Multi-year School Support Plan

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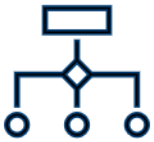
A Statewide Approach to School Improvement

The Virginia Department of Education (the Department) is launching a bold, research-based redesign of how school improvement is supported across the Commonwealth. This new model is anchored in a clear theory of action, when high-quality quantitative and qualitative data are used to understand strengths and challenges in student learning, the Department can align targeted, evidence-based supports that measurably improve student outcomes.

To inform this approach, the Department conducted a comprehensive review of high-performing state education agencies across the nation. The analysis identified key practices associated with improved student outcomes. Drawing on these insights, the Department is focusing on the following critical elements:

Organizational Structure



The Department is implementing a strategic realignment of offices, roles, and responsibilities to improve coherence, collaboration, and operational efficiency. These structural adjustments are designed to streamline communication and increase collaboration to ensure that schools and divisions experience a coordinated and responsive system of support from the Department.

Funding Priorities

Resources are being directed toward the implementation of evidence-based practices. Leadership is empowering school and division leaders with more autonomy and flexibility to maximize every dollar for students, while requiring clear demonstration of returns on investments that directly lead to improved student outcomes.

Effective School Improvement Practices

School improvement is the responsibility of the entire Department. By engaging subject-matter experts from across offices, the Department expands its capacity to deliver high-quality support statewide and increases the depth of expertise available to schools and divisions. This cross-department approach ensures that every school and division benefits from a research-grounded, data-informed, and coordinated system of support.

School Improvement Process

The school improvement approach is grounded in a four-step process for school success. This process is designed to identify strengths, analyze needs, plan strategically, and monitor progress with rigor and transparency.

Step 1: Current State Analysis

This step establishes a clear, evidence-based understanding of a school or division's performance, strengths, and challenges. Key actions include:

- Needs assessment to identify specific areas where the school or division is not meeting expectations.
- Asset mapping to identify and document existing strengths and resources within the division, school, and community.
- Root cause analysis to uncover underlying reasons for performance challenges.
- Resource allocation review to assess how funds are deployed, evaluate the return on investment, and identify any disparities in funding, staffing, or materials that may impede improvement efforts.

Step 2: Planning and Prioritization

This step transforms finding from the current state analysis into a focused, actionable improvement plan. Key actions include:

- Developing a multi-year school support plan to directly address root causes and leverage assets (from the asset mapping process) to support school improvement.
- Prioritizing needs based on impact, feasibility (budget, time, personnel, etc.), and urgency.
- Establishing specific, measurable, achievable, and time-bound goals.
- Selecting evidence-based interventions and creating a detailed funding and staffing plan for execution.

Step 3: Implementing, Monitoring, and Accountability

This step ensures the improvement plan is executed as intended and that progress is regularly measured. Key actions include:

- Developing clear, outcome-based monitoring protocols defining implementation checks (are we doing what we said we would do?) and progress checks (is it working?).
- Implementing monitoring protocols with regular site visits, data reviews, and check-ins to provide timely, actionable feedback to school and division leadership.

Step 4: Progress Reporting and Reflection

This step focuses on transparent communication of progress towards defined goals. Key actions include:

- Quarterly reporting on implementation status, interim progress data, and next steps.
- Annual reporting summarizing progress, highlighting improvements in student outcomes, and detailing successes and ongoing challenges.

This statewide approach reflects a commitment to data-informed decision-making, strong cross-department collaboration, and evidence-based action. Together, these elements create a robust and sustainable model for improving teaching, learning, and student outcomes across the Commonwealth.

A Systemic Multi-Year School Support Plan to Improve Student Outcomes

Research suggests that lasting improvement in schools takes time, focus, and consistent support. A multi-year support plan gives schools the time they need to move beyond short-term fixes and address the root causes of challenges that impact student learning. Planning over multiple years enables schools to make stronger instructional changes, learn from what works, and build the skills and systems necessary to lead to long-term success for students. A multi-year school support plan helps schools by:

- **Giving improvement time to work**: Evidence-based interventions typically require three to five years to yield sustainable improvements in student outcomes.
- **Using resources strategically**: Planning ahead helps schools and divisions use time, talent, and funding effectively, aligning operations and practices to improve efficiency, maximize return on investment, and achieve meaningful improvements in student outcomes.
- **Building trust and clarity:** Families and communities are actively involved in planning, which builds confidence that the school is committed to long-term success and garners lasting support for improvement efforts.

- **Staying focused:** When a school works toward accomplishing well-defined goals over several years, they increase the likelihood of making a measurable sustained impact on improving student outcomes.

The Every Student Succeeds Act provides states with flexibility to design and implement school improvement strategies that are responsive to local needs and grounded in evidence-based practices. One such provision allows states to offer a dedicated planning year to schools newly identified for Comprehensive Support and Improvement or Additional Targeted Support and Improvement. This planning year serves as a foundational phase, enabling schools to engage in a thoughtful and data-informed process before launching their multi-year improvement efforts.

Beginning with the 2025–2026 school year, the Department will require all newly identified Comprehensive Support and Improvement or Additional Targeted Support and Improvement Schools to participate in a planning year as defined in the Virginia Consolidated State Plan. This ensures that school improvement strategies are deeply rooted in a clear understanding of each school's unique context, strengths, and challenges to develop a clear, evidence-based path forward.

Planning Year for Newly Identified Comprehensive Support and Improvement and Additional Targeted Support and Improvement Schools

During the planning year, school divisions may decide to engage in one or more planning year activities designed to uncover the root causes of underperformance. Allowable expenses using School improvement Grant funds include:

- conducting a needs assessment;
- identifying resource inequities;
- monitoring student outcomes across all indicators in the School Performance and Support Framework;
- engaging families and community;
- rigorously reviewing external providers;
- evaluating staffing models;
- reviewing and selecting instructional programs;
- providing professional development and supports; and
- implementing other planning activities as needed.

These activities are intended to identify systemic barriers to student success and to inform the selection of evidence-based interventions that are both targeted and sustainable. Some planning year activities are required and others are suggested.

Required Planning Year Activities

Conduct a Needs Assessment

The needs assessment is the cornerstone of developing the Multi-year School Support Plan, serving as a comprehensive diagnostic tool to help identify the root causes of underperformance. This process involves analyzing multiple sources of quantitative and qualitative data aligned to the School Performance and Support Framework to identify strengths, challenges, and gaps in student outcomes. According to the Every Student Succeeds Act, the needs assessment must be grounded in evidence and informed by input from educators, families, and community members. This process establishes a clear, shared understanding of the school's current context, which allows for targeted and strategic action planning.

Identify Resource Inequities

The Every Student Succeeds Act requires that Comprehensive Support and Improvement and Additional Targeted Support and Improvement Schools identify and address resource inequities that may contribute to disparities in student achievement. This work involves examining how financial, human, and material resources are distributed within the school and among schools. Key features include analyzing access to experienced teachers, advanced coursework, technology, and support services. Identifying these disparities is essential to ensuring that all students have the opportunity to succeed. The findings from this analysis inform strategic decisions about reallocating resources to more effectively support student learning and advance school improvement goals.

Monitor Student Outcomes Across All Accountability Indicators

Monitoring student outcomes across all accountability indicators is critical for understanding how well the school is serving all students. During the planning year, schools will establish and implement protocols to monitor disaggregated student outcomes across all indicators. This approach ensures that improvement efforts are proactive, forward-looking, and informed by data, allowing educators to proactively anticipate and respond to the needs of all learners. It also helps educators establish clear, measurable goals and interim benchmarks aligned with state accountability expectations and continuous improvement.

Suggested Planning Year Activities

Engage Families and Community

Family and community engagement is a foundational element of effective school improvement planning. The Every Student Succeeds Act emphasizes the importance of meaningful stakeholder involvement in both the planning and implementation phases. During the planning year, schools create structures for ongoing dialogue with families, community organizations, businesses, higher education, and local leaders to ensure that the support plan reflects shared priorities. This approach builds trust, fosters collaboration, and strengthens the school's capacity to meet the holistic needs of students.

Rigorously Review External Providers

When schools choose to partner with external providers such as consultants, curriculum vendors, or professional development organizations, the Every Student Succeeds Act requires that these providers be rigorously vetted for quality and evidence of effectiveness. During the planning year, schools establish criteria for selecting providers that align with their identified needs and improvement goals. This includes reviewing research, and evaluating past performance, deliverables, and outcomes. A rigorous review process helps schools avoid ineffective or misaligned partnerships and ensures that external support contributes meaningfully to student outcomes.

Evaluate Staffing Models

Staffing plays a critical role in school improvement, and the Every Student Succeeds Act encourages schools to examine whether their current staffing models support access to high-quality instruction. During the planning year, schools analyze teacher licensure and qualifications, turnover rates, leadership structures, and staff deployment to determine what is working well and what changes are needed. This evaluation may lead to strategies such as strategic staffing, targeted recruitment and retention strategies, professional learning experiences, or coaching. Aligning staffing models with student needs and improvement priorities allows educators to establish a strong foundation for instructional excellence and student success.

Review and Select Instructional Programs

Reviewing curricula, instructional materials, and program for standards alignment, appropriateness to the school context, and overall quality is essential for establishing a strong instructional base. The Every Student Succeeds Act requires that interventions and curricula used in school improvement be evidence-based. Educators can review instructional materials vetted by Virginia educators for alignment to standards on the Department's textbook and instructional materials site, using the Department's textbook review process. Schools can identify and select instructional programs that are grounded in evidence, build on existing strengths, and directly address findings in the needs assessment. This process ensures that instructional materials are aligned, relevant, and capable of accelerating student learning.

Provide Professional Development and Supports

Professional development is essential for equipping educators with the knowledge and skills needed to implement the school support plan effectively. During the planning year, schools identify professional learning needs based on the findings of the needs assessment and the instructional shifts required by selected interventions. The Every Student Succeeds Act emphasizes that professional development must be sustained, intensive, collaborative, and aligned with school improvement goals. This activity includes planning for job-embedded coaching, collaborative planning time, and training on new instructional programs or data systems. By investing in high-quality professional learning, schools build the internal capacity necessary to drive and sustain improvement efforts over time.

Implement Other Planning Activities as Needed

In addition to the core planning year activities outlined by the Every Student Succeeds Act, schools may identify other planning tasks that are critical to their local context. These may include developing communication strategies, refining school climate initiatives, strengthening systems of support, or aligning improvement efforts with other division or state initiatives. The flexibility to implement additional planning activities allows schools to address unique challenges and opportunities that may not be captured through a standard process. These activities, while varied, must still align with the federal emphasis on evidence-based practices, stakeholder engagement, and continuous school improvement. By customizing the planning year to meet their specific needs, schools can ensure that their support plans are both comprehensive and contextually relevant.

Strategic Use of School Improvement Grant Funds to Support the Implementation of Multi-year School Support Plans

School improvement grant funds are designed to support data-informed, evidenced-based improvement efforts included in the Multi-year School Support Plan. As divisions support schools in implementing these plans, grant funding may be strategically used to align resources with identified needs, strengthen implementation, and support improved outcomes for students.

For Comprehensive Support and Improvement, Additional Targeted Support and Improvement, and Targeted Support and Improvement Schools, allowable uses of School Improvement Grant funds may be incorporated into the Multi-year School Support Plan to address prioritized needs as identified through the needs assessment process.

Allowable expenditures for multi-year school support planning and implementation that were not identified as part of the planning year may include, but are not limited to:

- evidence-based strategies
- equipment
- pay beyond contract hours
- professional learning materials and supplies
- professional and consulting services
- software licensing
- high-quality tutoring and interventions
- extended learning opportunities
- parent and family engagement activities
- division-level activities to support the implementation of the Multi-year School Support Plan

The full list of allowable and unallowable expenditures is detailed in the school improvement grant application.

Multi-Year School Support Plan Requirements by Federal Identification Status

The Virginia Consolidated State Plan and Virginia Code (8VAC20-132-280) describe specific requirements for schools with federal designations in the development of the Multi-year School Support Plan. Table 1 summarizes these requirements by federal identification status and planning questions. This table is intended to provide clarity and support educators in understanding the actions required to meet federal and state expectations.

Table 1: Summary of requirements by federal identification status.

School Federal Identification Status	Does the school have a planning year?	Who conducts the needs assessment?	Who develops the multi-year school support plan?	How many evidence-based interventions are required?	Is the plan required to identify & address resource inequities?	Who must review the multi-year school support plan?	Who must approve the multi-year school support plan?
Newly Identified Comprehensive Support and Improvement – Low Performing	Yes	Division for the School	Division for the School	At least Four	Yes	Local School Board	School, Division, and State
Newly Identified Comprehensive Support and Improvement – Additional Targeted Support and Improvement	Yes	Division for the School	Division for the School	At least Four	Yes	Local School Board	School, Division, and State

School Federal Identification Status	Does the school have a planning year?	Who conducts the needs assessment?	Who develops the multi-year school support plan?	How many evidence-based interventions are required?	Is the plan required to identify & address resource inequities?	Who must review the multi-year school support plan?	Who must approve the multi-year school support plan?
Newly Identified Comprehensive Support and Improvement – Federal Graduation Indicator	Yes	Division for the School	Division for the School	At least Four	Yes	Local School Board	School, Division, and State
Newly Identified Comprehensive Support and Improvement – More Rigorous Interventions	No	Division for the School	Division for the School	At least Four	Yes	Local School Board	School, Division, and State
Continuing Comprehensive Support and Improvement	No	Division for the School	Division for the School	At least Four	Yes	Local School Board	School, Division, and State
Continuing Comprehensive Support and Improvement – More Rigorous Interventions	No	Division for the School	Division for the School	At least Four	Yes	Local School Board	School, Division, and State

School Federal Identification Status	Does the school have a planning year?	Who conducts the needs assessment?	Who develops the multi-year school support plan?	How many evidence-based interventions are required?	Is the plan required to identify & address resource inequities?	Who must review the multi-year school support plan?	Who must approve the multi-year school support plan?
Continuing Additional Targeted Support and Improvement	No	School	School	At least Two	Yes	N/A	Local School Board and Division
Targeted Support and Improvement Schools	No	School	School	At least Two	No	N/A	Local School Board and Division

Developing the Muti-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	Dinwiddie County Public Schools
Division Superintendent	Dr. Kari Weston
School Name	Sutherland Elementary
Grades Served	Pre-K-5
Principal Name	Brandi Walker
Principal Email	brwalker@dcpsnet.org
Division Multi-year School Support Plan Lead Name and Title	Dr. Amanda Clay, Chief Academic Officer

Information Needed	Enter Information Below
Division Multi-year School Support Plan Lead Email	aclay@dcpsnet.org

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
School Leadership	Brandi Walker	brwalker@dcpsnet.org	Sutherland	**Principal**
School Leadership	Tammy Bartlett	tbartlett@dcpsnet.org	Sutherland	**Assistant Principal**
Teacher	Desiree Roberts	deroberts@dcpsnet.org	Sutherland	**Reading Specialist**
Teacher	Christy Pagan	cpagan@dcpsnet.org	Sutherland	**Reading Specialist**
Teacher	Katherine Butorac	kbutorac@dcpsnet.org	Sutherland	**Math Interventionist**
Parent	Callie Watkins	callieE22588@gmail.com	Community	**Parent**
Teacher	Allison Ngallaba	angallaba@dcpsnet.org	Sutherland	**ELL Teacher**

Stakeholder Representation	Name	Email	Organization, Department, or Office	Title
Teacher	Tabitha Hadan	thaden@dcpsnet.org	Sutherland	**Teacher**
Teacher	Deborah Williams	dwilliams@dcpsnet.org	Sutherland	**Teacher**
Teacher	Tia Wilson	tiwilson@dcpsnet.org	Sutherland	**Teacher**
Teacher	Katie Adams	kadams@dcpsnet.org	Sutherland	**Teacher**
Teacher	Latia Pollard	lpollard@dscpsnet.org	Sutherland	**Innovation Specialist**
Division Leadership	Dr. Amanda Clay	aclay@dcpsnet.org	Central Services	**Chief Academic Officer**
Division Leadership	Mrs. Mary Peters	mpeters@dcpsnet.org	Central Services	**Director of Exceptional Education**

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.

Reading

Multi-year School Support Plan			
3-Year Goal Statement Include the goal statement completed as part of the needs assessment process.	By the year 2027-2028, 88% of students will show proficiency on the Virginia Standards of Learning Reading Assessments. By the year 2027-2028, 88% of SWD will achieve proficiency on the Virginia Standards of Learning Reading Assessment.		
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 the end of the 2025-2026 school year, Sutherland Elementary will increase the pass rate to 80% for all students demonstrating proficiency and growth in reading as measured by SOL assessments with a specific	By the end of the 2026-2027 school year, Sutherland Elementary will increase the pass rate from 80% to 85% for all students demonstrating proficiency and growth in reading as measured by SOL assessments with a specific	By the end of the 2027- 2028 school year, Sutherland Elementary will increase the pass rate from 85% to 88% for all students demonstrating proficiency and growth in reading as measured by SOL

	focus on SWD. SWD will increase their pass rate score from 33% to 72%.	focus on SWD. SWD will increase their pass rate from 72% to 80%.	assessments with a specific focus on SWD. SWD will increase their pass rate from 80% to 88%.
Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify the evidence tier.	**(Evidence-based) Strategy Name: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade (Recommendation #3:** **Teach students to decode words, analyze word parts, and write and recognize words.)** **Tier of Evidence: Tier 1** **(Evidence-based) Strategy Name: Providing Reading Interventions for Students in Grades 4-9 (Recommendation #1: Build students' decoding skills so they can read complex multisyllabic words.)** **Tier of Evidence: Tier 1** **Description: (K-3) Recommendation #3 (Teach students to decode words, analyze word parts, and write and recognize words)** includes the following strategies: 1) Teach students to blend letter sounds and sound-spelling patterns from left to right within a word to produce a recognizable pronunciation. 2) Instruct students in common sound-spelling patterns. 3) teach students to recognize common word parts 4) have students read decodable words in isolation and in text. 5) teach regular and irregular high-frequency words so that students can recognize them efficiently. 5) introduce non-decodable words that are essential to the meaning of the text as whole words. (4th-9th)—The goal of **Recommendation #1 (Build students' decoding skills so they can read complex multisyllabic words)** is to prepare students with the skills needed to break apart and accurately sound out multisyllabic words. This recommendation includes the following strategies: 1) Identify the level of students' word-reading skills and teach vowel and consonant letter sounds and combinations, as necessary. 2) Teach students a routine they can use to decode multisyllabic words. 3) Embed instruction in the lesson. 4) Engage students in a wide array of activities that allow them to practice reading multisyllabic words accurately and with increasing automaticity.		

	Rationale Grades K-3 VALLSS Scores, Fall 2025 Data reflects percentage of students who require additional explicit instruction in this skill: **Kindergarten (67 students tested)** Letter Names 87% Letter Sounds 85% Beginning Sounds Expressive 79% Phoneme Blending 76% Phoneme Segmenting 49% Real Word Decoding 58% Encoding 62% **First Grade (99 students tested)** Letter Name 92% Letter Sounds 85% Phoneme Blending 98% Phoneme Segmenting 41%% Encoding 32% Real Word Decoding 44%% Pseudoword Decoding 47% Oral Reading Fluency Passage 48% **Second Grade (84 students tested)** Phoneme Blending 99% Phoneme Segmenting 79%% Encoding 54% Real Word Decoding 58% Pseudoword Decoding 67% Oral Reading Fluency Passage 62% **Third Grade (91 students tested)** Letter Name 98% Letter Sounds 96% Phoneme Blending 95% Phoneme Segmenting 62%

	Encoding 37% Real Word Decoding 43% Pseudoword Decoding 47% Oral Reading Fluency Passage 60% **4th Grade (# of students assessed)** **Fall VALLS** **Spelling (37) 65%** **Word Reading (32) 90.63%** **Nonsense Word Reading (33)72.7%** **ORF Pass #1(33)72.7%** **ORF Pass #2(33)72.7%** **Morphology(37)83.7%** **Sentence Comprehension(36)83.3%** **5th Grade (# of students assessed 51)** **Fall VALLSS Data** **Spelling (51) 52.9%** **Word Reading (32) 78.1%** **Nonsense Word Reading (32)87.5%** **ORF Pass #1(40)65%** **ORF Pass #2(40)65%** **Morphology(40)72.5%** **Sentence Comprehension(40)60%**

	2024 Spring SOL Scores **Grade 3** ***Literary Text*** Understand the impact of characters on a plot. All 51% SWD 44% Determine how an author's choice of setting affects the plot. All 49% SWD 42% Determine details relevant to the theme of a story. All 36% SWD N/A ***Informational Text*** Identify or explain how an author uses reasons and evidence to support an idea. All 47% SWD 37% Identify the main idea and supporting details. All 47% SWD 48% Identify Author's Purpose All 55% SWD 58% **Grade 4** ***Literary Text*** Analyze character feelings and/or actions. All 53% SWD 39% Analyze how a character develops and changes in a story. All 50% SWD 30% Determine how an author uses characters to advance the plot. All 49% SWD 18% Determine how an author's choice of setting affects the plot. Total All 53% SWD 43% Summarize the theme or thematic topic. All 52% SWD 82% ***Informational Text*** Differentiate between fact and opinion. All 45% SWD 36% Use a chart to organize cause and effect relationships. All 36% SWD 30% Apply knowledge of text features and search tools. All 52% SWD 54% Explain the relationship between events, concepts, and procedures. All 52% SWD 70% Summarize details in the correct sequence. All 49% SWD 31%

	Grade 5 *Literary Text* Compare and contrast author's point of view. All 54% SWD 27% Describe how a character's actions contribute to characterization. All 54% SWD 53% Describe the conflict and resolution in a story. All 49% SWD 31% Use author's word choice to understand characterization. All 50% SWD 42% *Informational Text* Explain the relationship between ideas in an informational text. All 42% SWD 31% Summarize historical concepts in a text. All 43% SWD 42% Evaluate evidence to support an opinion. All 49% SWD 54% Analyze an author's use of evidence.All 54% SWD 51% Analyze the author's use of text features in informational text. All 48% SWD 36% Explain the relationship between ideas in an informational text. All 42% SWD 31% Describe a text's organizational pattern. All 53% SWD 58% Determine the main idea. All 48% SWD 67% **School Performance Indicator Score Data for Reading (all students)**: 85.75%. (21 Advanced, 129 Proficient, 62 Fail/Basic, 30 Below Basic, 2 Zero Points. (19.29) **School Performance Indicator Score Data for Reading SWD**: 66.07 % (4 Advanced, 9 Proficient, 14 Fail/Basic 13 Below Basic, 1 Zero Points (18.16%) *Summary of Supporting Rationale:* Grades K-3: The greatest area of need for our students in grades K-3 is in the areas of encoding, decoding and segmenting. In an effort to improve in these areas it is necessary for our teachers to provide students with consistent structured literacy lessons using our HQIM. We, as a school, need to use data more consistently to target weak areas (PLC's) and for students to start making the connection with writing. VALLSS data specifically is showing that our students in K-3 are weak in Phoneme Blending, Phoneme Segmenting, Encoding, Real Word Decoding and Pseudoword Decoding.

	Grades 4-5: Students in grades 4 and 5 struggle with higher level thinking questions. A number of our SWD are reading two or more years below grade level and some still have difficulty with letter sounds. In an effort to improve, students need to be exposed to lessons and assessments that are aligned to the standards. Daily lessons should intentionally incorporate writing that is directly connected to content learning. According to the Virginia School Quality Report, Sutherland Elementary had an SOL pass rate of 62% in reading for all Students and a pass rate of 33% for students with disabilities, compared to 74% for all students and 45% for students with disabilities for Virginia. The trend of students with disabilities performing significantly lower than other sub-groups in reading was a concern for the team, therefore, we chose the EBI based on this data. It should be noted that the successful implementation of the EBI in reading will positively impact all students, therefore, increasing the pass rate percentage of students with disabilities.
Intended Outcomes Describe how student outcomes will improve as a result implementing the evidence-based strategy.	Implementing these evidence-based strategies will improve student outcomes by strengthening decoding and word analysis skills essential for reading proficiency and comprehension. These strategies will increase reading accuracy, fluency, and comprehension, leading to improved access to grade-level text and overall academic success on VALLSS and SOL tests, especially for students with disabilities.
Lead person (Who is responsible for ensuring the work gets done?)	Brandi Walker, Principal
Team Members (Who are responsible for doing the work?)	Reading Specialist, Reading Interventionist, Classroom Teachers, Exceptional Education Teachers, Support Staff

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?)
Professional development sessions will be provided for Exceptional Education teachers and K–5 reading teachers on the	The principal is responsible for ensuring the action step is	This action step will begin in February 2026 and conclude in May 2028, with ongoing monitoring and adjustments	Progress will be monitored through bi-monthly planning sessions with grade-level teams, where PD will be	The action step will be considered complete when evidence shows that teachers have attended PD sessions and applied the EBI strategies in instruction. Observable	The people needed for this action step are: Principal, Assistant	The funding source for this action step is Local/Title I.

recommended evidence-based intervention (EBI) strategies. These strategies will be merged into the HQIM Reading Curriculum (HMH) to develop specialty-designed instruction that supports students with disabilities and all students.	complete and holds accountability for monitoring implementation and confirming fidelity.	taking place during the multi-year plan.	infused to support the EBI and meet the needs of SWD. Monthly PD sessions will provide targeted support on the EBI and address SOL strands not yet mastered by SWD and all students. Evidence of progress includes PD agendas and sign-in sheets, presenter PowerPoints and handouts, and lesson plans demonstrating integration of the strategies.	indicators include PD agendas and sign-in sheets, presenter PowerPoints and handouts, lesson plans reflecting EBI strategies, and classroom observations confirming implementation.	Principal, Reading Team Members.	
K-5 and Exceptional Education Teachers will design and implement aligned Reading lesson plans for daily instruction that incorporate the EBI. Lesson plans will be reflective of the DCPS scope and sequence as well as the Structured Literacy modules provided for them for implementation.	The principal is responsible for ensuring the action step is complete and holds accountability for monitoring implementation and confirming fidelity.	This action step will begin in February 2026 and conclude in May 2028, with ongoing monitoring and adjustments taking place during the multi-year plan.	The team will monitor progress on this action step by using bi-weekly planning and data meetings to review how teachers are implementing the EBI within aligned reading instruction and specially designed instruction. During these meetings, the team will develop and review lesson plans to ensure that decoding, structured literacy, and comprehension	This action step will be considered complete when evidence collected during walkthroughs using the DCPS walkthrough tool contains data that indicates the implementation of the EBI is being done to fidelity and data collected during lesson plan reviews indicate that the lesson plans are aligned to the standards in content and cognition.	The people needed for this action step are: Principal, Assistant Principal, Reading Team Members.	The funding source for this action step is Local/Title I.

			strategies are embedded as intended. Administrators will conduct walkthroughs and formal observations to provide evidence of implementation in the classroom, while quarterly division walkthroughs will offer an additional layer of monitoring and support. Key dates for review will occur during each bi-monthly meeting and at the end of each quarter to make adjustments as needed and confirm that instruction remains aligned to the EBI and DCPS scope and sequence.			
General Education and Exceptional Education teachers will collaboratively engage in monthly PLC/Grade Level meetings focused on data review and student progress monitoring. Data analysis will include monitoring implementation of the EBIs, as well as, monitoring SWD progress and all students with	The principal is responsible for ensuring the action step is complete and holds accountability for monitoring implementation and	This action step will begin February 2026, and conclude May 2028. Key milestones include PD monthly, monthly planning/data meetings February 2026-May 2028.	The team will monitor progress on this action step by holding monthly PLC and grade-level data meetings with Exceptional Education teachers and grade-level teachers to review student performance on VALLSS (BOY, MID, EOY), VALLSS progress monitoring,	This action step is complete when PLC/grade-level teachers and Exceptional Education teachers regularly meet to review student data and guide instruction. Agendas and sign-in sheets will show that the meetings happened and that teachers attended. Agendas will include review of VALLSS, SGA, and HMH Module Assessment data for students with disabilities and all students,	The people needed for this action step are: Principal, Assistant Principal, Reading Team Members.	The funding source for this action step is Local/Title I.

VALLSS, SGA, and HMH Module Assessments.	confirming fidelity.		SGA Fall/Winter) and HMH Module Assessments, with a focus on tracking SWD progress while also monitoring all students. Implementation of the EBIs will also be monitored. During these meetings, teachers will analyze the data to identify areas of need, adjust instruction, and ensure that interventions and EBI strategies are effectively supporting students. Key dates for review will occur during each monthly meeting and at the end of each quarter, allowing the team to make timely instructional adjustments, confirm that student progress is on track, and ensure alignment with reading goals for both SWD and all students.	and discussions about how to adjust instruction based on the results. These data meetings directly support the EBIs for decoding and comprehension by ensuring that instruction is informed by student progress, targeting areas where students need additional support, and helping teachers plan lessons that reinforce word reading, decoding skills, and comprehension strategies.		

K-5 teachers will receive feedback on their reading instruction and lesson plans. This will be done using a lesson plan review form and will include feedback on the EBI. The walkthrough tool will also include information in reference to the implementation of the EBI.	The principal is responsible for ensuring the action step is complete and holds accountability for monitoring implementation and confirming fidelity.	This action step will begin in February 2026 and conclude in May 2028, with ongoing monitoring and adjustments taking place during the multi-year plan.	This action step will begin February 2026, and conclude September 2028. Key milestones include data from the walkthrough tool that contains evidence of EBI implementation and data that indicates that all teachers are consistently providing our students with high quality instruction aligned to the standards and incorporating the EBI.	This action step will be considered complete when the data collected on feedback forms and DCPS walkthrough tool that contains evidence of EBI implementation will be used to show that all teachers are consistently providing our students with high quality instruction aligned to the standards and incorporating the EBI.	The people needed for this action step are: Principal, Assistant Principal, Reading Team Members.	The funding source for this action step is Local/Title I.

Evidence of Progress (update monthly)	Analysis of Progress (update monthly)
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MATH

Multi-year School Support Plan			
3-Year Goal Statement Include the goal statement completed as part of the needs assessment process.	By May 2028, Sutherland Elementary will increase the pass rate percentage to 85% for all students demonstrating proficiency and growth in math as measured by SOL assessments with a specific focus on SWD. SWD will increase their pass rate from 42% to 85% through consistent implementation of vertical alignment, implementation of the EBI to fidelity and meaningful data discussions that are focused on student growth.		
School Performance and Support Framework Alignment Select indicator that the goal addresses.	Math Mastery		
Measurable Objectives Define objectives that support accomplishing the goal.	**Measurable Objective Year 1**	**Measurable Objective Year 2**	**Measurable Objective Year 3**
	By the end of the 2025-2026 school year, Sutherland Elementary will increase the pass rate from 61% to 79% for all students demonstrating proficiency and growth in reading as measured by SOL assessments with a specific focus on SWD. SWD will increase their pass rate from 33% to 69%.	By the end of the 2026-2027 school year, Sutherland Elementary will increase the pass rate from 79% to 82% for all students demonstrating proficiency and growth in reading as measured by SOL assessments with a specific focus on SWD. SWD will increase their pass rate from 69% to 77%.	By the end of the 2027-2028 school year, Sutherland Elementary will increase the pass rate from 82% to 85% for all students demonstrating proficiency and growth in reading as measured by SOL assessments with a specific focus on SWD. SWD will increase their pass rate from 77% to 85%.
Evidence-Based Strategy			

Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.	Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades (Recommendation #3)/Tier One: Representations Use a well -chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures) Tier 1 **Description: Recommendation #3 (Representations)** This research-based intervention will be carried out by: 1) Providing students with the concrete and semi-concrete representations that effectively represent the concept or procedure being covered. 2) When teaching concepts and procedures, connect concrete and semi-concrete representations to abstract representations. 3) Provide ample and meaningful opportunities for students to use representations to help solidify the use of representations as "thinking tools.". 4) Revisit concrete and semi-concrete representations periodically to reinforce and deepen understanding of mathematical ideas. **Rationale:** SOL Pass Rates All SWD 22-23 58% 33% 23-24 56% 27% 24-25 61% 42% The school created the needs assessment in January of 2026 with the help of administration, the school leadership team and specific stakeholders related to math. Multiple sources of data including SOL, school detail by question reports, observations and lesson plan review provided evidence of lack of instructional and assessment alignment. The data also showed a weakness in systematic instruction directly related to word problems, the use of manipulatives and pictorial representations/models and the use of mathematical language. The plan focused on the need for professional development on alignment to the VDOE 2023 Mathematics Standards of Learning as well as unpacking the new 2023 math standards to explicit instruction. There is also a need for providing students with the concrete and semi-concrete representations that effectively represent the concept or procedure being taught as shown by the data below.

	Students with disabilities will benefit from the EBI because the data from the 2024-2025 Math SOL scores, indicate a weakness in the area of constructing and identifying graphs, pictographs, models and representing data. Sutherland Elementary had a pass rate of 61% in math for all students, 42% for students with disabilities, compared to 72% in math for all students and 45% for students with disabilities in Virginia. The trend of students with disabilities performing significantly lower than other sub-groups in math was a concern for the team, therefore, we chose the EBI based on this data. It should be noted that the successful implementation of the EBI in math will positively impact all students, therefore, increasing the pass rate percentage of students with disabilities. Data from the 2024 Spring SOLs showed trends in many areas pertaining to representations: **3rd grade** (3.CE.1a) Determine and Justify appropriate use of estimates and exact answers - ALL 32% SWD 50% (3.CE.1e) Represent and solve single-step and multistep contextual problems involving sums and differences of whole numbers - ALL43.28% SWD 40% (3.PS.1e) Analyze and interpret information presented in a bar graph or pictograph - 37.14%ALL 43% SWD (3.PFA.1e) Recognize, describe and extend patterns in various forms– 28.57% ALL 27% SWD (3.NS.4d) Compare values of sets of coins and bills and make change-23.53% ALL 14% SWD (3.MG.4.g) Describe the polygons resulting from combining or subdividing figures-28.57% ALL 60% SWD Students with disabilities scored significantly below All students in the following reporting categories:

	Number and Number Sense All Students 32.5 SWD 28.6 **Computation and Estimation** All Students 32.9 SWD 29.3 **Measurement and Geometry** All Students 32.7 SWD 28.8 **Probability/Statistics, Patterns Functions and Algebra** All Students 32.6 SWD 26.9 **4th Grade** (4.CE.1.d) Estimate, represent, solve and justify solutions to single-multistep contextual problems involving addition and subtraction with whole numbers-40.91%ALL 59%SWD (4.CE.2h) Estimate, represent, solve, and justify solutions to single/multi-step contextual problems involving multiplication with whole numbers.-40.65% ALL 59% SWD (4.CE.4a) Estimate and determine the sum and differences of decimals-37.5% ALL 35%SWD 4.CE4b) Estimate, represent, solve and justify solutions to single /multistep contextual problem involving addition/subtraction with decimals.44.9% ALL 29% SWD (4.CE.3b)Estimate, represent, solve, and justify solutions to single/multi-step contextual problems using addition/subtraction with fractions/mixed numbers.-38.64% ALL 18%SWD (4.NS.3e)Represent equivalent fractions with and without models-25% All 11%SWD (4.PS.2c)Write the probability of a simple even as a fraction from 0 to 1.-38.64% ALL 41%SWD Students with disabilities scored significantly below All students in the following reporting categories: **Number and Number Sense** All Students 30.4 SWD 25.9 **Computation and Estimation**

	All Students 31.2 SWD 26.4 **Measurement and Geometry** All Students 30.3 SWD 25.6 **Probability/Statistics, Patterns Functions and Algebra** All Students 30.7 SWD 26.5 **<u>5th Grade</u>** (5.CE1b)Estimate, represent, solve, and justify contextual problems involving addition, subtraction, and multiplication of whole numbers.37.14% ALL 27% SWD (5.CE2c)Estimate and solve contextual problems involving addition and subtraction of fractions and mixed numbers.40.23%ALL 21% SWD (5.CE.2.d)‡ Solve single-step contextual problems involving multiplication of whole numbers and proper fractions.36.25% ALL 25%SWD (5.NS.1c) Represent equivalent relationships between decimals and fractions-40.19% ALL 29%SWD (5.NS.1d) Compare and order fractions and decimals-47.13% ALL 38%SWD **Number and Number Sense** All 30.0 SWD 25.8 **Computation and Estimation** All Students 29.5 SWD 24.1 **Measurement and Geometry** All Students 28.5 SWD 23.9 **Probability/Statistics, Patterns Functions and Algebra** All students 30.1 SWD 23.5 **Grades 1-5 District Assessment:**

	• Grade 1:73 % pass rate (66.6% SWD) • Grade 2: 35.87% pass rate (0% SWD) • Grade 3: 26.98% pass rate (36.36% SWD) • Grade 4: 29.11% pass rate (12.5% SWD) • Grade 5: 43.21% pass rate (27.27% SWD) **School Performance Indicator Score Data for Math (all students)**: 84.64%. (8 Advanced, 140 Proficient, 62 Fail/Basic, 30 Below Basic, 1 Zero Points. (19.4 indicator score) **School Performance Indicator Score Data for Math SWD**: 63.69 % (1 Advanced, 14 proficient, 11 Fail/Basic, 13 Below Basic, 1 Zero Points (17.51 indicator score)
Intended Outcomes Describe how student outcomes will improve as a result implementing the evidence-based strategy.	Implementing these evidence-based strategies will improve student outcomes by strengthening their ability to move from concrete to semi-concrete to abstract when trying to solve single and multistep problems as well as solving problems where they have to represent or use models. All students will increase their ability to solve complex problems involving models and single and multi-step word problems with a focus on students with disabilities.
Lead person (Who is responsible for ensuring the work gets done?)	Principal Assistant Principal
Team Members (Who are responsible for doing the work?)	Math Interventionist, Tutors, Classroom teachers and Support Staff, ExEd teachers

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?)
Professional development sessions will be held for K-5 teachers on designing written and taught aligned math instruction with an emphasis on Specially Designed Instruction. Professional learning will include and focus on the use of the division's	The principal is responsible for ensuring the action step is complete and holds accountability for monitoring implementation and confirming fidelity.	This action step will begin in February 2026 and conclude in May 2028. Key milestones include monthly PD sessions and bi-monthly planning meetings to integrate EBIs and SDI strategies into	Progress will be monitored through bi-monthly planning sessions with grade-level teams, CTLG planning sessions, and classroom observations, where PD is infused to support	The action step will be considered complete when evidence shows teachers have attended PD sessions and applied EBI strategies with fidelity. Observable indicators include PD agendas/sign-in	CTLG PD Sessions Mathematics support will include collaborative walkthroughs with school administrators and instructional teams to evaluate standards alignment, effective pedagogy, and learning	Funding for this action step will come from SIG funds.

adopted resource Kiddom, DCPS Math curriculum, and the VDOE 2023 Math Standards. Professional learning led by CTLG, will include and focus on the understanding and use of Virginia's 2023 Math Standards of Learning and using concrete and semi-concrete representations and number lines to support students' learning.		instruction. CTLG PD and planning sessions will begin February 2026-September 2026.	EBI implementation and the needs of SWD. Monthly PD sessions will target SOL strands not yet mastered by SWD and all students. Evidence includes PD agendas/sign-in sheets, presenter PowerPoints and handouts, lesson plans, and classroom observations.	sheets, presenter PowerPoints and handouts, lesson plans reflecting EBI strategies, classroom observations confirming implementation, and CTLG PD session records.	environments. These sessions will identify strategic opportunities to strengthen mathematics teaching and vertical alignment across all grade levels.	
K-5 teachers will design and implement aligned Math lesson plans for daily instruction that include the Evidence Based Instruction. Professional Development will be provided by CTLG on how Lesson plans can be reflective of the DCPS scope and sequence, curriculum implementation and the use of Representations: Concrete and Semi-Concrete and number lines. In addition, Lesson Plans will show differentiation of instruction for SWD.	The principal is responsible for ensuring the action step is complete and holds accountability for monitoring implementation and confirming fidelity.	This action step will begin in February 2026 and conclude in September 2028. CTLG support will end in September 2026. Key milestones include monthly PD sessions, bi-monthly planning/data meetings, and lesson plan reviews to ensure alignment and differentiation..	Progress will be monitored through bi-monthly planning/data meetings where teachers and administrators review the implementation of the EBI and specially designed instruction for SWD, and lesson plans will be reviewed bi-weekly to ensure alignment to the DCPS scope and sequence and integration of the EBI, with CTLG planning sessions and classroom	The action step will be considered complete when teachers consistently implement lesson plans aligned to the EBI and differentiated for SWD. Observable indicators include lesson plans showing evidence of EBI use, feedback confirming alignment. CTLG planning session documentation, and formal and informal classroom observation notes from DCPS TalentEd walkthroughs	CTLG PD Sessions Mathematics support will include collaborative walkthroughs with school administrators and instructional teams to evaluate standards alignment, effective pedagogy, and learning environments. These sessions will identify strategic opportunities to strengthen mathematics teaching and vertical alignment across all grade levels.	Funding for this action step will come from SIG funds

			observations providing additional support and professional development infused to strengthen teacher use of EBIs; evidence of monitoring will include planning/data meeting agendas and sign-in sheets, lesson plan feedback demonstrating EBI alignment, and documentation from classroom observations.	confirming fidelity of implementation.		
K-5 teachers will participate in ongoing data meetings and PLC's to discuss EBI implementation and analyze how their students are performing on assessments. Assessments may include quarterly district assessments, SGA's, progress monitoring and SOLs. Weaknesses will be monitored and discussed while applying the knowledge of the professional development (CTLG) and the use of the Virginia 2023 Math	The principal is responsible for ensuring the action step is complete and holds accountability for monitoring implementation and confirming fidelity.	This action step will begin in February 2026 and conclude in September 2028.. Key milestones include monthly PD sessions, bi-monthly planning/data meetings, and lesson plan reviews to ensure alignment and differentiation. CTLG support for this action step will end September 2026.	Progress will be monitored through bi-monthly planning and data meetings, where teachers and administrators review student performance data, including SGA, 24–25 SOL data, and DCAs, with a focus on SWD. Lesson plans will be reviewed during these meetings to ensure alignment to the DCPS scope and sequence and integration of the	The action step will be considered complete when teachers consistently use data to inform instruction and implement aligned EBI strategies. Observable indicators of success include updated Math Data Walls showing student progress, meeting agendas and sign-in sheets documenting data discussions, and evidence of instructional	CTLG PD Sessions Mathematics support will include collaborative walkthroughs with school administrators and instructional teams to evaluate standards alignment, effective pedagogy, and learning environments. These sessions will identify strategic opportunities to strengthen mathematics teaching and vertical alignment across all	Funding for this action step will come from SIG funds.

Instructional Guides. In addition, specific attention and review of data will look at SWD.			Evidence-Based Instruction (EBI), while classroom observations will provide additional support and confirm implementation fidelity. Evidence of monitoring will include planning/data meeting agendas and sign-in sheets, lesson plan feedback showing EBI alignment and differentiation for SWD, and documentation from classroom observations, as well as updates on the Math Data Wall.	adjustments based on analyzed data, particularly for SWD.CTLG planning session documentation, and formal and informal classroom observation notes from DCPS TalentEd walkthroughs confirming fidelity of implementation.	grade levels.	
Sutherland Elementary will host a family-focused Stem in the Gym night designed to engage students and families in hands-on, standards-aligned science investigations and math problem-solving experiences involving the use of concrete and semi-concrete manipulatives that reinforce classroom instruction and promote real-world application of STEM concepts.	The principal is responsible for ensuring the action step is complete and holds accountability for monitoring implementation and confirming fidelity.	This action step will begin in February 2026 and conclude in April 2026 with the implementation of the Stem in the Gym Night.	Data from the 2024-2025 Standards of Learning Tests were reviewed by the planning committee. The team will meet monthly to support the development of activities that are aligned to the standards and provide students with additional higher level problem solving	Stem in the Gym Night will be considered successful when the event is fully executed according to the planned agenda and station plans, with all promotional materials (flyers and social media posts) documented and shared. Family sign-in sheets and participation counts will provide evidence	Costs for the Science/Math Night will include materials for hands-on activities and supplies needed to support the event.	Funding for this action step will come from SIG funds

			opportunities in Math.	of engagement, and student and family feedback will indicate increased understanding of science and math concepts. Additionally, all activities will be standards-aligned and connected to priority Science and Math SOL strands, providing clear, observable indicators that the event supported learning and engagement goals.		
All students in grades K-5 will receive a Math and Science Adventure Bag to use at home. Each bag will contain a Virginia aligned Science Activity, a book that correlates with that activity and a Virginia aligned Math connection activity that ties everything together. Directions and vocabulary cards will be included in each bag, explaining the Science and Math activity and connections. Supplies for the activity will be provided in the bag.	The principal is responsible for ensuring the action step is complete and holds accountability for monitoring implementation and confirming fidelity.	This action step will begin in February 2026 and end in April 2026 when all bags have been distributed to the students.	Once bags are assembled, students will take home their bags for use at home. All students will receive and take bags home. Specifically, SWD would receive math aids related to those activities. (counters, 100's charts, base 10 manipulatives, multiplication chart, fraction bar pieces and conversion charts for measurements).	Indicators: Evidence will be documented by written documentation of the number of bags distributed to students. By May 2026, all students will receive Math and Science Adventure Bags.	Cost for the Math and Science Adventure bags will include the cost of the supplies for Math and Science Adventure Bag	Funding for this action step will come from SIG funds.

Evidence of Progress (update monthly)	Analysis of Progress (update monthly)
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Science

Multi-year School Support Plan			
3-Year Goal Statement Include the goal statement completed as part of the needs assessment process.	By May 2028, Sutherland Elementary will increase the pass rate percentage to 88% for all students demonstrating proficiency and growth in science as measured by SOL assessments with a specific focus on SWD. SWD will increase their pass rate score from 30% to 88%. Consistent, aligned instruction, a focus on the Leaf standards and increased collaborative planning across grade levels and increased teacher training to improve confidence in leading experiments will ensure timely and effective intervention for all learners.		
School Performance and Support Framework Alignment Select indicator that the goal addresses.	**Science Mastery**		
Measurable Objectives	Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3

Define objectives that support accomplishing the goal.	By the end of the 2025–2026 school year, all students will demonstrate science performance and/or growth as measured by Virginia SOL assessments, increasing the pass rate from 51% to 83% proficiency or higher. SWD will increase their pass rate score from 17% to 72% or higher.	By the end of the 2026–2027 school year, all students will demonstrate science performance and/or growth as measured by Virginia SOL assessments, increasing the pass rate from 83% to 85% proficiency or higher. SWD will increase their pass rate score from 72% to 80% or higher.	By the end of the 2027–2028 school year, all students will demonstrate science performance and/or growth as measured by Virginia SOL assessments, increasing the pass rate from 85% to 88% proficiency or higher. SWD will increase their pass rate score from 80% to 88% or higher.
Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.	**5.(Evidence-based) Strategy Name: Lesson plans aligned to the 2018 Standards of Learning with a specific focus on hands-on activities and Leaf standards.** **Tier of Evidence: N/A** The school began the needs assessment process in Spring of 2026 with administration and leadership team. Multiple sources of data including SOL, school detail by questions reports, observations and lesson plan review provided evidence of lack of instructional and assessment alignment. The division leaders then provided guidance in development of the School Support Plan through professional development on the plan's purpose. The principal included the school's leadership team and key instructional leaders in the development of the Science plan. The plan focused on the need for professional development on alignment to the standards. Barriers were discussed and action steps for improving student outcomes were developed and prioritized for the plan. Professional development on the use of Virginia's Curriculum Framework for planning aligned lessons and use of the division's adopted resource, StemScopes, will be provided for all teachers K-5. Monitoring the plan will involve administrators participating in professional development, reviewing lesson plans bi-weekly, classroom observations monthly and disaggregation of Science data quarterly. Evaluation will be determined in May based on grade level and SOL data. Rationale: SOL Pass RatesScores All SWD		

	22-23 45% 15% 23-24 52% 45% 24-25 51% 17% **5**.7 b) Apply an understanding of physical properties on substances All 41% 5.7 b) Apply an understanding of physical properties on substances All 33% 5.3 e) Apply an understanding of the effect friction has on an object's motion All 10% 5.3 b) Apply an understanding of the relationship between speed, direction, and motion All 35% 5.2 a) Apply an understanding of work and force All 43% 5.4 d)Analyze energy transformation using models All 43% 5.6 c) Apply and understanding of the behavior of light All 44% 5.6b) Apply an understanding of the visible spectrum All 47% 5.6b) Apply an understanding of the visible spectrum All 39% 5.4b) Apply an understanding of electrical circuits All 29% 5.5a) Establish a correlation between vibration and sound All 44% 5.8d) Analyze physical characteristics of the ocean environment All 35% 5.8c) Classify and differentiate among rocks and minerals All 35% 5.9a) Classify resource a renewable and non renewable All 47% 5.8e) Describe physical and chemical changes in the oceans All 41% 4.5c) Develop a model to sequence planets of our solar system All 37% 4.4a) Make inferences about weather and climate on Earth All 44% 4.4a)Predict weather events based on weather measurements and weather phenomena All 47% Grades K-2: Students in grades K-2 need increased opportunities to participate in hand-on activities that are related to scientific investigation and begin the critical thinking process. There is a need for aligned instruction and assessments to ensure that all students are learning.

	Grades 3-5: Students in grades 3-5 need access to consistent aligned instruction that focus on the leaf standards. They need to be provided opportunities to participate in hands-on activities. Students need more exposure to activities that require them to analyze and apply their thinking and indicated by the data. A continued focus on pacing and arranging the curriculum so that topics that are the weakest shown by the SDBQ report, are taught earlier in the year. **School Performance Indicator Score Data for Science (all students)**: 89%. (3 Advanced, 36 Proficient, 36 Fail/Basic, 0 Below Basic, 0 Zero Points. (8.9) **School Performance Indicator Score Data for Science SWD**: 77.5% (0 Advanced, 1 proficient, 9 Fail Basic, 0 Below Basic, 0 Zero Points (no score due to number of students tested)
Intended Outcomes Describe how student outcomes will improve as a result implementing the evidence-based strategy.	Through the use of consistent, aligned Science instruction and vertical alignment based on the VDOE's Curriculum Framework, K-5 students will use hands-on lessons that show consistent Scientific Investigation with Intended outcomes of growth for all students and specifically Students With Disabilities.
Lead person (Who is responsible for ensuring the work gets done?)	Principal
Team Members (Who are responsible for doing the work?)	Principal, Assistant Principal, Innovation Specialist, Classroom Teachers and Support Staff

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?)

CTLG will provide professional development for K–5 and Exceptional Education teachers on lesson planning, aligning hands-on learning to standards, and teaching academic vocabulary. CTLG will model strategies, support lesson planning, and provide coaching to ensure these strategies are integrated into daily instruction and accessible for all students, including SWD.	The principal is responsible for ensuring the action step is complete and holds accountability for monitoring implementation and confirming fidelity.	This action step will begin in February 2026 and conclude in September 2028., with ongoing monitoring and adjustments. CTLG support for this action step will end in September 2026.	Progress will be monitored through lesson plan reviews, classroom observations, and analysis of student data from the midyear division assessment. Additionally, planning meeting agendas and sign-in sheets will be used to document participation and discussions. Key review dates will occur during unit planning meetings as determined by the DCPS scope and sequence, where the team will evaluate implementation, make instructional adjustments, and ensure the work remains aligned to the EBI and science/math standards.	The action step will be complete when evidence shows all K-5 teachers have attended professional development sessions and implemented the EBI strategies with fidelity, paying special attention to strategies that address the needs of students with disabilities. Monitoring will include PD agendas and sign-in sheets, lesson plan feedback, and walkthroughs using the DCPS walkthrough tool containing a specific section to document the use of the EBI by CTLG, school administrators, and instructional teams to evaluate standards alignment, implementation of EBI strategies for SWD, and instructional practices across grade levels	CTLG professional development sessions will embed science supports within science instruction and include collaborative walkthroughs with administrators and instructional teams to monitor standards alignment, effective instructional practices, and learning environments. These sessions will be used to identify opportunities to strengthen science instruction and vertical alignment across grade levels, with the purchase of science trade books identified as a necessary resource to support content literacy and instructional implementation.	Funding for this action step will come from SIG funds.
During science lesson planning and preparation sessions,	The principal is responsible for ensuring the action	This action step will begin in February 2026 and conclude in	Progress will be monitored through lesson plan reviews,	Implementation will be verified through documentation of	CTLG PD sessions Math and science support embedded in	Funding for this action step will come from SIG funds.

teachers will engage in structured lesson planning and preparation in conjunction with CTLG and administrators that include Exceptional Education teachers to ensure alignment of instruction and integration of specially designed instruction (SDI). These discussions will focus on connecting tiered supports and accommodations to lesson plans and hands-on science activities, ensuring that all students, including SWD, have access to grade-level content and can successfully apply learned concepts.	step is complete and holds accountability for monitoring implementation and confirming fidelity.	September 2028 , with ongoing monitoring and adjustments. CTLG support for this action step will end in September 2026.	classroom observations bi-weekly, and analysis of student data from the midyear division assessment. Additionally, planning meeting agendas and sign-in sheets will be used to document participation and discussions. Key review dates will occur during unit planning meetings as determined by the DCPS scope and sequence, where the team will evaluate implementation, make instructional adjustments, and ensure the work remains aligned to the EBI and science/math standards.	completed CTLG science professional development, including teacher sign-in sheets and PD agendas. Success will be measured by connecting staff participation to lesson plans aligned to unpacked SOL standards, walkthrough and observation data demonstrating increased use of hands-on investigations and academic science vocabulary, and evidence from PLCs and formative/SOL assessment data showing improvements in student learning. Evidence of revised lesson plans aligned to unpacked SOL standards Walkthrough and observation data showing increased use of hands-on investigations and academic science vocabulary.	science instruction will include collaborative walkthroughs with school administrators and instructional teams to evaluate standards alignment, effective pedagogy, and learning environments. These sessions will identify strategic opportunities to strengthen teaching in Science and vertical alignment across all grade levels.	

Teachers in Grades K–5 will implement evidence-based literacy instruction (EBI) within science instruction using science trade books, anchor charts, graphic organizers, and hands-on investigations. Instruction will focus on EBIs for decoding (including word analysis and high-frequency word recognition) and EBIs for comprehension skills, including summarizing, questioning, and monitoring understanding, to improve students' access to grade-level science content.	The principal is responsible for ensuring the action step is complete and holds accountability for monitoring implementation and confirming fidelity.	This action step will begin in February 2026 and conclude in May, 2026, with ongoing monitoring throughout the year.	Progress will be monitored through bi-weekly PLC meetings to review lesson plans and the creation of anchor charts and graphic organizers, as well as through classroom observations to confirm that anchor charts and graphic organizers are implemented during instruction.	Measures of success will be demonstrated when lesson plans consistently reflect the use of science trade books, anchor charts, and graphic organizers, as well as the explicit implementation of evidence-based literacy instruction for decoding and comprehension. Classroom observations will document the use of these EBIs and confirm that anchor charts and graphic organizers are actively used during instruction. Student work samples will show the application of decoding and comprehension strategies, and student performance on classroom and division science assessments will show measurable improvement.	The cost elements include the purchase of science trade books and instructional materials needed to create anchor charts and graphic organizers.	Funding for this action step will come from SIG funds.
Sutherland Elementary will host a family-focused Stem in the Gym night	The principal is responsible for ensuring the action step is complete	This action step will begin in February 2026 and conclude in April 2026..	Data from the 2024-2025 Standards of Learning Tests were reviewed by the	Stem in the Gym Night will be considered	Costs for the Science/Math Night will include materials for hands-on	Funding for this action step will come from SIG funds.

designed to engage students and families in hands-on, standards-aligned science investigations and math problem-solving experiences that reinforce classroom instruction and promote real-world application of STEM concepts.	and holds accountability for monitoring implementation and confirming fidelity.		planning committee. The team will meet monthly to support the development of activities that are aligned to the standards and provide students with additional opportunities with hands-on lessons in Science.	successful when the event is fully executed according to the planned agenda and station plans, with all promotional materials (flyers and social media posts) documented and shared. Family sign-in sheets and participation counts will provide evidence of engagement, and student and family feedback will indicate increased understanding of science and math concepts. Additionally, all activities will be standards-aligned and connected to priority Science and Math SOL strands, providing clear, observable indicators that the event supported learning and engagement goals.	activities and supplies needed to support the event.	

Evidence of Progress (update monthly)	**Analysis of Progress (update monthly)**

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Assurances

Assurance of Review and Approval
School Year: 2025-2026
Division Name: Dinwiddie County Public Schools
Division-Level Team Lead Name: Dr. Amanda Clay, Chief Academic Officer
Division-Level Team Lead Email: aclay@dcpsnet.org
School Name: Sutherland Elementary
Principal Name: Brandi Walker
Principal Email: brwalker@dcpsnet.org
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 the 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.

Dr. Brandi Walker	Brandi Walker	2/11/2026
Principal Name	Principal Signature	Date Approved
Dr. Amanda Clay	Amanda Clay	2/11/2026
Division-Level Lead Name	Division-Level Lead Signature	Date Approved
Dr. Kari Weston	Kari Weston	2/11/2026
Division Superintendent Name	Division Superintendent Signature	Date Approved
		2/10/2026
		Date Reviewed/Approved per School Board Minutes

Additional Support and Next Steps

This plan serves as the strategic roadmap for improvement and is included in the suite of resources provided by the Office of School Improvement. Support is also available on the Road to Readiness webpage.