

# 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	Suffolk Public Schools
Division Superintendent	Dr. John B. Gordon III
School Name	Hillpoint Elementary
Grades Served	Pre-K- 5
Principal Name	Dr. Shaka Miller
Principal Email	shakamiller@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	<a href="mailto:okemabbranch@spsk12.net">okemabbranch@spsk12.net</a>	SAO	Chief Academic Officer
School Leader	Dr. Shaka Miller	<a href="mailto:shakamiller@spsk12.net">shakamiller@spsk12.net</a>	HES	Principal
School Leader	Christine Pisani	<a href="mailto:christinepisani@spsk12.net">christinepisani@spsk12.net</a>	HES	Assistant Principal
School Leader	Juan Rosa-Felix	<a href="mailto:juanrosafelix@spsk12.net">juanrosafelix@spsk12.net</a>	HES	Dean of Students
Division Rep	Jennifer Conner	<a href="mailto:jenniferconner@spsk12.net">jenniferconner@spsk12.net</a>	SAO	Coordinator
Teacher	Christy Fowler	<a href="mailto:christyfowler@spsk12.net">christyfowler@spsk12.net</a>	HES	Academic Coach
Interventionist	Katherine Frye	<a href="mailto:katherinefrye@spsk12.net">katherinefrye@spsk12.net</a>	HES	Title I Interventionist
Teacher	Kerry Patterson	<a href="mailto:kerrypatterson@spsk12.net">kerrypatterson@spsk12.net</a>	HES	Reading Specialist
Teacher	Latoya McGriff	<a href="mailto:latoyamcgriff@spsk12.net">latoyamcgriff@spsk12.net</a>	HES	Reading Specialist
Division Rep	Marlo Jackson	<a href="mailto:marlojackson@spsk12.net">marlojackson@spsk12.net</a>	SAO	Coordinator/Liaison
Division Rep	Kristen Magrogan Blythe	<a href="mailto:kristenmagroganblythe@spsk12.net">kristenmagroganblythe@spsk12.net</a>	SAO	School 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			
<p><b>3-Year Goal Statement</b> Include the goal statement completed as part of the needs assessment process.</p>	<p>By the end of the <b>2027–2028</b> school year, HES will increase the overall Reading proficiency rate from <b>62% to 75%</b>, representing a consistent annual growth of approximately <b>4.3%</b>. This achievement will be driven by the institutionalization of high-leverage inclusive Tier I instruction and Specially Designed Instruction (SDI). Progress will be sustained through a systematic, data-driven cycle of evidence-based interventions and bi-weekly monitoring to ensure equitable outcomes for all students, including Students with Disabilities (SWD)</p>		
<p><b>School Performance and Support Framework Alignment</b> Select indicator that the goal addresses.</p>	<p>Reading Mastery</p>		
<p><b>Measurable Objectives</b> Define objectives that support accomplishing the goal.</p>	<p><b>Measurable Objective Year 1</b></p>	<p><b>Measurable Objective Year 2</b></p>	<p><b>Measurable Objective Year 3</b></p>
	<p>By June 2026, HES will increase the overall Reading proficiency rate from 62% to 66%. This will be measured by [State Test/Universal Screener] results, with 100% of teachers completing professional development in high-leverage inclusive Tier I strategies as evidenced by administrative walkthrough data and lesson plans.</p>	<p>By June 2027, HES will increase the overall Reading proficiency rate from 66% to 71%. Success will be driven by the full integration of Specially Designed Instruction (SDI) for Students with Disabilities (SWD) and the completion of bi-weekly data-driven monitoring cycles, ensuring at least 80% of students receiving interventions meet their individual growth targets.</p>	<p>By June 2028, HES will reach the final target of 75% Reading proficiency. This milestone will be achieved through the institutionalization of systematic evidence-based interventions, resulting in a reduction of the achievement gap between the total student population and the SWD subgroup by at least 5% compared to the 2025 baseline.</p>
<p><b>Evidence-Based Strategy</b> Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.</p>	<p><b>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</b></p> <ul style="list-style-type: none"> <li>• Teach students to blend letter sounds and sound-spelling patterns from left to right within a word to produce a recognizable pronunciation.</li> <li>• Instruct students in common sound-spelling patterns.</li> <li>• Teach students to recognize common word parts.</li> <li>• Have students read decodable words in isolation and in text.</li> <li>• Teach regular and irregular high-frequency words so that students can recognize them efficiently.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Introduce non-decodable words that are essential to the meaning of the text as whole words. <a href="https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf#page=28">https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf#page=28</a></li> </ul> <p><b>EBI #2: Tier 1- Explicit Phonics Instruction: Build students’ decoding skills so they can read complex multisyllabic words. (Recommendation #1) Grades 4-9</b></p> <ul style="list-style-type: none"> <li>• Identify the level of students’ word-reading skills and teach vowel and consonant letter-sounds and combinations, as necessary.</li> <li>• Teach students a routine they can use to decode multisyllabic words.</li> <li>• Embed spelling instruction in the lesson.</li> <li>• Engage students in a wide variety of activities that allow them to practice reading multisyllabic words accurately and with increasing automaticity</li> </ul> <p><a href="https://ies.ed.gov/ncee/WWC/PracticeGuide/29">https://ies.ed.gov/ncee/WWC/PracticeGuide/29</a></p>
<p>Intended Outcomes Describe how student outcomes will improve as a result implementing the evidence-based strategy.</p>	<p>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.</p> <p>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.</p>
<p>Lead person (Who is responsible for ensuring the work gets done?)</p>	<p>Dr. Shaka Miller, Principal; Dr. Catherine Pichon, Director of Elementary Leadership</p>

Team Members (Who are responsible for doing the work?)		Reading Specialists Academic Coach Coordinator of Compensatory Programs Coordinator of Academic and Intervention Supports				
<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>
<b>Year 1:</b> Use assessment data to identify students in subgroups who need targeted support and create small-group intervention plans.	Reading Specialists, Academic Coach	August 2025- May 2026	Review lesson plans and subgroup intervention schedules	Formative assessment data; SOL results	Teacher Instructional Planning- \$5,940.00; Summer Committee Planning- \$5,883.20; Instructional Materials- \$21,707.16; Daily Tutors \$16,600  University Instructor Tutors	Title I \$5,940.00; \$5,883.20; \$21,707.16 \$16,600  School Improvement Grant \$45,122.24
<b>Year 1:</b> Professional development on differentiation	Admin Team Academic Coach Reading Specialists	Sept. 2025- May 2026	Attendance at PD sessions; application of strategies in classroom walkthroughs	Evidence of small-group instruction and differentiated tasks	Teacher Instructional Planning- \$5,940.00; Summer Committee Planning- \$5,883.20; Instructional Materials- \$21,707.16	Title I 5,940.00; \$5,883.20 \$21,707.16
<b>Year 1:</b> PLCs to monitor and adjust interventions	Admin Team Academic Coach Reading Specialists	Sept. 2025-May 2026	PLC Agendas, notes, and documented adjustments to instruction	Growth on formative assessments and SOL results	TBD	TBD
<b>Year 2:</b> 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	TBD	TBD

				Lesson plan feedback		
<b>Year 2:</b> 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
<b>Year 2:</b> 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
<b>Year 3:</b> 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
<b>Year 3:</b> 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
<b>Year 3:</b> 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			
<p><b>3-Year Goal Statement</b> Include the goal statement completed as part of the needs assessment process.</p>	<p>By the end of the 2027–2028 school year, HES will increase the overall Math proficiency rate from 66% to 75%. This achievement will be driven by the institutionalization of high-leverage inclusive Tier I instruction and Specially Designed Instruction (SDI). Progress will be sustained through a systematic, data-driven cycle of evidence-based interventions and bi-weekly monitoring to ensure equitable outcomes for all students, including Students with Disabilities (SWD).</p>		
<p><b>School Performance and Support Framework Alignment</b> Select indicator that the goal addresses.</p>	<p>Math Growth</p>		
<p><b>Measurable Objectives</b> Define objectives that support accomplishing the goal.</p>	<p><b>Measurable Objective Year 1</b></p> <p>By June 2026, 100% of Math teachers and Special Education staff will consistently implement the bi-weekly progress monitoring cycle, with at least 90% of data sets showing documented "instructional pivots" (adjustments to SDI or interventions) during monthly data-review meetings.</p>	<p><b>Measurable Objective Year 2</b></p> <p>By June 2027, the Students with Disabilities (SWD) subgroup will achieve a 5% increase in Math proficiency compared to their 2026 baseline, as measured by VDOE Math SOL, through the verified integration of SDI into Tier I instruction.</p>	<p><b>Measurable Objective Year 3</b></p> <p>By June 2028, HES will reach the 75% overall Math proficiency target, with at least 80% of students in Tier II and Tier III interventions meeting or exceeding their individual annual growth targets, signaling a highly effective and sustainable intervention system.</p>
<p><b>Evidence-Based Strategy</b> Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.</p>	<p><b>Tier 1-Recommendation #1: Provide systematic instruction during intervention to develop student understanding of mathematical ideas. Suggested Grade Level: Elementary</b></p> <ul style="list-style-type: none"> <li>Review and integrate previously learned content throughout intervention to ensure that students maintain understanding of concepts and procedures.</li> <li>When introducing new concepts and procedures, use accessible numbers to support learning.</li> <li>Sequence instruction so that the mathematics students are learning builds incrementally.</li> <li>Provide visual and verbal support.</li> <li>Provide immediate, supportive feedback to students to address any misunderstandings.</li> </ul> <p><a href="https://ies.ed.gov/ncee/WWC/PracticeGuide/26">https://ies.ed.gov/ncee/WWC/PracticeGuide/26</a></p>		
<p><b>Intended Outcomes</b> Describe how student outcomes will improve as a result implementing the evidence-based strategy.</p>	<p>To achieve 75% Math proficiency by 2028, HES will implement a three-year strategic initiative centered on the institutionalization of high-leverage inclusive Tier I instruction and Specially Designed Instruction (SDI). This transformation relies on systematic instruction, which builds deep conceptual understanding by breaking complex mathematical ideas into logical, cumulative steps that reduce cognitive load for diverse learners. Our phased approach begins by establishing a rigorous bi-weekly progress monitoring cycle to drive instructional pivots, progresses to accelerating growth for Students with Disabilities to close achievement gaps, and culminates in a sustainable system where 80% of students in intervention consistently meet or exceed individual growth targets. By moving from rote memorization to evidence-based, data-driven mastery, HES ensures equitable access and long-term academic excellence for every student.</p>		

Lead person (Who is responsible for ensuring the work gets done?)		Dr. Shaka Miller, Principal; Dr. Catherine Pichon, Director of Elementary Leadership Dr. Okema Branch				
Team Members (Who are responsible for doing the work?)		Dr. Shaka Miller, Principal Christine Pisani, Assistant Principal Christy Fowler, Academic Coach				
<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>
<b>Year 1:</b> Identify students in need of targeted interventions (tutoring) and create small group plans.	Admin Team Academic Coach Interventionist	Aug. 2025-June 2026	Review intervention plans and small group schedules; walkthroughs to ensure groups are meeting as planned	Track % of students showing growth on formative assessments; monitor mastery of targeted standards	Teacher Instructional Planning- \$5,940.00; Summer Committee Planning- \$5,883.20; Instructional Materials- \$21,707.16; Daily Tutors \$21,707.16  University Instructors Tutors(2)	Title I - \$5,940.00; - \$5,883.20; \$21,707.16 \$21,707.16  School Improvement Grant 45,122.24
<b>Year 1:</b> Review student data collaboratively and adjust instructional strategies and identify students for tutoring.	Admin Team Academic Coach Interventionist	Sept. 2025- June 2026	Document lesson plans showing evidence of collaborative planning and differentiation	Growth trends on formative assessments and benchmark results; % of students achieving mastery	Teacher Instructional Planning- \$5,940.00; Summer Committee Planning- \$5,883.20; Instructional Materials- \$21,707.16 Title I	
<b>Year 1:</b> Implement a school-wide systematic intervention framework that utilizes explicit modeling, incremental task sequencing, and cumulative review to build students' conceptual understanding and procedural fluency in mathematics.	Admin Team Academic Coach Interventionist	Oct. 2025-June2026	Walkthroughs Data Discussions Lesson Plans Student work List of identified look-fors	Observation feedback Walkthrough feedback		

<p><b>Year 2:</b> 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.</p>	<p>Admin Team Academic Coach Interventionist</p>	<p>Oct. 2026-June2027</p>	<p>Professional development attendance logs; co-teaching lesson plans highlighting specific SDI strategies (e.g., CRA modeling); "Look-for" observation data from walk-throughs.</p>	<p>Increased engagement scores for SWD during core instruction; narrowed "performance gap" on formative unit assessments between Gen-Ed and SWD.</p>	<p>TBD</p>	<p>TBD</p>
<p><b>Year 2:</b> 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</p>	<p>Admin Team Academic Coach Interventionist</p>	<p>Oct. 2026-June2027</p>	<p>PLC minutes; pre- and post-test data Data dashboard Data protocols</p>	<p>reduction in the number of students requiring Tier III support</p>	<p>TBD</p>	<p>TBD</p>
<p><b>Year 2:</b> Implement a specialized progress monitoring tool for math that tracks individual IEP goals alongside SOL-aligned standards.</p>	<p>Admin Team Academic Coach Interventionist</p>	<p>Oct. 2026-June2027</p>	<p>Completed digital dashboards or progress monitoring folders that align IEP goals with SOL standards</p>	<p>Data-driven adjustments to IEP goals during annual reviews; higher correlation between IEP goal mastery and SOL proficiency.</p>	<p>TBD</p>	<p>TBD</p>
<p><b>Year 3:</b> 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%</p>	<p>Admin Team Academic Coach Interventionist</p>	<p>Oct. 2026-June2027</p>	<p>Walkthrough tools; look-fors Data Discussions</p>	<p>Track % of students showing growth on formative assessments; monitor mastery of targeted standards</p>	<p>TBD</p>	<p>TBD</p>
<p><b>Year 3:</b> Embed evidence-based math interventions and SDI expectations into</p>	<p>Admin Team Academic Coach Interventionist</p>	<p>Oct. 2027-June 2028</p>	<p>Walkthrough tools; look-fors Data Discussions Lesson Plans</p>	<p>Walkthrough feedback Observation feedback</p>	<p>TBD</p>	<p>TBD</p>

core instructional systems, including the master schedule, curriculum pacing, and lesson planning processes to ensure sustainability and consistency across the school.			Master Schedule	Formative assessment data		
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**

<b>Assurance of Review and Approval</b>	
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:	Hillpoint Elementary School
Principal Name:	Dr. Shaka Miller
Principal Email:	shakamiller@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.

<u>Dr. Shaka Miller</u>	<u></u>	<u>2/10/26</u>
Principal Name	Principal Signature	Date Approved
<u>Okema Branch</u>	<u></u>	<u>2/18/2026</u>
Division-Level Lead Name	Division-Level Lead Signature	Date Approved
<u>John B. Gordon Jr</u>	<u></u>	<u>2/18/24</u>
Division Superintendent Name	Division Superintendent Signature	Date Approved
		<u>Feb. 26, 2026</u>
		Date Reviewed/Approved per School Board Minutes