

Linkhorne Elementary School Multi-year School Support Plan

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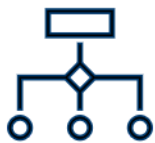
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A Statewide Approach to School Improvement

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	Linkhorne Elementary School
Grades Served	K-5
Principal Name	Mrs. Michele Goff
Principal Email	goffml@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
Principal	Michele Goff	goffml@lcsedu.net	Principal, LES	Principal
Assistant Principal	Brian Hofmann	hofmannbr@lcsedu.net	Assistant Principal, LES	Assistant Principal
K-2 Teacher	Barbara Reid	reidbg@lcsedu.net	Kindergarten, LES Staff	Kindergarten Teacher
3-5 Teacher	Rebecca Corsones-Finney	corsonesfinneyre@lcsedu.net	3rd Grade, LES	3rd grade Teacher
English Learners Teacher/Parent	Chelsea Cacerez	cacerezcx@lcsedu.net	English Learner Teacher and Parent, LES	English Learners Teacher/Parent
Librarian	Kara Byrne	byrnekd@lcsedu.net	Resource Teacher, LES	Librarian
SPED Teacher	Karen Mason	masonks@lcsedu.net	Special Education Teacher, LES	Special Education Lead Teacher
DCIRT, Data Co-ordinator, Instructional Resource Teacher	Janice Anderson	andersonjg@lcsedu.net	LES	Data Co-ordinator, Instructional Resource Teacher

Stakeholder Representation	Name	Email	Organization, Department, or Office	Title
Literacy Coach	Melanie Kesler	keslermf@lcsedu.net	Instructional Coach	Literacy Coach
Attendance and Security Clerk/Parent	Kelly Word	wordkd@lcsedu.net	Attendance	Elementary Attendance Secretary/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	LES Team conducted a comprehensive needs assessment through analysis of SOL data, benchmark assessments, subgroup performance, attendance trends, and stakeholder input. This process identified key root causes contributing to low performance and informed priority areas for improvement.
Identify resource inequities	Through the needs assessment process, LES and the LCS division team identified resource inequities, including gaps in access to high-quality instructional materials, intervention services, staffing alignment, and data monitoring systems. These inequities were documented and used to guide planning, resource allocation, and strategy selection.
Monitor student outcomes across all indicators in the School Performance and Support Framework	LES established systems to monitor student outcomes across all indicators within the School Performance and Support Framework, including academic achievement, subgroup performance, and attendance. This includes regular data reviews, progress monitoring, and ongoing evaluation of intervention effectiveness to ensure continuous, data-driven improvement.
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:</p> <p>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 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</p>

	<p>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 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 <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 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
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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>
Conduct HQIM Audit of Curriculum and Materials: Use a standards-alignment and HQIM rubric to evaluate current core and supplemental	Director & Supervisors from Teaching & Learning School Principal Coaches Teachers	Summer 2026 - Spring 2027	Completed HQIM evaluation rubrics	Selected materials meet division HQIM criteria with documented rubric scores	HQIM across all content areas	Local funding

<p>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>				Materials demonstrate full standards alignment and strong evidence base		
<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 strengthened instructional support.</p>	School Principal Coaches Teachers	2026-2027 SY	Data gap analysis report (including subgroup analysis)	<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>	HQIM across all content areas	None
Establish a teacher review Committee	School Principal, Teachers	Summer 2026 - Fall 2026	Documented meeting agenda & minutes	≥ 80% teacher agreement that materials support	None	None

				grade-level rigor and instructional clarity		
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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 aligned to school & division priorities	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 professional learning trainings	None	None

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	Process Owner	Time Frame	Progress Checks	Measures of Success	Cost Elements	Funding Source

<i>(What will be accomplished?)</i> List the specific, sequenced steps required to complete the activity.	<i>(Who is responsible for ensuring the action step is complete?)</i> Identify a single, accountability lead.	<i>(How long will it take?)</i> Identify the start and end dates for each action step, including any key milestones.	<i>(How will the team monitor progress?)</i> Define key dates to review process, make adjustments, and confirm the work remains on track.	<i>(How will the team know if the action step is complete?)</i> Define clear, observable indicators of completion.	<i>(What resources are needed to complete the action step?)</i>	<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 Technology, and School Principal	Quarterly during 26-27 SY	Quarterly meeting agenda and minutes	Supporting data during quarterly meetings	Data Reports	None

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 June 2028, the percentage of all students passing the Virginia Reading SOL will increase to 75% or improve by at least one performance category from the previous year.		
School Performance and Support Framework Alignment Select indicator that the goal addresses.	Reading Growth		
Measurable Objectives Define objectives that support accomplishing the goal.	Measurable Objective Year 1 By the end of Year 1, the school will increase the percentage of students scoring proficient or above on state standardized assessments by at least 8-15% percentage points from baseline from 50%-58%	Measurable Objective Year 2 By the end of Year 2, the school will increase the percentage of students scoring proficient or above on state standardized assessments by at least 8-15% percentage points from baseline from 58%-65%	Measurable Objective Year 3 By the end of Year 3, the school will increase the percentage of students scoring proficient or above on state standardized assessments by at least 8-15% percentage points from baseline from 65%-75%
Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.	Foundational Skills 3 Teacher students to decode words, analyze word parts, and write and recognize words https://ies.ed.gov/ncee/WWC/PracticeGuide/21 Tier 1		
Intended Outcomes Describe how student outcomes will improve as a result implementing the evidence-based strategy.	By mastering how to sound out words and analyze their parts, students will develop the fluency needed to read more complex texts with ease and confidence. This foundational shift allows them to move beyond basic decoding to focus on deeper comprehension and critical thinking across all subjects.		
Lead person (Who is responsible for ensuring the work gets done?)	Classroom teacher, Special Education teacher, English Learners teacher		

Team Members (Who are responsible for doing the work?)		Instructional coaches, teachers, Instructional Assistants, EnglishLearner teachers, Special Education teachers, Title 1 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>Professional Learning:</p> <p>Year 1 Professional development will be provided to all teachers and instructional assistants on how to plan and implement explicit decoding strategy instruction.</p> <p>Professional development will be provided to all teachers and instructional assistants on how to plan and implement effective English learner support strategies in the classroom.</p> <p>Professional development will be provided to all grade</p>	School Principal	9/2025-6/2028	<p>Beginning of the year, middle of the year, and end of the year monitoring meetings with each teacher and administration</p> <p>Weekly PLC check-ins with grade level teams</p> <p>Monthly MYSSP team meetings, the first Tuesday of each month</p>	100% of K-5 teachers will explicitly teach foundational skills	None	None

<p>level staff on how to effectively use curriculum materials and strategy implementation.</p> <p><u>Year 2</u> Professional development will be provided by the literacy coach to teachers and instructional assistants to model foundation skills lessons, decoding strategies, with embedded scaffolds to support students with disabilities. In addition staff will learn to use Morphology Routines as part of the Comprehension Instructional Framework through Virginia Literacy Partnerships in the classroom.</p> <p><u>Year 3</u> Teachers will conduct peer observations and provide feedback on fidelity of foundational skills and decoding</p>						
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<p>strategies implementation in the classroom. PLC teams will discuss at each weekly meeting.</p>						
<p>Planning:</p> <p>Year 1 During weekly PLC meetings, general education and special education teachers will plan explicit foundational skills and decoding instruction by analyzing HQIM resources, identifying learning targets for the week, planning for support for students with disabilities, and creating a common check for understanding of the weekly skills.</p> <p>Year 2 During weekly PLC meetings, general education teachers and special education teachers will anticipate specific foundational and decoding skill</p>	<p>, Classroom teachers</p>	<p>9/2025-6/2028</p>	<p>Beginning of the year, middle of the year, and end of the year monitoring meetings with each teacher and administration</p> <p>Weekly PLC check-ins with grade level teams</p> <p>Monthly MYSSP team meetings, the first Tuesday of each month</p>	<p>100% of K-5 teachers will plan for explicit instruction of foundational skills as evidenced in their individual lesson plans each week</p>	<p>None</p>	<p>None</p>

<p>challenges for students with disabilities and English Learners and plan specially designed instruction to meet the needs of students before lesson delivery.</p> <p>Year 3 During weekly PLC meetings teachers will analyze foundational skill progress data to adjust Tier 1 instruction and plan for the delivery of interventions.</p> <p>Monitoring: Administrators will use the LCS walkthrough tool and observational tools to monitor the implementation of strategies, provide feedback, and identify areas of focus on the planned and delivered Tier 1 and specialized instruction to meet the needs of</p>						
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<p>students. This will include: TNTP, ELA, Special Education, EL visits and walkthroughs.</p> <p>Administrators will attend weekly PLC meetings to discuss data, monitor progress, and share walk through data and information.</p>						
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<p>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</p>	<p>School Principal and Assistant Principals</p> <p>Instructional Coaches</p> <p>Teachers, IAs, Lead Program Teacher/Coordinator</p>	<p>March 2026 – May 2026</p> <p>2026-2027 SY: September 2026-May 2027</p>	<p>Weekly student attendance tracking</p> <p>Bi-weekly progress monitoring aligned to EBI goals</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>≥85% of identified students consistently attend (at least 75% of 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>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>
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classroom instruction.			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 or	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 June 2028, the percentage of all students passing the Virginia Reading SOL will increase to 75% or improve by at least one performance category from the previous year.		
School Performance and Support Framework Alignment Select indicator that the goal addresses.	Reading Mastery		
Measurable Objectives Define objectives that support accomplishing the goal.	Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3
	By the end of Year 1, the school will increase the percentage of students scoring proficient or above on state standardized assessments by at least 8-15% percentage points from baseline from 50%-58%	By the end of Year 2, the school will increase the percentage of students scoring proficient or above on state standardized assessments by at least 8-15% percentage points from baseline from 58%-65%	By the end of Year 3, the school will increase the percentage of students scoring proficient or above on state standardized assessments by at least 8-15% percentage points from baseline from 65%-75%
Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify the evidence tier.	Improving Reading Comprehension 4 Select texts purposefully to support comprehension development. https://ies.ed.gov/ncee/WWC/PracticeGuide/14 Tier 4		
Intended Outcomes Describe how student outcomes will improve as a result implementing the evidence-based strategy.	When teachers use data in the planning process to plan specific, proven lessons for struggling readers, students receive the exact support they need at the right time. This targeted approach prevents students from falling behind and ensures they build the strong reading skills necessary to succeed in every grade.		

Lead person (Who is responsible for ensuring the work gets done?)		Teachers				
Team Members (Who are responsible for doing the work?)		Instructional coaches, teachers, Instructional Assistants, English Learner teachers, Special Education teachers, Title 1 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>
Professional Learning: Year 1 Professional development will be provided to all teachers and instructional assistants on how to effectively use High Quality Instructional Materials in the classroom. This includes, but is not limited to, the use of Benchmark, VALLSS, Foundations, Lexia, and Just Words. Professional development will be provided to all teachers and instructional	Principal	9/2025-6/2028	Beginning of the year, middle of the year, and end of the year monitoring meetings with each teacher and administration Weekly PLC check-ins with grade level teams Monthly MYSSP team meetings, the first Tuesday of each month	100% of K-5 teachers will explicitly plan for Tier 1, Tier 2, and Tier 3 instruction and implement strategies into daily instruction. Reading scores will improve overall and there will be a decrease in the achievement gap with students with disabilities and English learners.	None	None

<p>assistants on how to plan and implement effective English learner support strategies in the classroom with the help of the English Learners teacher.</p>						
<p><u>Year 2</u> Professional development will be provided to all teachers and instructional assistants on how to effectively plan for systematic targeted interventions with the use of the Instructional Framework from the Virginia Literacy Partnerships for Elementary School Comprehension. This will be utilized to outline before reading, during reading, and after reading calls to anticipate interventions in Tier 1 instruction.</p>						
<p>Professional development will be provided to teachers on explicitly teaching</p>						

<p>comprehension strategies to support students with disabilities and English learners to find and justify answers using text evidence for different types of questions.</p> <p>Professional development will be provided to teachers on how to anticipate the challenges of each lesson for students with disabilities and English learners and how to plan interventions, scaffolding, and adjust instruction when students do not understand Tier 1 instruction.</p> <p>.</p> <p><u>Year 3</u></p> <p>Instructional rounds each month will focus on identifying trends at each grade level to provide feedback to weekly PLC meetings, as</p>						
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<p>well as individual teachers.</p> <p>Planning:</p> <p><u>Year 1</u> Literacy coach will model planning using the Comprehension Instructional Framework from the Virginia Literacy Partners to outline before reading, during reading, and after reading goals. The team will prepare a common assessment for a comprehension check using the information from the tool.</p> <p>Teachers will work to plan for common vocabulary for reading in the PLC.</p> <p><u>Year 2</u> All teachers will meet weekly in their PLC to select the Benchmark texts that they will be using that week. Grade level teams</p>						
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<p>will work to complete the Instructional Framework to identify the before reading, during reading, and after reading goals for the text. Special education teachers and English learners teacher will anticipate the challenges and the team will work to anticipate and plan interventions for Tier 1, 2, and 3 students.</p> <p>Special education and English learners teachers will work with classroom teachers in the PLC to design specialized instruction and interventions to meet the needs of Tier 2 and Tier 3 students based on data and observation.</p> <p>Year 3 Teachers will engage in observations of other grade levels and provide feedback on using the texts to plan strategies for</p>						
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<p>instruction, interventions, and questioning to support students finding text evidence and justifying answers to assessment questions.</p> <p>Monitoring:</p> <p>Administrators will use the LCS walkthrough tool and observational tools to monitor the implementation of strategies, provide feedback, and identify areas of focus on the planned and delivered Tier 1 and specialized instruction to meet the needs of students. This will include: TNTP, ELA, Special Education, EL visits and</p> <p>Administrators will examine weekly lesson plans to determine Tier 1, Tier 2, and Tier 3 instructional components to ensure planning integrates targeted,</p>						
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<p>evidence-based interventions into daily instruction.</p> <p>Teachers, special education teachers, and English learner teachers will examine student data weekly to determine the need for specially designed instruction, monitor progress of students, identify small group focus, and anticipate and plan for interventions.</p> <p>K-5 teachers will utilize assessment data to identify and monitor the progress of all students, with a focus on students with disabilities and English learners to plan for and provide focused remediation.</p>						

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 school will reduce the chronic absenteeism rate to from 24% to 12% while establishing systematic intervention protocols to identify and remediate the cumulative learning gaps and lost instructional time caused by student absences.				
School Performance and Support Framework Alignment Select indicator that the goal addresses.		Readiness				
Measurable Objectives Define objectives that support accomplishing the goal.		Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3		
		Linkhorne will reduce the chronic absenteeism rate by 4% and design an after school program to help students close the learning gap due to missed instruction.	Linkhorne will reduce the chronic absenteeism rate by 4% and implement a seat time recovery program and summer learning program..	Linkhorne will reduce the chronic absenteeism rate by 4% and establish family engagement events all year with a focus on math, literacy, and family involvement.		
Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.		Assisting Students Struggling with Mathematics Interventions 1 Systematic Instruction: Provide systematic instruction during intervention to develop student understanding of mathematical ideas. https://ies.ed.gov/ncee/WWC/PracticeGuide/26 Tier 1				
Intended Outcomes Describe how student outcomes will improve as a result implementing the evidence-based strategy.		By identifying and filling the specific learning gaps left by missed school days, students catch up on the essential skills they need to understand current lessons. This targeted support prevents students from falling further behind, allowing students to regain their confidence and stay on track with their peers.				
Lead person (Who is responsible for ensuring the work gets done?)		Teachers				
Team Members (Who are responsible for doing the work?)		Instructional coaches, teachers, Instructional Assistants, English Learner teachers, Special Education teachers				
Action Step <i>(What will be accomplished?)</i>	Process Owner <i>(Who is responsible for ensuring the</i>	Time Frame <i>(How long will it take?)</i>	Progress Checks <i>(How will the team monitor progress?)</i>	Measures of Success	Cost Elements <i>(What resources are needed to complete the action step?)</i>	Funding Source <i>(Where will the money come from?)</i>

List the specific, sequenced steps required to complete the activity.	<i>action step is complete?</i> Identify a single, accountability lead.	Identify the start and end dates for each action step, including any key milestones.	Define key dates to review process, make adjustments, and confirm the work remains on track.	<i>(How will the team know if the action step is complete?)</i> Define clear, observable indicators of completion.		
<p>Create a school attendance team that includes: administrators, attendance clerk, social worker, school counselor, special education teacher, and 2 classroom teachers. The team will work to complete a data review each month and establish an action plan to support students and families.</p> <p>Develop an after school program, Pride Power Up!, for students on Tuesdays and Thursdays after school from 3:15-5:15, that will provide instruction to assist students due to classroom and instructional absences and learning loss. Learning will focus on reading and math</p>	Principal	9/2025-6/2028	<p>Student attendance will be monitored weekly by the attendance clerk.</p> <p>Quarterly meetings with the attendance team to evaluate data and plan for student support.</p> <p>Monthly MYSSP team meetings, the first Tuesday of each month</p> <p>The attendance clerk will track seat time recovery hours each week.</p>	<p>The chronic absenteeism rate at LES will decline over the 3 year period.</p> <p>Students will show growth in reading and math through quarterly assessments and end of year SOL testing.</p>	<p>After school transportation costs for the Pride Power Up! program.</p> <p>Staff support for the after school program</p> <p>Summer program resources.</p> <p>Nutrition: summer meals and after school snacks for the Pride Power Up! Program</p>	MYSSP budget for LES

<p>skills that were missed during absences, interventions, and tiered support. Additionally, students will earn seat time recovery hours toward their attendance.</p> <p>Create a summer learning program that will “jump start” our students into the new academic year. This 2 week program will be designed to support students in reading and math to focus on language skills, reading comprehension, and math skills that will be needed as students start the new academic year.</p> <p>Increase family engagement events so that each month of the school year there is an event at the school to connect Linkhorne to the school community. Events will focus on literacy, math and science skills, parent</p>						
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<p>engagement, English learners communication and resources, and the arts.</p> <p>Design an attendance campaign for the school year. Communicate clear attendance policies and protocols. Ask parents and students to sign an attendance pledge and promise at the start of the school year. Have attendance information posted for all parents to see at the school and on the web site. Provide bilingual resources to families as needed. Establish quarterly attendance awards.</p>						

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 percentage of all students passing the Virginia Math SOL will increase to 75% or improve by at least one performance category from the previous year.		
School Performance and Support Framework Alignment Select indicator that the goal addresses.	Math Mastery		
Measurable Objectives Define objectives that support accomplishing the goal.	Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3
	By the end of Year 1, the school will increase the percentage of students scoring proficient or above on state standardized assessments by at least 8-15% percentage points from baseline from 43%-55%	By the end of Year 2, the school will increase the percentage of students scoring proficient or above on state standardized assessments by at least 8-15% percentage points from baseline from 55%-65%	By the end of Year 3, the school will increase the percentage of students scoring proficient or above on state standardized assessments by at least 8-15% percentage points from baseline from 65%-75%
Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.	5 Word Problems: Provide deliberate instruction on word problems to deepen students' mathematical understanding and support their capacity to apply mathematical ideas. Tier 1 Strong https://ies.ed.gov/ncee/MWC/PracticeGuide/26		
Intended Outcomes Describe how student outcomes will improve as a result implementing the evidence-based strategy.	Deliberate instruction helps students master multi-step problems by teaching them to break big tasks into smaller, manageable parts. This approach builds a clear mental roadmap, ensuring students know exactly which step to take next without getting overwhelmed.		
Lead person (Who is responsible for ensuring the work gets done?)	Classroom teacher		
Team Members (Who are responsible for doing the work?)	Instructional coaches, teachers, Instructional Assistants, English Learner teachers, Special Education 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>
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
	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	Title IVA
	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	Local funds
		<u>SY 2027-2028</u> Mirror similar timeline for July 2028 Jump Start Program	Lesson plan reviews for alignment to HQIM and priority standards	End-of-program data review to inform fall instruction	LCS School Nutrition for breakfast and lunch	
				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		

Multi-year School Support Plan			
3-Year Goal Statement Include the goal statement completed as part of the needs assessment process.	By June 2028, 100% of students in grades 1st-5th grade will have a current diagnostic level and 75% of 1st-5th grade students will either a) meet or exceed growth targets or b) be on or above grade level in IXL math.		
School Performance and Support Framework Alignment Select indicator that the goal addresses.	Math Growth		
Measurable Objectives Define objectives that support accomplishing the goal.	Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3
	By the end of Year 1, the school will increase the percentage of students scoring proficient or above on state standardized assessments by at least 8-15% percentage points from baseline from 43%-55%	By the end of Year 2, the school will increase the percentage of students scoring proficient or above on state standardized assessments by at least 8-15% percentage points from baseline from 55%-65%	By the end of Year 3, the school will increase the percentage of students scoring proficient or above on state standardized assessments by at least 8-15% percentage points from baseline from 65%-75%
Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.	Assisting Students Struggling with Mathematics Intervention 1 Systematic Instruction: Provide systematic instruction during intervention to develop student understanding of mathematical ideas. https://ies.ed.gov/ncee/WWC/PracticeGuide/26 Tier 1		
Intended Outcomes Describe how student outcomes will improve as a result implementing the evidence-based strategy.	By teaching math in a clear, step-by-step way during small group time, we help students truly understand the logic behind the numbers. This organized approach replaces memorization with real understanding, making it much easier for students to solve new and difficult problems.		
Lead person (Who is responsible for ensuring the work gets done?)	Classroom teacher		
Team Members (Who are responsible for doing the work?)	Instructional coaches, teachers, Instructional Assistants, English Learner teachers, Special Education 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>Professional Learning:</p> <p>Year 1 Professional development will be provided to all teachers and instructional assistants on how to plan and implement explicit Tier 1 math instruction for all students.</p> <p>Professional development will be provided to all teachers and instructional assistants on how to plan and implement effective English learner support strategies in the classroom.</p> <p>Year 2 Professional development will be</p>	Principal	9/2025-6/2028	Beginning of the year, middle of the year, and end of the year monitoring meetings with each teacher and administration Weekly PLC check-ins with grade level teams Monthly MYSSP team meetings, the first Tuesday of each month	100% of K-5 teachers will explicitly plan for Tier 1, Tier 2, and Tier 3 instruction and implement strategies into daily instruction. Math scores will improve overall and there will be a decrease in the achievement gap with students with disabilities and English learners.	None	None

<p>provided to all teachers and instructional assistants on how to plan, design strategies, and implement explicit instruction for Tier 2 and Tier 3 students in the small group learning environment.</p>						
<p><u>Year 3</u></p>						
<p>Instructional rounds each month will focus on identifying trends at each grade level to provide feedback to weekly PLC meetings, as well as individual teachers to impact the planning process.</p>						
<p>Planning:</p>						
<p><u>Year 1</u></p>						
<p>During weekly PLC meetings, general education and special education teachers will plan quality Tier 1 instruction with a focus on step by step methodology to</p>						

<p>increase understanding.</p> <p>Year 2 During weekly PLC meetings, general education and special education teachers will examine observation, IXL, and assessment data to plan for small group instruction and interventions. Teachers will design a consistent plan that focuses on missing foundational Tier 1 instruction to fill in skill gaps, while also meeting the diverse Tier 2 and Tier 3 individualized needs of students.</p> <p>Year 3</p> <p>Teachers will engage in observations of other grade levels and provide feedback on using math interventions and checks for</p>						
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<p>understanding with all students.</p> <p>Monitoring:</p> <p>Administrators will use the LCS walkthrough tool and observational tools to monitor the implementation of strategies, provide feedback, and identify areas of focus on the planned and delivered Tier 1 and specialized instruction to meet the needs of students.</p> <p>Administrators will examine weekly lesson plans to determine Tier 1, Tier 2, and Tier 3 instructional components to ensure planning integrates targeted, evidence-based interventions into daily instruction.</p> <p>Teachers, special education teachers, and English learner teachers will examine student data weekly to determine the need for specially designed instruction, monitor progress of students,</p>						
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identify small group focus, and anticipate and plan for interventions.						

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			
<p>3-Year Goal Statement Include the goal statement completed as part of the Resource Inequity Review process.</p>	<p>By Spring 2028, the school will collaborate with the division to redesign its federal funding allocation and monitoring systems to ensure that Title I and 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</p>		
<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 Spring 2026, the school and division will complete a comprehensive audit of 100% of Title I and applicable federal expenditures and implement a documented Federal Funding Alignment Matrix linking all major expenditures 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.</p>	<p>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 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.</p>	<p>By Spring 2028, the school will institutionalize an equity-weighted, performance-driven federal funding model in which 100% of Title I and other federal resources are strategically aligned to root causes and 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.</p>

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 Title I and 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>

<p>The school, in collaboration with the division, will conduct and document a comprehensive review of 100% of Title I and 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.</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>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</p>	<p>Staff Time for audit and fiscal review meetings Possible Substitute Coverage for planning sessions Training for school leaders on fiscal to performance monitoring</p>	<p>School Improvement Funds Title II (PD support)</p>
<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.</p>	<p>Deputy Superintendent Director of Instruction Supervisors Finance Department</p>	<p>Spring 2026-Summer 2028</p>	<p>Quarterly: Documentation of mid-year reallocation decisions Mid-Year:</p>		<p>None</p>	<p>None</p>

<p>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>Principal Data & Accountability Coordinator Title I Staff School Improvement Team</p>		<p>Analyze academic growth vs funded initiatives</p> <p>Adjust allocations if targets are not met</p> <p>Annual: Present funding-performance alignment report to committees.</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 • 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 		
<p>Measurable Objectives Define objectives that support accomplishing the goal.</p>	<p>Measurable Objective Year 1 By Spring 2026, the division will ensure that 100% of</p>	<p>Measurable Objective Year 2 By Spring 2027, the division will ensure consistent</p>	<p>Measurable Objective Year 3 By Spring 2028, the division will provide access to</p>

	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Strategy Describe the strategy and the rationale for selection.</p>	<p>Instructional Resources and Opportunities</p>		
<p>Intended Outcomes Describe how student outcomes will improve as a result implementing the strategy.</p>	<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</p>		

		<p>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), standardized intervention programs, structured acceleration opportunities, and coaching systems to ensure consistent instructional access and framework fidelity across all federally identified schools.	Deputy Superintendent Director of Instruction Instructional Supervisors School Principals Instructional Coaches	Spring 2026 - Summer 2028	Quarterly Instructional material inventory audits Coaching logs and cycle documentation Walkthrough data aligned to instructional framework Invention and acceleration program participation reports	100% of schools have access to approved HQIM 75% - 100% classroom instructional framework fidelity 12-15+ percentage point proficiency increase (by Summer 2028) ≥25% subgroup gap reduction (by Summer 2028)	HQIM Instructional Coach staffing positions Professional Development Training Possible substitute coverage for Professional Development Walkthrough monitoring tools	School Improvement Funds Title II PD Funds Local curriculum funding

			MidYear and End of year data Review	Chronic absenteeism ≤15% (by Summer 2028)		
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.	Director of Instruction Data Analyst Assessment Coordinator School Principal	Spring 2026 - Summer 0228	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	Monthly data Review cycles Data informed coaching focus areas ≥25% subgroup gap reduction Chronic absenteeism ≤15%	None	None

Addressing Resource Inequities Plan	
<p>3-Year Goal Statement</p> <p>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</p> <p>Define objectives that support accomplishing the goal.</p>	<p>Measurable Objective Year 1</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>Measurable Objective Year 2</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>Measurable Objective Year 3</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</p>	<p>Student Support Services resource and opportunities</p>		

Describe the strategy and the rationale for selection.						
Intended Outcomes Describe how student outcomes will improve as a result implementing the strategy.			<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	Deputy Superintendent Director of Instruction	Spring 2026 - Summer 2028	Completion of annual documented staffing analysis reports	100% of federally identified schools complete documented	Data analysis support tools or software	Title I, Part A School Improvement Funds

<p>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.</p>	<p>Director of Student Services Director of Special Education Chief Human Resources Officer School Principals</p>		<p>Evidence of alignment between staffing assignments and student need data Documentation of staffing adjustments based on review findings Quarterly service delivery effectiveness reviews Division leadership presentation of findings annually</p>	<p>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 Demonstrated improvement in subgroup performance trends Sustained implementation of annual institutionalized review protocol by 2028</p>	<p>Possible Substitute coverage for staffing review meetings Stipends for school leadership planning sessions</p>	<p>Title II (Leadership Development) Local funds (sustainability)</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 Director of Instruction Director of Special Education EL Coordinator Assessment Coordinator</p>	<p>Spring 2026 - Summer 2028</p>	<p>Monthly Compliance Data Reports Quarterly Compliance Audits Corrective action plans for identified gaps Time and Effort/Service Delivery documentation review</p>	<p>≥90% compliance by Summer 2026 ≥95% compliance by Summer 2027 100% compliance by Summer 2028 Quarterly documented monitoring of service delivery effectiveness Reduction in compliance findings during state reviews</p>	<p>Training for administrators and/or case managers Possible substitute coverage for compliance audits Professional Development for monitoring protocols</p>	<p>Title III (EL monitoring support) School Improvement Funds Technology Funds</p>

			Annual Summary Report to Division Leadership	Improved academic outcomes for SWD and EL students aligned to staffing adjustments		
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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:	Linkhorne Elementary School
Principal Name:	Mrs. Michele Goff
Principal Email:	goffml@lcsedu.net
School Performance Category:	Off Track
School Federal Designation:	Comprehensive Support and Improvement - Low Performing

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.

Mrs. Michele Goff		3/5/2026
Principal Name	Principal Signature	Date Approved
		3/5/2026
Dr. Jennifer Davis		
Division-Level Lead Name	Division-Level Lead Signature	Date Approved
		3/5/2026
Dr. Kristy Somerville-Midgette		

Division Superintendent Name

Division Superintendent Signature

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.