

Multi-year School Support Plan

Dunbar Middle School

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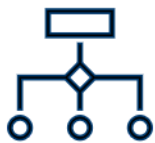
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A Statewide Approach to School Improvement

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 findings 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	P.L.Dunbar Middle School
Grades Served	6-8
Principal Name	Mr. Adalrich Beard
Principal Email	beardal@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	Adalrich Beard	beardal@lcsedu.net	Lynchburg City Schools	Principal
School Level	Twila Burns	burnstp@lcsedu.net	Lynchburg City Schools	Assistant Principal
School Level	Jennifer Campbell	campbelljh@lcsedu.net	Lynchburg City Schools	Assistant Principal
School Level	Nikeya Brown	brownm@lcsedu.net	Lynchburg City Schools	Director of School Counseling
School Level	Gina Giffin	giffingl@lcsedu.net	Lynchburg City Schools	Teacher
School Level	Michael Potts	pottsmj@lcsedu.net	Lynchburg City Schools	Teacher
School Level and Parent Rep.	Michael Brosmer	brosmermw@lcsedu.net	Lynchburg City Schools	Parent

Planning Year

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

Table 4: Summary of Planning Year Activities

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

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

Implement other planning activities as needed. Provide a description of the planning activities	
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Table 5: Planning Year Action Plan

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

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

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, the school will implement and sustain a consistent, schoolwide Tier II and Tier III mathematics intervention model focused on foundational skills, resulting in improved student achievement and reduced performance gaps for English Learners and Students with Disabilities. As a result, overall 6th grade math proficiency will increase annually by 10%, EL and SWD pass rates will show measurable year-over-year growth, and strand-level performance in Number, Number Sense, Computation, and Estimation will demonstrate sustained improvement with at least a 2 point growth each year as evidenced by SOL data, progress monitoring assessments, and intervention fidelity measures.		
School Performance and Support Framework Alignment Select indicator that the goal addresses.	Math Mastery, Math Growth,, English Learner Progress,		
Measurable Objectives Define objectives that support accomplishing the goal.	Measurable Objective Year 1 By the start of the 2026-2027 school year, the DMS leadership team will implement a schoolwide tier II/ tier III intervention time, with protocols (referral, documentation, exit criteria) documented for 100% of	Measurable Objective Year 2 By the end of the 2027 school year, 100% of math teachers will use the designated PLC time to analyze data and identify students’ areas of need to provide targeted intervention in order to improve overall math	Measurable Objective Year 3 By the end of the 2028 school year, 100% of math teachers will utilize specific strategies to provide targeted remediation to EL students and SWD in order to improve their overall math proficiency by at least 20 percentage points.

	students identified needing targeted instruction.	proficiency by at least 20 percentage points.				
Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.		Evidence - Based Strategy: Help students recognize and articulate mathematical concepts and notions. This was chosen because the student achievement gap is so wide that remediation is necessary to close the gap. Teaching students to recognize and articulate math concepts and notation in remediation will further help their foundational skills that are necessary to improve their achievement in math.				
Intended Outcomes Describe how student outcomes will improve as a result implementing the evidence-based strategy.		Students will be able to transfer the skills learned in remediation to all assessments they are given that measure their growth, knowledge, and proficiency.				
Lead person (Who is responsible for ensuring the work gets done?)		Administration and instructional coaches				
Team Members (Who are responsible for doing the work?)		Leadership team, math teachers, math coaches				
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>
Meet as a leadership team to determine the best way to structure the master schedule to include the remediation time.	Principal	March 2026-May 2026	At each monthly leadership team meeting	Master schedule with remediation period included is completed.	N/A	N/A
					N/A	N/A

Create protocols for identifying students that need remediation and exit criteria.	Math Lead Teacher, Gina Giffin	May 2026 - June 2026	Monthly leadership team meetings	Examples of criteria for students that need remediation and exit criteria document is complete.		
Identify students that need remediation.	Assistant Principal, Burns	June 2026 - June 2026	By end of school year	List of students that need remediation based on the 2026 SOL data	N/A	N/A
Present the remediation program to the teachers.	Principal Beard	August 2026-August 2026	Beginning of the year faculty meeting		N/A	N/A
Monitor implementation of the remediation program.	Principal Beard AP Burns AP Campbell	August 2026-June 2027	Walk throughs, observations	Walk-through and observation documentation	N/A	N/A
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	School Principal and Assistant Principals Instructional Coaches Teachers, IAs, Lead Program Teacher/Coordinator	March 2026 – May 2026 2026-2027 SY: September 2026-May 2027	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	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

priority skill gaps aligned to classroom instruction.			Principal/AP walkthroughs during after school sessions	(reading/math reporting categories) 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 SY 2026-2027 Mirror similar timeline for July 2027 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	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

				Reduction in number of students requiring intensive Tier 3 supports at the start of the school year		
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Multi-year School Support Plan			
3-Year Goal Statement Include the goal statement completed as part of the needs assessment process.	By the end of the 2027–2028 school year, the school will implement a coherent, standardized, high-quality literacy framework that ensures all students receive consistent, grade-level Tier 1 reading instruction aligned to the rigor of the Virginia SOL standards. As a result, student reading achievement will increase 24 - 30 percentage points (8 - 10% increase each year) , as evidenced by sustained improvements in reading pass rates, increased performance in higher-order reporting categories, and a reduction in achievement gaps among student subgroups, particularly English Learners.		
School Performance and Support Framework Alignment Select indicator that the goal addresses.	Reading Mastery, Reaching Growth, English Learner Progress		
Measurable Objectives Define objectives that support accomplishing the goal.	Measurable Objective Year 1 By the end of the 2026 school year, reading pass rates will improve from the current 3 year average of 58% to 66%.	Measurable Objective Year 2 By the end of the 2027 school year, reading pass rates will improve from 66% to 74%	Measurable Objective Year 3 By the end of the 2028 school year, reading pass rates will improve from 74% to 82%.
Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.	Teach students to decode words, analyze word parts, and write and recognize words. Rationale: This was chosen because our data shows students have a difficult time with word analysis strategies as evidenced by a mean scaled score at or below 30 on the 2025 SOLs in all three grade levels. Consistent Tier 1 instruction in these strategies will improve students' achievement in this reporting category.		

Intended Outcomes Describe how student outcomes will improve as a result implementing the evidence-based strategy.		These strategies will provide students with the necessary skills to show growth in comprehension skills and word analysis. .				
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?)		Leadership team, ELA teachers, reading instructional coach/specialist				
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?)
Meet with the ELA teachers and instructional coaches to determine the most effective strategies for Tier I instruction to teach word analysis.	Administration	March 2026-May 2026	At each weekly ELA PLC	PLC meeting minutes document	N/A	N/A
Provide ELA teachers with additional PD in using the HMH Curriculum and IXL and how to analyze the data from assessments from these programs.	Administration and instructional coaches	March 2026 - June 2026	Monthly meetings with instructional coaches	Walkthroughs, observations and meetings with instructional coaches and ELA teachers	N/A	N/A
					N/A	N/A

Identify students that need remediation and Tier II interventions.	Administration, Instructional coaches, ELA teachers	March 2026 - June 2026	Weekly in the ELA PLC meetings	List of students that need remediation based on the HMH and IXL assessment data		
Monitor teachers' fidelity in using the HMH curriculum and IXL programs.	Administration, Instructional coaches	March 2026- June 2026	Walk throughs, observations	Walk-through and observation documentation	N/A	N/A
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	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

				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

Addressing Resource Inequities

Table 7: Addressing Resource Inequities Plan

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

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

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

<p><i>(What will be accomplished?)</i> List the specific, sequenced steps required to complete the activity.</p>	<p><i>(Who is responsible for ensuring the action step is complete?)</i> Identify a single, accountability lead.</p>	<p><i>(How long will it take?)</i> Identify the start and end dates for each action step, including any key milestones.</p>	<p><i>(How will the team monitor progress?)</i> Define key dates to review process, make adjustments, and confirm the work remains on track.</p>	<p><i>(How will the team know if the action step is complete?)</i> Define clear, observable indicators of completion.</p>	<p><i>(What resources are needed to complete the action step?)</i></p>	<p><i>(Where will the money come from?)</i></p>

Assurances

Assurance of Review and Approval	
School Year: Choose an item.	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:	P.L. Dunbar Middle School
Principal Name:	Mr. Adalrich Beard
Principal Email:	beardal@lcsedu.net
School Performance Category:	Needs Intensive Support
School Federal Designation:	Targeted Support and Improvement

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

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

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

- Aligns with federal and state requirements for school improvement;
 - Addresses the needs identified through a school needs assessment;
 - Includes the minimum number of required evidence-based interventions;
 - Reflects stakeholder input and collaboration; and
 - Establishes clear goals, timelines, and progress monitoring processes.
- I approve the contents of this plan and commit to supporting its implementation with fidelity to ensure improved outcomes for all students.

Mr. Aldarich Beard		3/5/2026
Principal Name	Principal Signature	Date Approved
Dr. Jennifer Davis		3/5/2026
Division-Level Lead Name	Division-Level Lead Signature	Date Approved
Dr. Kristy Somerville-Midgette		3/5/2026
Division Superintendent Name	Division Superintendent Signature	Date Approved
		3/3/2026
		Date Reviewed/Approved

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.