

Sandusky Middle School Multi-year School Support Plan

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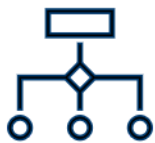
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A Statewide Approach to School Improvement

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 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 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	Lynchburg City Schools
Division Superintendent	Dr. Kristy Somerville-Midgette
School Name	Sandusky Middle School
Grades Served	6-8
Principal Name	Dr. Annitra Leigh
Principal Email	leighac@lcsedu.net
Division Multi-year School Support Plan Lead Name and Title	Dr. Jennifer Davis, Deputy Superintendent

Information Needed	Enter Information Below
Division Multi-year School Support Plan Lead Email	davism1@lcsedu.net

Stakeholder Engagement

Developing the plan with stakeholders is required and includes teachers, school leaders, community partners, parents, students, and representatives from business, higher education, or the military. Actively involving stakeholders supports purposeful planning, builds shared ownership, and helps translate the plan from intent to action, leading to improved student outcomes.

Table 3: Stakeholder engagement

Identify the stakeholder group represented, name, email department/office/organization, and title for each stakeholder. Add or remove rows as necessary.

Stakeholder Representation	Name	Email	Organization, Department, or Office	Title
School-Level	Annitra Leigh	leighac@lcsedu.net	Lynchburg City Schools	Principal
School-Level	Catherine Bragg	braggce@lcsedu.net	Lynchburg City Schools	Assistant Principal
School-Level	Robert Kerns	kernsrf@lcsedu.net	Lynchburg City Schools	Assistant Principal
School-Level	Rebekah Melton	meltonrj@lcsedu.net	Lynchburg City Schools	School Counseling Director
School-Level	Pamela Preston	prestonpl@lcsedu.net	Lynchburg City Schools	School Counselor
School-Level	Kathryn Sharpe	sharpekm@lcsedu.net	Lynchburg City Schools	Math Dept. Representative
School-Level and Parent Rep.	Tramaine Walker	thomaswalkertr@lcsedu.net	Lynchburg City Schools	Parent and English Dept. Representative

Stakeholder Representation	Name	Email	Organization, Department, or Office	Title
Student Rep	Rebecca Mink	rjmink10@lcsedu.net	Lynchburg City Schools	Student Representative
School-Level	Holly Smith	smithhn@lcsedu.net	Lynchburg City Schools	Behavior Representation
School-Level	Angela Smith	smithad@lcsedu.net	Lynchburg City Schools	Attendance Representation
School-Level	Lyndsay Westervelt	westerveltla@lcsedu.net	Lynchburg City Schools	Special Education Representation
School-Level	Shannon Peerman	peermanss@lcsedu.net	Lynchburg City Schools	School Social Worker
Community Level	Timothy Thomas	tjthomas.bills@gmail.com	Community Partner	Substitute and Community Partner
School-Level	Tracey Patrick	patricktl@lcsedu.net	Lynchburg City Schools	Reading Specialist
School-Level	Sharlona Morgan	morgansj@lcsedu.net	Lynchburg City Schools	School Testing Coordinator

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	<p>What the division plans to do: The division will implement a structured family and community engagement process that includes surveys, focus groups, community forums, and/or advisory committees. Multilingual communication strategies will be used to ensure broad participation. The division will also partner with community organizations to address academic and non-academic student needs.</p> <p>Why this activity is important: Family and community engagement strengthens trust, improves transparency, and ensures that improvement efforts reflect the needs and priorities of stakeholders. Research consistently shows</p>

	<p>that meaningful family engagement is correlated with higher attendance, improved behavior, and increased academic achievement.</p> <p>How this will contribute to improved student outcomes: By incorporating stakeholder voice into planning and providing families with tools to support learning at home, the division increases student engagement, reinforces academic skills beyond the classroom, and addresses barriers to learning. Strong school–family partnerships lead to improved attendance, stronger academic performance, and increased student motivation.</p>
Review external providers	
Evaluate staffing models	
Review and select instructional programs	<p>What the division plans to do: The division will conduct a curriculum and instructional materials audit to evaluate alignment with state standards, rigor expectations, and evidence-based practices.</p> <p>Why this activity is important: High-quality instructional materials are foundational to effective teaching and learning. Programs must align to standards and meet the diverse needs of students to produce measurable gains.</p> <p>How this will contribute to improved student outcomes: Selecting standards-aligned, research-based instructional programs strengthens Tier 1 instruction, ensures consistency across classrooms, and supports targeted interventions. Strong instructional materials increase student mastery of grade-level content and close achievement gaps.</p>
Provide professional development and supports	<p>What the division plans to do: The division will conduct a needs assessment and develop a professional learning plan aligned to identified school improvement priorities. Supports will include job-embedded coaching, professional learning communities (PLCs), data analysis training, and implementation monitoring.</p>

	<p>Why this activity is important: Improvement initiatives are only successful when educators have the knowledge and skills to implement them effectively. Ongoing, job-embedded professional learning increases instructional quality and consistency.</p> <p>How this will contribute to improved student outcomes: Building educator capacity improves instructional delivery, data-driven decision-making, and intervention fidelity. Strong professional development leads to more effective teaching practices, resulting in increased student engagement, academic growth, and achievement.</p>
<p>Implement other planning activities as needed. Provide a description of the planning activities</p>	<p>What the division plans to do: The division will establish school improvement/implementation teams, develop progress monitoring systems, create clear timelines and benchmarks, and coordinate with VDOE for technical assistance and compliance.</p> <p>Why this activity is important: Effective planning requires coherent systems, accountability structures, and aligned resources. Without clear monitoring and governance processes, implementation may lack consistency and sustainability.</p> <p>How this will contribute to improved student outcomes: Strong planning infrastructure ensures that strategies are implemented with fidelity, progress is regularly monitored, and adjustments are made based on data. This continuous improvement cycle increases the likelihood of sustained academic growth and long-term school improvement.</p>

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?)			Engage Families and Community			
Lead person (Who is responsible for ensuring the work gets done?)			Deputy Superintendent for Instruction			
Team Members (Who are responsible for doing the work?)			Communications Supervisor, Family & Community Engagement Coordinator, School Principal			
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?)
Develop and distribute stakeholder surveys (families, staff, students, community partners).	School Principal Family & Community Engagement Coordinator Communications Supervisor	Summer 2026	Survey Participation Rates	≥ 60% family survey participation	None	None
Establish a School Family & Community Advisory Committee	School Principal Family & Community Engagement Coordinator	Fall 2026	Meeting agenda and minutes from advisory committee meetings	Increased family event attendance by 20%	None	None

Develop a communication plan (multilingual, multiple platforms)	Communications Supervisor	Summer 2026	Documentation and data results from communication platforms	Improved student attendance rates and engagement indicators	None	None
Create partnerships with community agencies to address attendance, academic support, and social-emotional needs.	School Principal Family & Community Engagement Coordinator	Fall 2026 - Spring 2027	Partnership agreements/MOUs	Documented community partnerships aligned to identified needs	None	None

Planning Year Action Plan						
Planning Year Activity (What do you plan to do?)			Review and Select Instructional Programs			
Lead person (Who is responsible for ensuring the work gets done?)			Deputy Superintendent for Instruction			
Team Members (Who are responsible for doing the work?)			Directors & Supervisors from Teaching & Learning, Student Services, Special Education, and Information Technology School Principal, Coaches, Teachers			
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>

<p>Conduct HQIM Audit of Curriculum and Materials: Use a standards-alignment and HQIM rubric to evaluate current core and supplemental materials for rigor, coherence, knowledge-building, assessment quality, differentiation, and cultural relevance.</p> <p>Identify areas where materials do not fully support grade-level expectations or evidence-based instructional practices.</p>	<p>Director & Supervisors from Teaching & Learning School Principal Coaches Teachers</p>	<p>Summer 2026 - Spring 2027</p>	<p>Completed HQIM evaluation rubrics</p>	<p>Selected materials meet division HQIM criteria with documented rubric scores</p> <p>Materials demonstrate full standards alignment and strong evidence base</p>	<p>HQIM across all content areas</p>	<p>Local funding</p>
<p>Analyze Achievement and Growth Data to Identify Instructional Gaps :Review proficiency, growth, subgroup performance, and item-level data.</p> <p>Determine whether current Tier 1 materials adequately support grade-level mastery.</p> <p>Identify content strands requiring</p>	<p>School Principal Coaches Teachers</p>	<p>2026-2027 SY</p>	<p>Data gap analysis report (including subgroup analysis)</p>	<p>Increased percentage of students receiving grade-level Tier 1 instruction with fidelity</p> <p>Measurable increases in benchmark performance and subgroup growth during implementation year</p>	<p>HQIM across all content areas</p>	<p>None</p>

strengthened instructional support.						
Establish a teacher review Committee	School Principal, Teachers	Summer 2026 - Fall 2026	Documented meeting agenda & minutes	≥ 80% teacher agreement that materials support grade-level rigor and instructional clarity	None	None

Planning Year Action Plan						
Planning Year Activity (What do you plan to do?)			Provide professional development and supports			
Lead person (Who is responsible for ensuring the work gets done?)			Deputy Superintendent for Instruction			
Team Members (Who are responsible for doing the work?)			Director of Elementary Education, Teaching & Learning Supervisors, School Principal			
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>
Conduct professional learning needs assessment.	Deputy Superintendent for Instruction	Spring - Summer 2026	Results from needs assessment will drive division wide professional learning plan	Results from needs assessment will drive division wide professional learning plan	None	None
Develop division-wide Professional Learning Plan	Directors from Teaching & Learning, Student Services, Special Education, and Information Technology	Spring - Fall 2026	Division Professional Learning Catalog for 26-27 SY	95% staff sign up and participate in required	None	None

aligned to school & division priorities				professional learning trainings		
Establish coaching cycles and PLC structures	Deputy Superintendent for Instruction Director of Elementary Education School Principal	Spring 2026- Spring 2027	Coaching cycle documentation PLC agendas and minutes	Teacher self-assessment growth and improved benchmark assessment results	None	None
Provide training on (new) instructional programs/interventions	Directors & Supervisors from Teaching & Learning, Student Services, Special Education, and Information Technology	Summer 2026 - Spring 2027	PD/PL attendance logs	≥ 95% staff participation in required professional learning trainings	Supervisors,, HQIM Support, Time	School Improvement Funding
Develop implementation monitoring tools	Directors from Teaching & Learning, Student Services, Special Education, and Information Technology	Summer - Fall 2026	Instructional Walkthrough data	Improved benchmark assessment results		

Planning Year Action Plan	
Planning Year Activity (What do you plan to do?)	Implement Other Planning Activities as Needed
Lead person (Who is responsible for ensuring the work gets done?)	Deputy Superintendent for Instruction

Team Members (Who are responsible for doing the work?)		Directors & Supervisors from Teaching & Learning, Student Services, Special Education, and Information Technology , School Principal				
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>
Establish school improvement / implementation team	School Principal	Summer 2026	List of team members	List of team members	None	None
Develop detailed implementation timeline with benchmarks	School Principal	Summer/Fall 2026	Implementation timeline document	Completion of planning benchmarks	None	None
Create a progress monitoring dashboard (academic, attendance, behavior).	Directors from Teaching & Learning, Student Services, Special Education, and Information Technology	Summer/Fall 2026	Dashboard Data Reports	Clear progress monitoring system operational before implementation year	Student Information System	None
Conduct quarterly review meetings with division leadership	Deputy Superintendent for Instruction, Directors from Teaching & Learning, Student Services, Special Education, and Information	Quarterly during 26-27 SY	Quarterly meeting agenda and minutes	Supporting data during quarterly meetings	Data Reports	None

	Technology, and School Principal					
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Multi-year School Support Plan

Table 6: Multi-year School Support Plan

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

Multi-year School Support Plan			
3-Year Goal Statement Include the goal statement completed as part of the needs assessment process.	By the end of the 2027–2028 school year, school-wide reading proficiency will increase from the current three-year average of 51% to at least 75%, reflecting an average annual increase of approximately 8–10 percentage points.		
School Performance and Support Framework Alignment Select indicator that the goal addresses.	Reading Mastery and Reaching Growth		
Measurable Objectives Define objectives that support accomplishing the goal.	Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3
	By June 2026, English/Reading will increase from 51% to 59% .	By June 2028, English/Reading will increase from 59% to 67% .	By June 2029, English/Reading will increase from 67% to 75% .
Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.	<p>Evidence-Based Strategy: Routinely use a set of comprehension-building practices to help students make sense of text. Evidence Tier: Strong (Tier 1) Rationale: Our longitudinal data (51% proficiency) suggests that while students may possess basic decoding skills, they struggle with the cognitive demands of multi-text synthesis.</p> <p>Evidence-Based Strategy: Provide students with opportunities to practice making sense of "stretch text" (challenging text). Evidence Tier: Moderate (Tier 2) Rationale: The root cause of our current plateau is an instructional focus on remediation rather than grade-level rigor. Stretch Text is selected to ensure that all students, particularly our priority subgroups, are consistently exposed to complex, grade-level content.</p>		

Intended Outcomes Describe how student outcomes will improve as a result implementing the evidence-based strategy.		This shift in practice will move students from basic literal recall to analysis, allowing them to successfully articulate the "gist" and deeper meaning of grade-level material. Furthermore, consistent exposure to "stretch texts" will bridge the achievement gap by ensuring that priority subgroups build the academic vocabulary and background knowledge required for advanced literacy. This will result in a sustainable increase in proficiency toward our 75% target.				
Lead person (Who is responsible for ensuring the work gets done?)		School administration and Instructional Coaches				
Team Members (Who are responsible for doing the work?)		Literacy Coach, Reading Specialist, ELA Teachers, Administration				
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?)
Conduct school-wide professional development on Part 3C of the WWC guide to establish a universal routine for text sense-making.	Literacy Coach ELA AP Lead Principal	February - June 2026	Bi-weekly PLC reviews of student "gist" work through student work and anchor chart progress.	100% of ELA teachers utilize standardized "Gist" anchor charts in classrooms.	None	None
Train teachers to model "fix-up" strategies (Part 3D) so students can self-identify when understanding breaks down.	Literacy Coach ELA AP Lead Principal	February - June 2026	Monthly instructional walkthroughs focused on teacher "think-aloud" modeling.	Walkthrough data shows 85% of classrooms demonstrate active student self-monitoring.	None	None
Introduce "Stretch Texts": Identify grade-level complex texts into weekly lesson plans for all student subgroups.	Literacy Coach ELA AP Lead Principal	March - June 2026	Formative assessment data review and subgroup performance analysis	Development of a collaborative list or calendar of "Stretch Texts" with pre-planned	None	None

utilizing WWC Recommendation 4.				vocabulary scaffolds for all grades.		
Implementation of Stretch Texts: Begin the regular inclusion of "stretch texts" in Tier 1 instruction with intentional subgroup scaffolding.	Literacy Coach ELA AP Lead Principal	March - June 2026	Formative assessment data review and subgroup performance analysis	EOY Performance data contributing to the goal of 8% overall improvement.	None	None

Multi-year School Support Plan

3-Year Goal Statement Include the goal statement completed as part of the needs assessment process.	By the end of the 2027–2028 school year, the reading proficiency rate for Black students and other historically lower-performing subgroups will increase from the current baseline of 41% to at least 60%, reflecting annual gains of approximately 7–10 percentage points.					
School Performance and Support Framework Alignment Select indicator that the goal addresses.	Reading Mastery and Reaching Growth					
Measurable Objectives Define objectives that support accomplishing the goal.	Measurable Objective Year 1		Measurable Objective Year 2		Measurable Objective Year 3	
	By June 2026, English/Reading in will increase in the select subgroup from 41% to 48% .		By June 2028, English/Reading will increase in the select subgroup from 48% to 54% .		By June 2029, English/Reading will increase in the select subgroup from 54% to 60% .	
Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.	<p>Evidence-Based Strategy: Routinely use a set of comprehension-building practices to help students make sense of text. Evidence Tier: Strong (Tier 1) Rationale: Our root cause analysis identified that specific student groups struggle with grade-level rigor due to a lack of a standardized instructional framework.</p> <p>Evidence-Based Strategy: Provide students with opportunities to practice making sense of "stretch text" (challenging text). Evidence Tier: Moderate (Tier 2) Rationale: Recommendation 4 (Stretch Text) is essential for equity; it guarantees that these students are not "tracked" into low-level materials but are instead given the scaffolds necessary to engage with the complex ideas and information required for state-level proficiency.</p>					

Intended Outcomes Describe how student outcomes will improve as a result implementing the evidence-based strategy.		Priority subgroups will spend 100% of their Tier 1 instructional time engaging with grade-level "stretch" texts rather than solely remedial-level content. Students will also be exposed to a repetitive gist routine, providing them with skills to unlock meaning in any subject area. By focusing on world knowledge and vocabulary (Recommendation 3A), we will bridge the background knowledge gap that often hinders assessment performance for economically disadvantaged students.				
Lead person (Who is responsible for ensuring the work gets done?)		School administration and Instructional Coaches				
Team Members (Who are responsible for doing the work?)		Literacy Coach, Reading Specialist, ELA Teachers, Special Education Teachers, Administration				
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?)
Subgroup Scaffolding: Identify specific "stretch texts" and create vocabulary/background knowledge "front-loading" guides (WWC 3A)	Literacy Coach ELA AP Lead Principal ELA Teachers	Feb – May 1	Review of weekly scaffolded lesson plans	100% of priority student groups receive pre-teaching for core Tier 1 texts.	None	None
Gist Routine Implementation: Train all staff on Part 3C to ensure deficit subgroups use a consistent routine across all ELA classes.	Literacy Coach ELA AP Lead Principal ELA Teachers	Feb – May 1	Classroom walkthroughs to observe student use of "gist"	Walkthrough data shows 90% of priority students are successfully documenting the "gist."	None	None
Conduct targeted data meetings to analyze spring benchmark	Literacy Coach ELA AP Lead Principal ELA Teachers	May 15 – June 30	Quarterly data meeting minutes.	Year 1 target of 39% proficiency is met for identified subgroups.	None	None

performance specifically for the 39% baseline groups.						
Update the school-wide literacy framework for the 26-27 SY based on Year 1 stretch text performance.	Literacy Coach ELA AP Lead Principal Literacy Supervisor	July 1 – Aug 15	Summer Professional Learning Window	Finalized updated document that shows planning based on stretch text performance	None	None
Design and implement a structured after-school program for identified students based on SOL data, benchmark assessments, subgroup performance, and progress monitoring of evidence-based interventions (EBIs). The program will focus on literacy, mathematics, and priority skill gaps aligned to classroom instruction.	School Principal and Assistant Principals Instructional Coaches Teachers, IAs, Lead Program Teacher/Coordinator	March 2026 – May 2026 2026-2027 SY: September 2026-May 2027 2027-2028SY: September 2027-May 2028	Weekly student attendance tracking Bi-weekly progress monitoring aligned to EBI goals Lesson plan review aligned to priority standards Monthly data meeting to review student growth and adjust instructional groups (as needed) Principal/AP walkthroughs during after school sessions	≥85% of identified students consistently attend (at least 75% of sessions) ≥70% of participating students demonstrate measurable growth on progress monitoring assessments Demonstrated improvement in targeted skill areas (reading/math reporting categories) Evidence of alignment between after-school instruction and core instruction/EBIs Positive trend in benchmark or interim assessment performance	Hourly pay for teachers/IAs outside of regular contract time Instructional materials and intervention resources Bus Transportation for students	TSI School Improvement Funds Title IVA Local funds

Design and implement a two-week Summer Jumpstart program for identified students based on SOL data, subgroup performance, and EBI progress monitoring. The program will provide targeted instruction in literacy and mathematics, focusing on prerequisite skills, acceleration toward grade-level content, and readiness for the upcoming school year.	School Principal and Assistant Principals	May- June 2026 Identify students, finalize staffing, develop curriculum, and schedules	Pre- and post-assessments aligned to priority standards	≥85% of identified students attend at least 80% of program days	Hourly pay for teachers/IAs outside of regular contract time	TSI School Improvement Funds Title IVA
	Instructional Coaches	July 20-31, 2026 Implement July Jump Start Program	Daily attendance tracking	≥75% of students demonstrate measurable growth from pre- to post-assessment	Instructional materials and intervention resources	Local funds
	Teachers, IAs, Lead Program Teacher/Coordinator	<u>SY 2026-2027</u> Mirror similar timeline for July 2027 Jump Start Program	Weekly progress monitoring aligned to EBI goals	Increased percentage of students entering the school year on or closer to grade-level expectations	Bus Transportation for students	
		<u>SY 2027-2028</u> Mirror similar timeline for July 2028 Jump Start Program	Lesson plan reviews for alignment to HQIM and priority standards	Documented alignment between Jumpstart instruction and fall instructional plans Reduction in number of students requiring intensive Tier 3 supports at the start of the school year	LCS School Nutrition for breakfast and lunch	

Multi-year School Support Plan	
3-Year Goal Statement Include the goal statement completed as part of the needs assessment process.	By the end of the 2027–2028 school year, school-wide math proficiency will increase from the current baseline of 36% to at least 60%, reflecting substantial annual gains of approximately 8–10 percentage points.
School Performance and Support Framework Alignment	Math Mastery and Math Growth

Select indicator that the goal addresses.						
Measurable Objectives Define objectives that support accomplishing the goal.		Measurable Objective Year 1 By June 2026, school-wide math proficiency will increase from 36% to 44% .	Measurable Objective Year 2 By June 2027, school-wide math proficiency will increase from 44% to 52% .	Measurable Objective Year 3 By June 2028, school-wide math proficiency will increase from 52% to 60% .		
Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.		<p>Evidence-Based Strategy: Assist students in monitoring and reflecting on the problem-solving process. Evidence Tier: Strong (Tier 1) Rationale: Our longitudinal data show a significant plateau at 36%, primarily due to students struggling with the multi-step problem-solving and geometric reasoning required by state standards. We have selected WWC Recommendation 2 (Monitoring and Reflecting) because it provides a solid evidence-based framework for students to break down complex tasks, which directly targets our identified deficit in multi-step processing.</p> <p>Evidence-Based Strategy: Teach students how to use visual representations. Evidence Tier: Strong (Tier 1) Rationale: Recommendation 3 (Visual Representations) is essential to bridge the gap between basic calculation and abstract reasoning, and provides students with concrete visual tools such as strip diagrams or number lines to ensure that all learners have a Tier 1 Strong scaffold to access high-rigor, grade-level content.</p>				
Intended Outcomes Describe how student outcomes will improve as a result implementing the evidence-based strategy.		The shift from simple computation to evidence-based problem-solving routines will allow students to successfully navigate the multi-step, "non-routine" questions found on state-level assessments, and through the use of standardized visual representations, students will be able to articulate the relationship between abstract numbers and real-world geometric or algebraic concepts.				
Lead person (Who is responsible for ensuring the work gets done?)		School administration and Instructional Coaches				
Team Members (Who are responsible for doing the work?)		Math Coach, Math Teachers, Administration				
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>

Establish a school-wide "Monitoring and Reflection" protocol (WWC Rec 2) for all math classrooms where students reflect and log during problem-solving.	Math Coach Principal Math Teachers	Feb – May 1	Bi-weekly PLC analysis of student "think-aloud" work samples.	100% of math classrooms display and use the standardized problem-solving protocol.	None	None
Conduct professional development on utilizing Tier 1 visual representations to anchor abstract concepts (WWC Rec 3).	Math Coach Principal	Feb – May 1	Monthly walkthroughs focused on the use of manipulatives and visual models.	Walkthrough data indicate that 85% of teachers utilize visual scaffolds during core instruction.	None	None
With the new textbook adoption, conduct a Curriculum Cross-Walk to ensure every unit includes explicit "multiple strategy" instruction (WWC Rec 4)	Math Coach Principal Math Teachers	June 1 – July 30	Summer curriculum team meeting notes and finalized unit plans.	In collaboration with textbook adoption, completed Year 2 Math Curriculum Guide with embedded evidence-based strategies.	None	None
Subgroup Performance Review: Analyze spring state data to refine visual modeling supports for SWD and Black student subgroups.	Math Coach Principal Math Teachers	June 1 – July 30	Quarterly data meeting minutes.	Year 1 target of 44% proficiency is met, with a reduction in the subgroup gap.	None	None
Design and implement a structured after-school program for identified students based on SOL data,	School Principal and Assistant Principals Instructional Coaches	March 2026 – May 2026 2026-2027 SY: September 2026-May 2027	Weekly student attendance tracking Bi-weekly progress monitoring aligned to EBI goals	≥85% of identified students consistently attend (at least 75% of sessions)	Hourly pay for teachers/IAs outside of regular contract time	TSI School Improvement Funds Title IVA Local funds

<p>benchmark assessments, subgroup performance, and progress monitoring of evidence-based interventions (EBIs). The program will focus on literacy, mathematics, and priority skill gaps aligned to classroom instruction.</p>	<p>Teachers, IAs, Lead Program Teacher/Coordinator</p>	<p>2027-2028SY: September 2027-May 2028</p>	<p>Lesson plan review aligned to priority standards</p> <p>Monthly data meeting to review student growth and adjust instructional groups (as needed)</p> <p>Principal/AP walkthroughs during after school sessions</p>	<p>≥70% of participating students demonstrate measurable growth on progress monitoring assessments</p> <p>Demonstrated improvement in targeted skill areas (reading/math reporting categories)</p> <p>Evidence of alignment between after-school instruction and core instruction/EBIs</p> <p>Positive trend in benchmark or interim assessment performance</p>	<p>Instructional materials and intervention resources</p> <p>Bus Transportation for students</p>	
<p>Design and implement a two-week Summer Jumpstart program for identified students based on SOL data, subgroup performance, and EBI progress monitoring. The program will provide targeted instruction in literacy and mathematics,</p>	<p>School Principal and Assistant Principals</p> <p>Instructional Coaches</p> <p>Teachers, IAs, Lead Program Teacher/Coordinator</p>	<p>May- June 2026 Identify students, finalize staffing, develop curriculum, and schedules</p> <p>July 20-31, 2026 Implement July Jump Start Program</p> <p><u>SY 2026-2027</u> Mirror similar timeline for July 2027 Jump Start Program</p>	<p>Pre- and post-assessments aligned to priority standards</p> <p>Daily attendance tracking</p> <p>Weekly progress monitoring aligned to EBI goals</p> <p>Lesson plan reviews for alignment to</p>	<p>≥85% of identified students attend at least 80% of program days</p> <p>≥75% of students demonstrate measurable growth from pre- to post-assessment</p> <p>Increased percentage of students entering the</p>	<p>Hourly pay for teachers/IAs outside of regular contract time</p> <p>Instructional materials and intervention resources</p> <p>Bus Transportation for students</p>	<p>TSI School Improvement Funds</p> <p>Title IVA</p> <p>Local funds</p>

focusing on prerequisite skills, acceleration toward grade-level content, and readiness for the upcoming school year.		SY 2027-2028 Mirror similar timeline for July 2028 Jump Start Program	HQIM and priority standards End-of-program data review to inform fall instruction	school year on or closer to grade-level expectations Documented alignment between Jumpstart instruction and fall instructional plans Reduction in number of students requiring intensive Tier 3 supports at the start of the school year	LCS School Nutrition for breakfast and lunch	
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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 June 2028, the math proficiency rates for Black students, Students with Disabilities (SWD), and Economically Disadvantaged subgroups will increase by an average of 25 percentage points through the implementation of a standardized instructional framework.		
School Performance and Support Framework Alignment Select indicator that the goal addresses.	Math Mastery and Math Growth		
Measurable Objectives Define objectives that support accomplishing the goal.	Measurable Objective Year 1 By June 2026, subgroup math proficiency will increase by 9 percentage points .	Measurable Objective Year 2 By June 2027, subgroup math proficiency will increase by an additional 8 percentage points .	Measurable Objective Year 3 By June 2028, subgroup math proficiency will increase by a final 8 percentage points , reaching the 25-point growth target.
Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.	Evidence-Based Strategy: Teach students how to use visual representations. Evidence Tier: Strong (Tier 1) Rationale: Our root cause analysis identified that priority student groups lack equitable access to high-rigor, abstract mathematical concepts. We have selected WWC Recommendation 3 (Visual Representations) because it provides an essential		

		evidence-based scaffold, allowing learners to visualize mathematical relationships before moving to symbolic representation (using numbers and math to stand for ideas). Evidence-Based Strategy: Assist students in monitoring and reflecting on the problem-solving process. Evidence Tier: Strong (Tier 1) Rationale: Recommendation 2 (Monitoring and Reflecting) focuses on helping students think about their thinking while they work through multi-step problems.				
Intended Outcomes Describe how student outcomes will improve as a result implementing the evidence-based strategy.		Students will use visual models (strip diagrams, number lines, coordinate planes) to "see" and solve complex problems that previously felt out of their realm of understanding, and by shifting instruction from correct answer to process-monitoring, we will see a direct increase in proficiency rates for our Black and Economically Disadvantaged students on multi-step assessment items.				
Lead person (Who is responsible for ensuring the work gets done?)		School administration and Instructional Coaches				
Team Members (Who are responsible for doing the work?)		Math Coach, Math Teachers, Special Education Teachers, Administration				
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>
Visual Modeling Framework: Identify and standardize 3-5 visual representations (e.g., bar models) to be used across all grade levels.	Math Coach Principal Math Teachers	Feb – May 1	Weekly lesson plan review and weekly PLC agendas/minutes	100% of teachers use the expected visual representations in daily lessons.	None	None
Problem-Solving Reflection: Implement a "think-aloud" routine where students must	Teachers	Feb – May 1	Weekly work sample audits during PLC meetings, focusing on student reflections.	85% of priority subgroup students can successfully articulate their	None	None

explain their monitoring process during problem-solving.				problem-solving steps.		
Differentiated Scaffolding: Utilize the SMS Math Lab for scaffolds and manipulatives specifically for SWD and priority subgroups to use during Tier 1 instruction.	Math Teachers	Feb – May 1	Weekly lesson plan review and weekly PLC agendas/minutes	Weekly lesson plan review and weekly PLC agendas/minutes	None	None
Data Dive: Analyze Year 1 subgroup growth and adjust "visual-to-abstract" pacing guides for Year 2.	Math Coach Principal Math Teachers	June 1 – July 30	Comparative analysis of 2025 vs. 2026 subgroup pass rates.	Year 1 target of percentage point growth for priority subgroups is met.	None	None
Design and implement a structured after-school program for identified students based on SOL data, benchmark assessments, subgroup performance, and progress monitoring of evidence-based interventions (EBIs). The program will focus on literacy, mathematics, and priority skill gaps aligned to classroom instruction.	School Principal and Assistant Principals Instructional Coaches Teachers, IAs, Lead Program Teacher/Coordinator	March 2026 – May 2026 2026-2027 SY: September 2026-May 2027 2027-2028SY: September 2027-May 2028	Weekly student attendance tracking Bi-weekly progress monitoring aligned to EBI goals Lesson plan review aligned to priority standards Monthly data meeting to review student growth and adjust instructional groups (as needed)	≥85% of identified students consistently attend (at least 75% of sessions) ≥70% of participating students demonstrate measurable growth on progress monitoring assessments Demonstrated improvement in targeted skill areas (reading/math reporting categories)	Hourly pay for teachers/IAs outside of regular contract time Instructional materials and intervention resources Bus Transportation for students	ATSI School Improvement Funds Title IVA Local funds

			Principal/AP walkthroughs during after school sessions	Evidence of alignment between after-school instruction and core instruction/EBIs Positive trend in benchmark or interim assessment performance		
Design and implement a two-week Summer Jumpstart program for identified students based on SOL data, subgroup performance, and EBI progress monitoring. The program will provide targeted instruction in literacy and mathematics, focusing on prerequisite skills, acceleration toward grade-level content, and readiness for the upcoming school year.	School Principal and Assistant Principals Instructional Coaches Teachers, IAs, Lead Program Teacher/Coordinator	May- June 2026 Identify students, finalize staffing, develop curriculum, and schedules July 20-31, 2026 Implement July Jump Start Program <u>SY 2026-2027</u> Mirror similar timeline for July 2027 Jump Start Program <u>SY 2027-2028</u> Mirror similar timeline for July 2028 Jump Start Program	Pre- and post-assessments aligned to priority standards Daily attendance tracking Weekly progress monitoring aligned to EBI goals Lesson plan reviews for alignment to HQIM and priority standards End-of-program data review to inform fall instruction	≥85% of identified students attend at least 80% of program days ≥75% of students demonstrate measurable growth from pre- to post-assessment Increased percentage of students entering the school year on or closer to grade-level expectations Documented alignment between Jumpstart instruction and fall instructional plans Reduction in number of students requiring intensive Tier 3 supports at the start of the school year	Hourly pay for teachers/IAs outside of regular contract time Instructional materials and intervention resources Bus Transportation for students LCS School Nutrition for breakfast and lunch	TSI School Improvement Funds Title IVA Local funds

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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.	By Spring 2028, the school will collaborate with the division to redesign its federal funding allocation and monitoring systems to ensure that other federal resources are appropriately reviewed, strategically aligned to root causes, performance-driven, and directly tied to measurable academic, student group, and attendance improvement outcomes in federally identified schools		
Measurable Objectives Define objectives that support accomplishing the goal.	Measurable Objective Year 1 By Spring 2026, the school and division will complete a comprehensive audit of 100% of applicable federal expenditures and implement a documented Federal Funding Alignment Matrix linking all major expenditures	Measurable Objective Year 2 By Spring 2027, federal expenditures will be aligned to specific academic, subgroup, and attendance performance indicators and monitored through quarterly fiscal-to-performance reviews. Funded strategies	Measurable Objective Year 3 By Spring 2028, the school will institutionalize an equity-weighted, performance-driven federal funding model in which 100% of other federal resources are strategically aligned to root causes and

	to identified root causes, academic proficiency targets, subgroup gap reduction goals, and chronic absenteeism benchmarks. A review of discretionary federal funds will be reviewed and allocated to high-impact instructional, intervention, and attendance strategies directly tied to measurable improvement outcomes.	will demonstrate measurable impact, including at least a 5–8 percentage point increase in Reading and/or Math proficiency trends and documented reduction in subgroup performance gaps and chronic absenteeism toward the ≤15% target.	reviewed quarterly for measurable return on investment. Funded initiatives will contribute to achieving 12–15+ percentage point gains in Reading and Math proficiency, at least a 25% reduction in subgroup achievement gaps, and chronic absenteeism reduced to 12% or lower.
Strategy Describe the strategy and the rationale for selection.	Fiscal		
Intended Outcomes Describe how student outcomes will improve as a result implementing the strategy.	<p>Federally identified schools receive other federal funds intended to improve outcomes for students experiencing the greatest academic need; however, these resources are not consistently structured, monitored, or strategically aligned to the division’s identified root causes. Funding allocations have historically emphasized compliance and formula distribution rather than performance-driven investment tied directly to measurable improvements in literacy, mathematics, subgroup achievement, and attendance.</p> <p>As a result, federal funds are not always concentrated on the highest-leverage instructional, intervention, staffing, and recovery strategies needed to accelerate growth and close achievement gaps. Additionally, monitoring systems do not consistently link expenditures to academic return on investment, limiting the division’s ability to evaluate impact and make timely adjustments.</p> <p>This misalignment reduces the effectiveness of federal funding as a strategic tool for systemic improvement in federally identified schools.</p>		
Lead person (Who is responsible for ensuring the work gets done?)	Deputy Superintendent		

Team Members (Who are responsible for doing the work?)		Deputy Superintendent, Director of Instruction, Supervisors, Finance Department, Principal, Data & Accountability Coordinator, Title I Staff, School Improvement Team				
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, in collaboration with the division, will conduct and document a comprehensive review of 100% of applicable federal expenditures to ensure alignment with identified root causes, academic performance goals, subgroup improvement targets, and chronic absenteeism benchmarks. This audit will establish a baseline for reallocating resources toward high-impact, performance-driven strategies.	Deputy Superintendent Director of Instruction Supervisors Finance Department Principal Data & Accountability Coordinator Title I Staff School Improvement Team	Spring 2026-Summer 2028	Quarterly: Documentation of mid-year reallocation decisions Mid-Year: Analyze academic growth vs funded initiatives Adjust allocations if targets are not met Annual: Present funding-performance alignment report to committees.	Fiscal to performance dashboards embedded in continuous improvement cycles Federal fund alignment process integrated into annual school improvement planning Documented evidence that ineffective expenditures are discontinued or redesigned	Staff Time for audit and fiscal review meetings Possible Substitute Coverage for planning sessions Training for school leaders on fiscal to performance monitoring	School Improvement Funds Title II (PD support)

<p>The school will embed an annual federal funding review into its School Improvement Planning and budgeting process to ensure sustained alignment of resources with performance data. This review will include documented analysis of academic growth, subgroup trends, attendance outcomes, and fiscal impact to support long-term sustainability and CSI exit readiness.</p>	<p>Deputy Superintendent Director of Instruction Supervisors Finance Department Principal Data & Accountability Coordinator Title I Staff School Improvement Team</p>	<p>Spring 2026-Summer 2028</p>	<p>Quarterly: Documentation of mid-year reallocation decisions Mid-Year: Analyze academic growth vs funded initiatives Adjust allocations if targets are not met Annual: Present funding-performance alignment report to committees.</p>		<p>None</p>	<p>None</p>
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Addressing Resource Inequities Plan	
<p>3-Year Goal Statement Include the goal statement completed as part of the Resource Inequity Review process.</p>	<p>By Spring 2028, the division will eliminate inequities in access to high-quality instructional materials, intervention services, acceleration opportunities, coaching support, and data monitoring systems across federally identified schools, resulting in:</p> <ul style="list-style-type: none"> • 12-15% point increases in Reading and Math SOL proficiency

	<ul style="list-style-type: none"> • A minimum 25% reduction in subgroup achievement gaps • Chronic absenteeism reduced to 15% or lower • Documented fidelity of division instructional frameworks in 100% of classrooms 		
Measurable Objectives	Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3
Define objectives that support accomplishing the goal.	By Spring 2026, the division will ensure that 100% of federally identified schools have access to division-approved high-quality instructional materials, standardized intervention programs, structured acceleration opportunities, coaching support, and operational data dashboards. At least 75% of classrooms will demonstrate fidelity to the division instructional framework, chronic absenteeism will decrease by 2–3 percentage points from baseline, overall Reading and Math proficiency will increase by 4–5 percentage points, and subgroup achievement gaps will narrow by at least 8–10% of baseline gaps.	By Spring 2027, the division will ensure consistent implementation of high-quality instructional materials, intervention systems, acceleration programming, coaching cycles, and integrated data monitoring across all federally identified schools. At least 85% of classrooms will demonstrate instructional framework fidelity, Reading and Math proficiency will show a cumulative 8–10 percentage point increase from baseline, subgroup achievement gaps will be reduced by at least 15–20% cumulatively, and chronic absenteeism will decrease to 15–17% or demonstrate a cumulative 5–6 percentage point reduction from baseline.	By Spring 2028, the division will provide access to high-quality instructional materials, research-based intervention services, structured acceleration opportunities, sustained coaching support, and integrated data monitoring systems across all federally identified schools. Documented instructional framework fidelity will be evident in 100% of classrooms, Reading and Math SOL proficiency will increase by 12–15+ percentage points from baseline, subgroup achievement gaps will be reduced by at least 25%, and chronic absenteeism will be reduced to 15% or lower.
Strategy Describe the strategy and the rationale for selection.	Instructional Resources and Opportunities		

Intended Outcomes Describe how student outcomes will improve as a result implementing the strategy.		<p>Federally identified schools do not consistently have access to high-quality instructional materials, standardized intervention services, structured acceleration opportunities, sustained coaching support, and integrated data monitoring systems. Variability in curriculum alignment, intervention intensity, professional learning access, and progress monitoring infrastructure results in inconsistent instructional quality and uneven student support across schools.</p> <p>Students in high-need schools are therefore less likely to experience fully aligned, grade-level rigorous instruction delivered with fidelity, timely and research-based interventions, or systematic acceleration pathways. In addition, fragmented data systems limit proactive identification of academic and attendance risks.</p> <p>This inequity reflects a systemic misalignment between the division’s instructional expectations and the consistency, resources, and monitoring structures available across federally identified schools, contributing to persistent achievement gaps and uneven growth outcomes.</p>				
Lead person (Who is responsible for ensuring the work gets done?)		Deputy Superintendent				
Team Members (Who are responsible for doing the work?)		Deputy Superintendent, Director of Instruction, Instructional Supervisors, School Principals Instructional Coaches, Data Analyst, Assessment Coordinator				
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>
Establish, distribute, and monitor the use of division-approved high-quality instructional materials (HQIM),	Deputy Superintendent Director of Instruction	Spring 2026 - Summer 2028	Quarterly Instructional material inventory audits Coaching logs and cycle documentation	100% of schools have access to approved HQIM 75% - 100% classroom	HQIM Instructional Coach staffing positions	School Improvement Funds Title II PD Funds

<p>standardized intervention programs, structured acceleration opportunities, and coaching systems to ensure consistent instructional access and framework fidelity across all federally identified schools.</p>	<p>Instructional Supervisors School Principals Instructional Coaches</p>		<p>Walkthrough data aligned to instructional framework Invention and acceleration program participation reports MidYear and End of year data Review</p>	<p>instructional framework fidelity 12-15+ percentage point proficiency increase (by Summer 2028) ≥25% subgroup gap reduction (by Summer 2028) Chronic absenteeism ≤15% (by Summer 2028)</p>	<p>Professional Development Training Possible substitute coverage for Professional Development Walkthrough monitoring tools</p>	<p>Local curriculum funding</p>
<p>Design and operationalize integrated data dashboards and structured data review protocols to monitor academic performance, subgroup progress, intervention effectiveness, coaching impact, and attendance trends, ensuring continuous improvement across federally identified schools.</p>	<p>Director of Instruction Data Analyst Assessment Coordinator School Principal</p>	<p>Spring 2026 - Summer 0228</p>	<p>Monthly Data Reports for HQIM PLC meeting agenda and minutes documenting data analysis Quarterly academic and attendance performance reviews Subgroup disaggregation reports Coaching alignment to identified data trends</p>	<p>Monthly data Review cycles Data informed coaching focus areas ≥25% subgroup gap reduction Chronic absenteeism ≤15%</p>	<p>None</p>	<p>None</p>

Addressing Resource Inequities Plan

<p>3-Year Goal Statement Include the goal statement completed as part of the Resource Inequity Review process.</p>	<p>By Spring 2028, the division will eliminate inequities in student support service delivery across federally identified schools by implementing equity-weighted staffing models, integrated academic and behavioral support systems, and centralized compliance monitoring structures, resulting in:</p> <ul style="list-style-type: none"> ● 25+ percentage point increases in SWD and EL proficiency ● 50% reduction in subgroup achievement gaps ● Chronic absenteeism reduced to 12% or lower ● 100% compliance with IEP and EL monitoring requirements 		
<p>Measurable Objectives Define objectives that support accomplishing the goal.</p>	<p>Measurable Objective Year 1</p>	<p>Measurable Objective Year 2</p>	<p>Measurable Objective Year 3</p>

	<p>By Summer 2026, the division will conduct and document a comprehensive review of staffing allocations in all federally identified schools to address alignment with student need indicators (SWD, EL, academic risk, and attendance trends), establish integrated academic and behavioral support systems, and launch centralized compliance monitoring processes. At least 90% compliance with centralized compliance monitoring requirements will be achieved.</p>	<p>By Summer 2027, the division will complete a second documented review of staffing allocations in all federally identified schools using updated student need indicators (SWD, EL, academic risk, and attendance trends) and implement documented adjustments to improve alignment of academic and behavioral support systems. Centralized compliance monitoring processes will be fully operational across all schools, with at least 95% compliance with IEP, EL, and required monitoring requirements, and documented quarterly reviews of service delivery effectiveness.</p>	<p>By Summer 2028, the division will institutionalize an annual staffing and service delivery review protocol aligned to student need and performance data in all federally identified schools. Integrated academic and behavioral support systems will demonstrate consistent implementation, and centralized compliance monitoring processes will achieve 100% compliance with all required monitoring requirements, with documented evidence of continuous improvement and corrective action procedures embedded into division oversight practices.</p>
<p>Strategy Describe the strategy and the rationale for selection.</p>	<p>Student Support Services resource and opportunities</p>		
<p>Intended Outcomes Describe how student outcomes will improve as a result implementing the strategy.</p>	<p>Federally identified schools serve higher concentrations of Students with Disabilities (SWD), English Learners (EL), and students experiencing chronic absenteeism; however, student support service delivery is not consistently aligned to the intensity of need. Staffing ratios, access to specialized instructional supports, behavioral and mental health services, and compliance infrastructure vary across schools, resulting in uneven service delivery and inconsistent instructional access.</p>		

		<p>In high-need schools, elevated caseloads, limited integrated academic and behavioral systems, and fragmented compliance monitoring structures reduce the division’s ability to provide timely, coordinated, and high-quality support. As a result, SWD and EL students experience persistent proficiency gaps, attendance challenges remain elevated, and compliance processes compete with instructional focus.</p> <p>This inequity reflects a misalignment between student need intensity and the structure, staffing, and monitoring systems designed to support those students.</p>				
Lead person (Who is responsible for ensuring the work gets done?)		Deputy Superintendent				
Team Members (Who are responsible for doing the work?)		Deputy Superintendent, Director for Instruction, Director of Student Services, Director of Special Education, Chief Human Resources Officer, School Principals, EL Coordinator, Assessment Coordinator				
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>
Develop and implement a standardized annual staffing and service delivery review process aligned to student need indicators (SWD, EL, academic risk, attendance trends) to ensure appropriate alignment of academic and behavioral supports in federally identified schools.	Deputy Superintendent Director of Instruction Director of Student Services Director of Special Education Chief Human Resources Officer School Principals	Spring 2026 - Summer 2028	Completion of annual documented staffing analysis reports Evidence of alignment between staffing assignments and student need data Documentation of staffing adjustments based on review findings	100% of federally identified schools complete documented staffing reviews annually Documented staffing adjustments made in response to updated student need data (2027 and 2028) Improved alignment of staffing to SWD, EL, and intervention intensity needs	Data analysis support tools or software Possible Substitute coverage for staffing review meetings Stipends for school leadership planning sessions	School Improvement Funds Title II (Leadership Development) Local funds (sustainability)

			<p>Quarterly service delivery effectiveness reviews</p> <p>Division leadership presentation of findings annually</p>	<p>Demonstrated improvement in subgroup performance trends</p> <p>Sustained implementation of annual institutionalized review protocol by 2028</p>		
<p>Design, implement, and scale a centralized compliance monitoring system to ensure consistent oversight of IEP, EL, and required service delivery processes across federally identified schools, with embedded quarterly monitoring and corrective action protocols.</p>	<p>Deputy Superintendent</p> <p>Director of Instruction</p> <p>Director of Special Education</p> <p>EL Coordinator</p> <p>Assessment Coordinator</p>	<p>Spring 2026 - Summer 2028</p>	<p>Monthly Compliance Data Reports</p> <p>Quarterly Compliance Audits</p> <p>Corrective action plans for identified gaps</p> <p>Time and Effort/Service Delivery documentation review</p> <p>Annual Summary Report to Division Leadership</p>	<p>≥90% compliance by Summer 2026</p> <p>≥95% compliance by Summer 2027</p> <p>100% compliance by Summer 2028</p> <p>Quarterly documented monitoring of service delivery effectiveness</p> <p>Reduction in compliance findings during state reviews</p> <p>Improved academic outcomes for SWD and EL students aligned to staffing adjustments</p>	<p>Training for administrators and/or case managers</p> <p>Possible substitute coverage for compliance audits</p> <p>Professional Development for monitoring protocols</p>	<p>Title III (EL monitoring support)</p> <p>School Improvement Funds</p> <p>Technology Funds</p>

Assurances

Assurance of Review and Approval	
School Year:	2025-2026
Division Name:	Lynchburg City Schools
Division-Level Team Lead Name:	Dr. Jennifer Davis
Division-Level Team Lead Email:	davism1@lcsedu.net
School Name:	Sandusky Middle School
Principal Name:	Dr. Annitra Leigh
Principal Email:	leighac@lcsedu.net
School Performance Category:	Needs Intensive Support
School Federal Designation:	Additional Targeted Support and Improvement

For **Comprehensive Support and Improvement** Schools, the Multi-year School Support Plan must be written by the school division for the school and include four evidence-based Interventions. The proposed plan must be approved by the principal and division, reviewed by the local school board, and submitted to the Virginia Department of Education (the Department) by the Division Superintendent for final approval. The Virginia Department of Education will review the plan and may request revisions before approving the plan. The Department-approved plan must be published on the division website and the school website. The Multi-year School Support Plan will be incorporated as a component of the school's comprehensive, unified, long-range plan. (8VAC20-132-280(C)(1)) (ESEA Section 1111(d)(1)(B)(v)).

For **Targeted Support and Improvement** and **Additional Targeted Support and Improvement** schools, the Multi-year School Support Plan must be written by the school and include two evidence-based Interventions. The proposed plan must be approved by school division and the local school board. The approved plan must be published on the division website and the school website. The Multi-year School Support Plan will be incorporated as a component of the school's comprehensive, unified, long-range plan. (8VAC20-132-280(B)) (ESEA Section 1111(d)(2)(B)(iii)).

By signing below, I certify that I have thoroughly reviewed the Multi-year School Support Plan for the federally identified school named in this document. I affirm that the plan:

- Aligns with federal and state requirements for school improvement;
- Addresses the needs identified through a school needs assessment;
- Includes the minimum number of required evidence-based interventions;
- Reflects stakeholder input and collaboration; and
- Establishes clear goals, timelines, and progress monitoring processes.

I approve the contents of this plan and commit to supporting its implementation with fidelity to ensure improved outcomes for all students.

Dr. Annitra Leigh	Principal Signature	3/5/2026
Principal Name		Date Approved
Dr. Jennifer Davis	Division-Level Lead Signature	3/5/2026
Division-Level Lead Name		Date Approved
Dr. Kristy Somerville-Midgett	Division Superintendent Signature	3/5/2026
Division Superintendent Name		Date Approved
		3/3/2026
		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. Supports are also available on the [Road to Readiness](#) webpage.