012.65)
Year 2: Implement a Tier 1 model/co-teach/feedback cycle focused on NCTM, SOL, and Zearn-aligned mathematical practices to enhance student engagement and understanding.	Admin Instructional Team	Sept. 2025- June 2026	Observation Feedback, Schedules, Shared Lesson Plans	Reflection survey, common assessment data, Look-For Data in subsequent observations, Progress monitoring data, district level common assessments	Early Grade Tutor	(Title 1 Budget - $16,600, $1,269.90)
Year 2: During PLC & Collaborative Planning, teachers will present, evaluate, and analyze student work samples, classroom assignments, and lessons for alignment to standards and proficiency criteria to identify student in need of T2 and T3 supports and tutoring.	Admin Instructional Team	Sept. 2025- June 2026	PLC Agendas and Data Tracker	Common Assessments	University Instructor Tutors (1)	36,585.60 School Improvement Grant
Year 3: Establish teacher leaders to sustain and scale	Admin Instructional Team	Sept. 2026- June 2027	Teacher Leader roster, PLC Agendas, Sign in sheets, calendar of teacher led	Walkthrough observation, data trends, teacher surveys, assessment data,	Not applicable	Not applicable

effective mathematical practices.			sessions, coaching cycle logs, observation and feedback forms			
Year 3: Strengthen instructional rigor through refined Tier 1 implementation and feedback cycles, implement T2 and T3 interventions as needed based on student data.	Admin Instructional Team	Sept. 2026- June 2027	Walkthrough logs, observation and feedback forms, intervention schedules and PLC meeting minutes	Formative assessment growth, common assessment data, Look-For Data in subsequent observations	University Instructor Tutors (2)	128,392.59 School Improvement Grant
Year 3: Evaluate the long-term impact of instructional practices using longitudinal student data to inform continuous improvement.	Admin Instructional Team	Sept. 2026- June 2027	PLC Agendas and Data Tracker	Formative assessment growth, common assessment data,	Not applicable	Not applicable

Addressing Resource Inequities

Table 7: Addressing Resource Inequities Plan

The Addressing Resource Inequities Plan should be completed by Comprehensive Support and Improvement and Additional Targeted Support and Improvement schools following the complete of the Resource Inequity Review.

Complete a resource inequities plan for each prioritized root cause from the completed Resource Inequity Review process. For each area, identify the 3-year goal statement, measurable objectives, 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.

Addressing Resource Inequities Plan			
3-Year Goal Statement Include the goal statement completed as part of the Resource Inequity Review process.	Over the next three years, the school will refine its instructional schedule to maintain strong literacy and mathematics instruction while expanding access to enrichment opportunities such as art and music, with the goal of increasing student engagement, attendance, and long-term academic achievement.		
Measurable Objectives Define objectives that support accomplishing the goal.	**Measurable Objective Year 1**	**Measurable Objective Year 2**	**Measurable Objective Year 3**
	Maintain rigorous literacy and mathematics instruction while refining instructional practices.	Provide regular opportunities for students to participate in	Leverage balanced instruction and enrichment opportunities

		art, music, and other enrichment experiences.	to improve overall student outcomes.
Strategy Describe the strategy and the rationale for selection.	Implement a phased Balanced Instructional Design approach that strategically protects high-quality literacy and mathematics instructional time while redesigning the master schedule to embed equitable access to enrichment opportunities (art, music, and other electives). This approach will leverage data, staffing structures, and flexible scheduling models to increase student engagement, improve attendance, and support long-term academic growth.		
Intended Outcomes Describe how student outcomes will improve as a result implementing the strategy.	1. Mastery of Core Competencies 2. Increased student engagement and agency 3. Improved attendance and school culture 4. Long-term academic growth		
Lead person (Who is responsible for ensuring the work gets done?)	Garrick Rhoads, Principal Dr. Joann Pereira, Assistant Principal		
Team Members (Who are responsible for doing the work?)	Latoya Shovely, Academic Coach Casey McKenna, Interventionist Shoshawna Hayes, 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: Conduct a schedule audit to identify protected literacy and math minutes; gaps in enrichment access by grade level or subgroup	Admin Instructional Team	June 2024- August 2024	Gap analysis report Master schedule	Reclaimed time identified in the schedule for instruction	Not applicable	Not applicable
Year 1: Establish non-negotiables for literacy and math instruction (time, instructional blocks, intervention windows)	Admin Instructional Team	August 2024- Oct. 2024	List of non-negotiables PLC meeting minutes PLC agenda/sign in sheet	Survey data Look for data Observation feedback	Not applicable	Not applicable

Year 1: Pilot enrichment blocks and collect data	Admin Instructional Team	Oct. 2024-June 2025	Master schedule Time logs Flyers	Survey data Look for data Observation feedback	Not applicable	Not applicable
Year 2: Refine schedule	Admin Instructional Team	July 2025-August 2025	Master schedule	Look for data Observation feedback Teacher feedback	Not applicable	Not applicable
Year 2: Align enrichment experiences with literacy and math skills, SEL and student voice	Admin Instructional Team	Sept. 2025- June 2026	Enrichment activities Student interest inventories	Higher attendance Increased engagement-walkthrough observation Formative assessment data Decreased behavior referrals	Not applicable	Not applicable
Year 2: Monitor correlations between: participation, attendance, and academic performance	Admin Instructional Team	Sept. 2025- June 2026	Data dashboard	Data dashboard Higher attendance Increased engagement-walkthrough observation Formative assessment data Decreased behavior referrals	Not applicable	Not applicable
Year 3: refine schedule	Admin Instructional Team	July 2026-August 2026	Master schedule	Look for data Observation feedback Teacher feedback	TBD	TBD
Year 3: Optimize transitions, pacing, and instructional flow	Admin Instructional Team	Sept. 2026- June 2027	Walkthrough schedule List of look-fors	Walkthrough feedback Increased engagement Student data- attendance, behavior, academic increase	TBD	TBD
Year 3: Evaluate attendance trends, engagement indicators, and academic growth	Admin Instructional Team	Sept. 2026- June 2027	Data dashboard	Data dashboard-	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: Mack Benn Jr. Elementary School
Principal Name: Mr. Garrick Rhoads
Principal Email: garrickrhoads@spsk12.net
School Performance Category: Off Track
School Federal Designation: Comprehensive Support and Improvement - Additional Targeted Support and Improvement

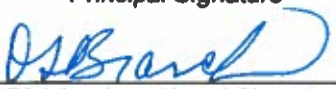
For **Comprehensive Support and Improvement** Schools, the Multi-year School Support Plan must be written by the school division for the school and include four evidence-based interventions. The proposed plan must be approved by the principal and division, reviewed by the local school board, and submitted 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.

Garrick Rhoads Principal Name	 Principal Signature	2/13/26 Date Approved
Okema Branch Division-Level Lead Name	 Division-Level Lead Signature	2/18/2026 Date Approved
John B. Gordon III Division Superintendent Name	 Division Superintendent Signature	2/18/26 Date Approved
		Feb. 26, 2026 Date Reviewed/Approved per School Board Minutes