

Developing the Multi-year School Support Plan

A well-developed and implemented Multi-year School Support Plan is essential for sustained improvement. The school division identifies a lead who is responsible for facilitating the completion and submission of the Multi-year School Support Plan, including stakeholder engagement. The division lead will be the point of contact for all communications regarding the Multi-year School Support Plan. Complete table 2 to provide information about the division and school.

Division and school information (table 2) and stakeholder engagement (table 3) must be completed for all schools. Planning year activities (tables 4 and 5) must be completed by all newly identified Comprehensive Support and Improvement and Additional Targeted Support and Improvement Schools.

Division and School Information

Table 2: Division and School Information

Information Needed	Enter Information Below
School Year	2025-2026
Division Name	Culpeper County Public Schools
Division Superintendent	Dr. Tony Brads
School Name	Emerald Hill Elementary Schools
Grades Served	PreK-5
Principal Name	Tori Gelbert
Principal Email	vg5933@ccpsweb.org
Division Multi-year School Support Plan Lead Name and Title	Robert Hauman

Information Needed	Enter Information Below
Division Multi-year School Support Plan Lead Email	rhauman@culpeperschools.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
EHE Principal	Tori Gelbert	vg5933@ccpsweb.org	School Based	Principal
EHE Principal	Maci Lane	mlane@ccpsweb.org	School Based	Assistant Principal
CCPS SPED Executive Director	Bari Nixon	bnixon@ccpsweb.org	Central Office, Office of SPED	Executive Director of Special Education
CCPS Director of Literacy	Susan Campbell	scampbell@culpeperschools.org	Central Office, Department of Instruction	K-12 Literacy Director
SPED Designee	Aimee Morehead	amorehead@ccpsweb.org	SPED	Learning Support Teacher
Math Specialist	Kristen Brink	kbrink@ccpsweb.org	Math	Math Specialist
Reading Specialist	Caryn Shaffer	cshaffer@culpeperschools.org	Reading	Reading Specialist

Stakeholder Representation	Name	Email	Organization, Department, or Office	Title
Reading Specialist	Christina Erland	cerland@ccpsweb.org	Reading	Reading Specialist
Behavior Support Teacher	Tricia Leary	tl9422@culpeper schools.org	SPED	Behavior Support Teacher
VESOL Teacher	Jill Engh	jengh@ccpsweb.org	SPED	VESOL Teacher
VESOL Teacher	Melanie Phillips	mdphillips@ccpsweb.org	SPED	VESOL Teacher
Learning Support Teacher	Kim Knighting	kknighting@ccpsweb.org	SPED	Learning Support Teacher
Learning Support Teacher	Erica Marty	em5808@ccpsweb.org	SPED	Learning Support Teacher
Learning Support Teacher	Chamaine Chavis	cc5903@ccpsweb.org	SPED	Learning Support Teacher
General Education	Hope Callahan	hcallahan@culpeperschools.org	3rd	General Education Teacher
General Education	Teresa Chernay	tc9976@ccpsweb.org	3rd	General Education Teacher
General Education	Kimberly Moon	km9767@culpeperschools.org	4th	General Education Teacher
General Education	Mary Jo Jenkins	mj5589@ccpsweb.org	5th	General Education Teacher
General Education	Heidi Scarbrough	ht5833@ccpsweb.org	K	General Education Teacher
General Education	Kristen Tompkins	ktompkins@ccpsweb.org	1st	General Education Teacher
General Education	Alex Carlson	acarlson@ccpsweb.org	2nd	General Education Teacher

Stakeholder Representation	Name	Email	Organization, Department, or Office	Title
General Education	Cortney Kaminski	ckaminski@ccpsweb.org	5th	General Education Teacher

Planning Year

All newly identified Comprehensive Support and Improvement and Additional Targeted Support and Improvement Schools are required to engage in a planning year. Complete table 4 to describe activities that will occur during the planning year. If a planning year is not required, then proceed to table 6.

Table 4: Summary of Planning Year Activities

For each planning year activity, provide a brief summary of (1) what the division plans to do to support the school, (2) why the activity is important, and (3) how the activity will contribute to improved student outcomes.

Required Planning Year Activities	
The activities listed below are required to be completed during the planning year.	
Conduct a needs assessment	
Identify resource inequities	
Monitor student outcomes across all indicators in the School Performance and Support Framework	
Suggested Planning Year Activities	
The activities listed below are not required. If the school division plans to engage in any of these activities and intends to use school improvement grant funding to support them, then the division must complete the information in the table below.	
Engage families and community	
Review external providers	
Evaluate staffing models	
Review and select instructional programs	
Provide professional development and supports	
Implement other planning activities as needed. Provide a	

description of the planning activities	
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Table 5: Planning Year Action Plan

Complete an action plan for each activity identified in table 4. For each activity, identify the lead person, team members, actions steps, process owner, time frame, progress checks, measures of success, cost elements, and funding sources.

Planning Year Action Plan						
Planning Year Activity (What do you plan to do?)						
Lead person (Who is responsible for ensuring the work gets done?)						
Team Members (Who are responsible for doing the work?)						
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?)

Multi-year School Support Plan

Table 6: Multi-year School Support Plan

Complete a support plan for each prioritized root cause from the completed [needs assessment process](#). For each goal, identify the 3-year goal statement, framework indicator, measurable objectives, Evidence-based Strategy, intended outcomes, the lead person, and appropriate team members. Then, identify the actions steps, process owner, time frame, progress checks, measures of success, cost elements, and funding sources.

Multi-year School Support Plan			
3-Year Goal Statement Include the goal statement completed as part of the needs assessment process.	By the end of year three, Emerald Hill Elementary School will implement consistent, high-impact inclusive instructional practices in all general education classrooms to ensure students with disabilities receive coordinated reading instruction aligned to grade-level reading standards and expectations, resulting in increased reading proficiency and reduced achievement gaps.		
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
	Increase the percentage of students with disabilities scoring proficient on the Reading SOL by at least 5 percentage points (35%)	Increase the percentage of students with disabilities scoring proficient on the Reading SOL by an additional 5 percentage points (40%)	Increase the percentage of students with disabilities scoring proficient on the Reading SOL by an additional 5 percentage points (45%)
Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.	(Evidence-based) Strategy Name: Grades K-3: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. https://drive.google.com/file/d/1SbMfnfzrK_O6fSgDZENF59tVpmSql313/view?usp=drive_link Tier of Evidence: Moderate Grades 4-5: Provide purposeful fluency-building activities to help students read effortlessly. https://drive.google.com/file/d/1p5pOuvwrF-k5sha8dXc9ZIsF6e58r4t/view?usp=drive_link Tier of Evidence: Strong		

		Description: Teachers will ensure students in grades K-3 read connected text every day and monitor students' reading accuracy, fluency, and comprehension through formal assessments and Nationally Normed assessments and progress monitoring. Teachers in grades 4-5 will provide fluency-building activities and assessments to build and monitor students' fluency skills.				
Intended Outcomes Describe how student outcomes will improve as a result implementing the evidence-based strategy.		Increased access to grade-level reading instruction and expectations for students with disabilities through the use of collaborative teaching models and scaffolding of grade level content. SWD will have daily opportunity to practice oral reading to improve their accuracy and rate. Materials can be differentiated as students work toward independently reading grade-level material. Improved reading fluency, comprehension, and overall proficiency. Reduced instructional fragmentation and increased alignment between general and special education instruction. Sustained growth reflected across state assessments.				
Lead person (Who is responsible for ensuring the work gets done?)		Tori Gelbert, Principal				
Team Members (Who are responsible for doing the work?)		Tori Gelbert, Principal Maci Lane, Assistant Principal Aimee Morehead, SPED Designee Reading Specialists Special Education Teachers General Education Teachers (K–5) Office of Special Education				
Action Step <i>(What will be accomplished?)</i> List the specific, sequenced steps required to complete	Process Owner <i>(Who is responsible for ensuring the</i>	Time Frame <i>(How long will it take?)</i>	Progress Checks <i>(How will the team monitor progress?)</i>	Measures of Success	Cost Elements <i>(What resources are needed to complete the action step?)</i>	Funding Source <i>(Where will the money come from?)</i>

the activity.	<i>action step is complete?</i> Identify a single, accountability lead.	Identify the start and end dates for each action step, including any key milestones.	Define key dates to review process, make adjustments, and confirm the work remains on track.	<i>(How will the team know if the action step is complete?)</i> Define clear, observable indicators of completion.		
The school will redesign special education teacher and paraeducator schedules to provide consistent, targeted instructional support in grades 3-5, ensuring staffing structures align to student needs and improve access to grade-level learning.	Principal	Winter Planning (Implementation January 2026)	Monthly Schedule Reviews	Increased collaborative instructional minutes for targeted support	None (staffing realignment)	N/A
Students with disabilities will receive targeted fluency instruction and individualized oral reading practice daily. Teachers will implement a routine for oral reading practice that includes corrective feedback. Students' oral reading rates and accuracy will be monitored at least 2xs monthly.	Caryn Shaffer, Reading Specialist	School Year (Ongoing)	Data Spreadsheet, progress monitoring data	Increased fluency (ORF)	None	N/A
Emerald Hill Elementary School will establish protected, shared collaboration time for grade-level teams, co-teaching partners, and special education teachers to strengthen co-planning, instructional alignment, and implementation of inclusive practices.	Principal	School Year (Ongoing)	Special education teacher and paraeducator schedules	Co-Teaching Lesson Plans	None	N/A

The school will implement a systematic process for reviewing individual student needs, eligibility, and service plans to ensure students receive appropriate supports and services aligned to their instructional needs.	Amanda Demko, Office of Special Education	Quarterly Data Review	Data Sheets/Updates	Increased Student growth and proficiency data	None	N/A
The school will strengthen professional knowledge and collaborative relationships between SPED and General Education teachers. Select teachers will be provided targeted professional development opportunities aligned with identified Evidence-Based Indicators (EBIs) and utilizing high student engagement practices. Staff members will then return to share acquired knowledge and best practices with the entire teaching staff to support collective capacity building to serve SWD and those with like-data.	Principal	Summer 2026 and 2026-2027 School Year	Conference Attendance, PD Survey Responses	Walkthrough/Observation Data & Increased Student growth and proficiency data	Professional Development - Get Your Teach On Conference Registration \$3804 (6 participants) Hotel \$140 x3 for 4 nights = \$1,680 Food x6 \$60 daily rate x 2day (\$720) \$80 daily rate x3 days (\$1,440) = \$2,160 Total: \$7,644	SIG Grant
Host a special education parent meeting focused on accreditation status, student growth data, updated instructional schedules, and available school and community resources to	Principal	Annually (Initial One February 2026)	Meeting agendas and materials Parent attendance sign-in	Parent meeting held with documented agenda and presentation	Meeting materials, resources for parents (\$461.02)	School Funds

strengthen family understanding and partnership in supporting student learning.						
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Multi-year School Support Plan			
3-Year Goal Statement Include the goal statement completed as part of the needs assessment process.	By the end of year three, Emerald Hill Elementary School will implement consistent, high-impact inclusive instructional practices in all general education classrooms to ensure students with disabilities receive coordinated math instruction aligned to grade-level standards, resulting in increased math proficiency and reduced achievement gaps.		
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 Increase the percentage of students with disabilities scoring proficient on the Math SOL by at least 5 percentage points (43%)	Measurable Objective Year 2 Increase the percentage of students with disabilities scoring proficient on the Math SOL by an additional 5 percentage points (48%)	Measurable Objective Year 3 Increase the percentage of students with disabilities scoring proficient on the Math SOL by an additional 5 percentage points (53%)
Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.	(Evidence-based) Strategy Name: Word Problems: Provide deliberate instruction on word problems to deepen students' mathematical understanding and support their capacity to apply mathematical ideas. https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/WWC2021006-Math-PG.pdf#page=47 Tier of Evidence: Strong Description: Teachers will provide whole group and small group instruction on word problems and word problem strategies to deepen mathematical understanding.		
	Increased access to grade-level math instruction for students with disabilities through the use of collaborative teaching models and scaffolding of grade level content.		

Intended Outcomes Describe how student outcomes will improve as a result implementing the evidence-based strategy.		Reduced instructional fragmentation and increased alignment between general and special education instruction. Sustained growth reflected across state assessments.				
Lead person (Who is responsible for ensuring the work gets done?)		Tori Gelbert, Principal				
Team Members (Who are responsible for doing the work?)		Tori Gelbert, Principal Maci Lane, Assistant Principal Aimee Morehead, SPED Designee Math Specialists Special Education Teachers General Education Teachers (K–5) Office of Special Education				
Action Step <i>(What will be accomplished?)</i> List the specific, sequenced steps required to complete the activity.	Process Owner <i>(Who is responsible for ensuring the action step is complete?)</i> Identify a single, accountability lead.	Time Frame <i>(How long will it take?)</i> Identify the start and end dates for each action step, including any key milestones.	Progress Checks <i>(How will the team monitor progress?)</i> Define key dates to review process, make adjustments, and confirm the work remains on track.	Measures of Success <i>(How will the team know if the action step is complete?)</i> Define clear, observable indicators of completion.	Cost Elements <i>(What resources are needed to complete the action step?)</i>	Funding Source <i>(Where will the money come from?)</i>
The school will redesign special education teacher and paraeducator schedules to provide consistent, targeted instructional support in grades 3-5, ensuring staffing structures align to	Principal	Winter Planning (Implementation January 2026)	Monthly Schedule Reviews	Increased collaborative instructional minutes for targeted support	None (staffing realignment)	N/A

student needs and improve access to grade-level learning.						
Teachers teaching students with disabilities will receive professional development on problem solving. Students with disabilities will be taught problem solving strategies and implement the strategies when working on math problems.	Kristen Brink, Math Specialist -	School Year (Ongoing)	Unit Data	Increased proficiency on word problem questions	None	N/A
Emerald Hill Elementary School will establish protected, shared collaboration time for grade-level teams, co-teaching partners, and special education teachers to strengthen co-planning, instructional alignment, and implementation of inclusive practices.	Principal	School Year (Ongoing)	Special education teacher and paraeducator schedules	Co-Teaching Lesson Plans	None	N/A
The school will implement a systematic process for reviewing	Amanda Demko, Office of Special Education	Quarterly Data Review	Data Sheets/Updates	Increased Student growth and proficiency data	None	N/A

individual student needs, eligibility, and service plans to ensure students receive appropriate supports and services aligned to their instructional needs.						
The school will strengthen professional knowledge by providing targeted professional development opportunities aligned with identified Evidence-Based Indicators (EBIs). Staff members will then return to share acquired knowledge and best practices with the entire teaching staff to support collective capacity building.	Principal	Summer 2026 and 2026-2027 School Year	Conference Attendance, PD Survey Responses	Walkthrough/Observation Data & Increased Student growth and proficiency data	Conference listed under Reading	No additional funds
Host a special education parent meeting focused on accreditation status, student growth data, updated instructional schedules, and	Principal	Annually (Initial One February 2026)	Meeting agendas and materials Parent attendance sign-in	Parent meeting held with documented agenda and presentation	Meeting materials, resources for parents (\$461.02)	School Funds

available school and community resources to strengthen family understanding and partnership in supporting student learning.						
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Multi-year School Support Plan			
3-Year Goal Statement Include the goal statement completed as part of the needs assessment process.	By the end of year three, Emerald Hill Elementary School will implement consistent, high-impact inclusive instructional practices in all general education classrooms to ensure students with disabilities receive differentiated instruction in science resulting in increased science proficiency and reduced achievement gaps.		
School Performance and Support Framework Alignment Select indicator that the goal addresses.	Science Mastery		
Measurable Objectives Define objectives that support accomplishing the goal.	Measurable Objective Year 1 Increase the percentage of students with disabilities scoring proficient on the Science SOL by at least 10 percentage points (23%)	Measurable Objective Year 2 Increase the percentage of students with disabilities scoring proficient on the Science SOL by an additional 10 percentage points (33%)	Measurable Objective Year 3 Increase the percentage of students with disabilities scoring proficient on the Science SOL by an additional 5 percentage points (38%)
Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.	Not Required		
Intended Outcomes Describe how student outcomes will improve as a result implementing the evidence-based strategy.	Increased access to differentiated science instruction for students with disabilities through the use of collaborative teaching models and scaffolding of grade level content. Sustained growth reflected across state assessments.		
Lead person (Who is responsible for ensuring the work gets done?)	Tori Gelbert, Principal		

Team Members (Who are responsible for doing the work?)		Tori Gelbert, Principal Maci Lane, Assistant Principal Aimee Morehead, SPED Designee Math Specialists Special Education Teachers General Education Teachers (K–5) Office of Special Education				
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?)
The school will redesign special education teacher and paraeducator schedules to provide consistent, targeted instructional support in grades 3-5, ensuring staffing structures align to student needs and improve access to grade-level learning.	Principal	Winter Planning (Implementation January 2026)	Monthly Schedule Reviews	Increased collaborative instructional minutes for targeted support	None (staffing realignment)	N/A
Emerald Hill Elementary School will establish	Principal	School Year (Ongoing)	Special education teacher and paraeducator schedules	Co-Teaching Lesson Plans	None	N/A

protected, shared collaboration time for grade-level teams, co-teaching partners, and special education teachers to strengthen co-planning, instructional alignment, and implementation of inclusive practices.						
The school will implement a systematic process for reviewing individual student needs, eligibility, and service plans to ensure students receive appropriate supports and services aligned to their instructional needs.	Amanda Demko, Office of Special Education	Quarterly Data Review	Data Sheets/Updates	Increased Student growth and proficiency data	None	N/A

Addressing Resource Inequities

Table 7: Addressing Resource Inequities Plan

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

Complete a resource inequities plan for each prioritized root cause from the completed Resource Inequity Review process. For each area, identify the 3-year goal statement, measurable objectives, strategy, intended outcomes, the lead person, and appropriate team members. Then, identify the actions steps, process owner, time frame, progress checks, measures of success, cost elements, and funding sources.

Addressing Resource Inequities Plan						
3-Year Goal Statement Include the goal statement completed as part of the Resource Inequity Review process.						
Measurable Objectives Define objectives that support accomplishing the goal.		Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3		
Strategy Describe the strategy and the rationale for selection.						
Intended Outcomes Describe how student outcomes will improve as a result implementing the strategy.						
Lead person (Who is responsible for ensuring the work gets done?)						
Team Members (Who are responsible for doing the work?)						
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?)

Assurances

Assurance of Review and Approval
School Year: 2025-2026
Division Name: Culpeper County
Division-Level Team Lead Name: Robert Hauman
Division-Level Team Lead Email: rhauman@ccpsweb.org
School Name: Emerald Hill Elementary
Principal Name: Tori Gelbert
Principal Email: vg5933@ccpsweb.org
School Performance Category: Off Track
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>Victoria Gelbert</u> Principal Name	<u>Victoria Gelbert</u> Principal Signature	<u>2/2/26</u> Date Approved
<u>Robert T. Hauman</u> Division-Level Lead Name	<u>Robert T. Hauman</u> Division-Level Lead Signature	<u>2/2/26</u> Date Approved
<u>Anthony S. Brads</u> Division Superintendent Name	<u>Anthony S. Brads</u> Division Superintendent Signature	<u>2/2/2026</u> Date Approved
		<u>Feb. 2, 2026</u> 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. Supports are also available on the [Road to Readiness](#) webpage.