

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. Anthony Brads
School Name	Farmington Elementary School
Grades Served	PreK-5
Principal Name	Jack Glick
Principal Email	jglick@ccpsweb.org
Division Multi-year School Support Plan Lead Name and Title	Rob Hauman—Executive Director of Instruction

Information Needed	Enter Information Below
Division Multi-year School Support Plan Lead Email	rhauman@ccpsweb.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
FES Principal	Jack Glick	jglick@ccpsweb.org	School-based	Principal
FES Principal	Rose Constantini	rconstantini@ccpsweb.org	School based	Assistant Principal
CCPS Sped Executive Director	Bari Nixon	bnixon@ccpsweb.org	Central office, Office of Special Education	Executive Director of Special Education
CCPS Director of Literacy	Susan Campbell	scampbell@ccpsweb.org	Central office, Department of Instruction	Director of Literacy K-12
Reading Specialist	Christin Smith	csmith@ccpsweb.org	Reading	Reading Specialist
Reading Specialist	Ann Mayles	amayles@ccpsweb.org	Reading	Reading Specialist
Reading Interventionist	Victoria Mundia	Vmundia@ccpsweb.org	Reading	Reading Interventionist

Stakeholder Representation	Name	Email	Organization, Department, or Office	Title
Learning Support Teacher	Audrey Dunlap	adunlap@ccpsweb.org	Special Education	Learning Support Teacher
Learning Support Teacher	Jennifer Majors	jmajors@ccpsweb.org	Special Education	Learning Support Teacher
Learning Support Teacher	Genevieve Zitzmann	gzitzmann@ccpsweb.org	Special Education	Learning Support Teacher
General Education Teacher	Genesis Jimenez	gjimenez@ccpsweb.org	Kindergarten	General Education Teacher
General Education Teacher	Alexis Groene	agroene@ccpsweb.org	First	General Education Teacher
General Education Teacher	Wendy Young	wyoung@ccpsweb.org	Second	General Education Teacher
General Education Teacher	Erin Kennedy	ekennedy@ccpsweb.org	Third	General Education Teacher
General Education Teacher	Joshua Atkin	jatkin@ccpsweb.org	Fourth	General Education Teacher
General Education Teacher	Jennifer Teitelbaum	jt5556@ccpsweb.org	Fifth	General Education Teacher
VESOL Teacher	Anna Rochow	arocho@ccpsweb.org	Special Education	VESOL Teacher Designee

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, Farmington 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 standards, 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 SWD will increase pass rate by at least 8%.	Measurable Objective Year 2 SWD will increase pass rate by at least 5%.	Measurable Objective Year 3 SWD will increase pass rate by at least 5%.	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
Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.	Grades k-3: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.			
	https://ies.ed.gov/ncee/MWC/Docs/PracticeGuide/wwwc_foundationalreading_040717.pdf#page=38			
	Tier of Evidence: Moderate			

		Grades 4-5: Provide purposeful fluency building activities to help students read effortlessly.	https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/WWC-practice-guide-reading-intervention-full-text.pdf#page=19	Teachers in grades 4-5 will provide fluency-building activities and assessments to build and monitor students' fluency skills.		
Tier of Evidence: Strong						
Intended Outcomes Describe how student outcomes will improve as a result implementing the evidence-based strategy.	Students' basic decoding and oral reading skills will improve and allow them to access core curriculum. This will allow for better performance on grade level assessments and state assessments.					
Lead person (Who is responsible for ensuring the work gets done?)	Jack Glick					
Team Members (Who are responsible for doing the work?)	School administration, instructional staff who serve students with disabilities.					
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?)
Build staff capacity for collaborative instruction to include co-teaching.	Karissa Miranda	February 2026-August 2026	Quarterly reports on trainings and attendance	Co-teaching opportunities will be observed through walkthroughs	Instructional materials on collaborative teaching; funds for staff training outside of school hours.	SIG Grant
Build schedules with the goal of	Jack Glick and Rose Constantini	February 2026-August 2026	Monthly at ITL meetings	Increased opportunities for	N/A	N/A

common planning times for collaborative teaching teams.					common planning among collaborative teams		
Track and respond to attendance data for SWD.	Rose Constantini and Lawanda Moore	February 2026-June 2026	Weekly at Behavior Team meetings		Decrease of SWD chronic absentee rates	N/A	N/A
Enhance teachers' professional knowledge on instructional delivery of fluency instruction and support their use of analyzing fluency data.	Christin Smith and Ann Mayles	as soon as funding is available-May 2026	weekly visit report provided by the coach		increased oral reading rates for SWD and those w/ like data	TBD	SIG Grant
Implement a routine (PALS) to provide daily opportunities to read instructional level text with the goal of reading grade level text	Christin Smith and Ann Mayles	Spring 2025-May 2026	Walkthroughs		increased oral reading rates for SWD and those w/ like data	Professional Development on PALS, instructional video to provide model example, student reading materials	Local instructional funds
3-Year Goal Statement Include the goal statement completed as part of the needs assessment process.	By the end of year three, Farmington 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 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 SWD will increase pass rate by at least 5%.	Measurable Objective Year 2 SWD will increase pass rate by at least 5%.	Measurable Objective Year 3 SWD will increase pass rate by at least 5%.	
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 a mathematical ideas. https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/WWC2021006-Math-PG.pdf#page=47 Tier of Evidence: Strong			
Intended Outcomes Describe how student outcomes will improve as a result implementing the evidence-based strategy.	Students' basic decoding and oral reading skills will improve and allow them to access core curriculum. This will allow for better performance on grade level assessments and state assessments.			
Lead person (Who is responsible for ensuring the work gets done?)	Jack Glick			
Team Members (Who are responsible for doing the work?)	School administration, instructional staff who serve students with disabilities.			
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?)

Build staff capacity for collaborative instruction to include co-teaching.	Karissa Miranda	February 2026-August 2026	Quarterly reports on trainings and attendance	Co-teaching opportunities will be observed through walkthroughs	Instructional materials on collaborative teaching; funds for staff training outside of school hours- included in reading	SIG Grant- no additional funds
Build schedules with the goal of common planning times for collaborative teaching teams.	Jack Glick and Rose Constantini	February 2026-August 2026	Monthly at ITL meetings	Increased opportunities for common planning among collaborative teams	N/A	N/A
Track and respond to attendance data for SWD.	Rose Constantini and Lawanda Moore	February 2026-June 2026	Weekly at Behavior Team meetings	Decrease of SWD chronic absentee rates	N/A	N/A
Enhance teachers' professional knowledge on instructional delivery of math instruction.	Jack Glick and Renee Wootten	February 2026-August 2026	Certificate of Completion	Attendance of a math conference/in-service	Costs associated with providing attendance at an inservice/conference.	SIG Grant and Local
Establish regular opportunities for students to learn how instructional staff engage with and solve word problems	Jack Glick, Rose Constantini, and instructional staff	February 2026-June 2026	Walkthroughs/lesson plan reviews	Increased scores on SOLs and local quarterly math assessments	N/A	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: 2025-26
Division Name: Culpeper County
Division-Level Team Lead Name: Robert Hauman
Division-Level Team Lead Email: rhauman@ccpsweb.org
School Name: Farmington Elementary Elementary School
Principal Name: Jack Glick
Principal Email: jglick@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.

Jack Glick
Principal Name

[Signature]
Principal Signature

6/9/26
Date Approved

Robert T. Hauman
Division-Level Lead Name

Robert T. Hauman
Division-Level Lead Signature

2/2/26
Date Approved

Anthony S. Brads
Division Superintendent Name

Anthony S. Brads
Division Superintendent Signature

2/2/2026
Date Approved

Feb. 2, 2026
Date Reviewed/Approved
per School Board Minutes