

# Linkhorne Middle School Multi-year School Support Plan

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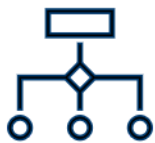
# A Statewide Approach to School Improvement

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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

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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

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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

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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 Middle School
Grades Served	6-8
Principal Name	Dr. Kathy Dills
Principal Email	<a href="mailto:dillsks@lcsedu.net">dillsks@lcsedu.net</a>
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	<a href="mailto:davism1@lcsedu.net">davism1@lcsedu.net</a>

## Stakeholder Engagement

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

*Table 3: Stakeholder engagement*

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

Stakeholder Representation	Name	Email	Organization, Department, or Office	Title
School Leadership	Kathleen Dills	dillsks@lcsedu.net	Linkhorne Middle	Principal
School Leadership	Tia Benefield	benefieldt@lcsedu.net	Linkhorne Middle	Assistant Principal
School Leadership	Paul Arslain	arslainpm@lcsedu.net	Linkhorne Middle	Assistant Principal
School-Level	Catherine Selzler	selzlercs@lcsedu.net	Linkhorne Middle	Math Representative, teacher
School-Level	Dom Moncion	moncionda1@lcsedu.net	Linkhorne Middle	Teacher
School-Level	Jenny Ring	ringjl@lcsedu.net	Linkhorne Middle	Teacher
School-Level	Ayanna Allen	allenan@lcsedu.net	Linkhorne Middle	Director of Counseling
School-Level	Micheal Carr	carrmh@lcsedu.net	Linkhorne Middle	Counselor

Stakeholder Representation	Name	Email	Organization, Department, or Office	Title
School-Level	Nikki Burger	burgernj@lcsedu.net	Linkhorne Middle	Behavior Coach
School-Level	Latasha Thomas	thomasln@lcsedu.net	Linkhorne Middle	Secondary Interventionist
School-Level	Jessica Marino	marinojs@lcsedu.net	Linkhorne Middle	Attendance Representative
School-Level and parent representative	Emily Plice	plicee2@lcsedu.net	Linkhorne Middle	Teacher and parent
Student Rep	Wyatt Plice	wplice65@lcsedu.net	Linkhorne Middle	Student Representative
School-Level	Niesa Owen	owennh@lcsedu.net	Linkhorne Middle	School Social Worker
School-Level	Jamie Hayes	hayesje@lcsedu.net	Linkhorne Middle	Reading Specialist
Community Level	Carly Sheaffer	carly.eccles@gmail.com	Linkhorne Middle	Substitute, PTO representative, and Community Partner
School-Level	Tahlia Brooks	brookstm@lcsedu.net	Linkhorne Middle	English Teacher

## Planning Year

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

*Table 4: Summary of Planning Year Activities*

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

Required Planning Year Activities	
The activities listed below are required to be completed during the planning year.	
Conduct a needs assessment	
Identify resource inequities	
Monitor student outcomes across all indicators in the School Performance and Support Framework	
Suggested Planning Year Activities	
The activities listed below are not required. If the school division plans to engage in any of these activities and intends to use school improvement grant funding to support them, then the division must complete the information in the table below.	
Engage families and community	<p><b>What the division plans to do:</b> 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><b>Why this activity is important:</b> Family and community engagement strengthens trust, improves transparency, and ensures that improvement efforts reflect the needs and priorities of stakeholders. Research consistently shows</p>

	<p>that meaningful family engagement is correlated with higher attendance, improved behavior, and increased academic achievement.</p> <p><b>How this will contribute to improved student outcomes:</b>          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><b>What the division plans to do:</b>          The division will conduct a curriculum and instructional materials audit to evaluate alignment with state standards, rigor expectations, and evidence-based practices.</p> <p><b>Why this activity is important:</b>          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><b>How this will contribute to improved student outcomes:</b>          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><b>What the division plans to do:</b>          The division will conduct a needs assessment and develop a professional learning plan aligned to identified school improvement priorities. Supports will include job-embedded coaching, professional learning communities (PLCs), data analysis training, and implementation monitoring.</p>

	<p><b>Why this activity is important:</b> 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><b>How this will contribute to improved student outcomes:</b> 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><b>What the division plans to do:</b> The division will establish school improvement/implementation teams, develop progress monitoring systems, create clear timelines and benchmarks, and coordinate with VDOE for technical assistance and compliance.</p> <p><b>Why this activity is important:</b> Effective planning requires coherent systems, accountability structures, and aligned resources. Without clear monitoring and governance processes, implementation may lack consistency and sustainability.</p> <p><b>How this will contribute to improved student outcomes:</b> Strong planning infrastructure ensures that strategies are implemented with fidelity, progress is regularly monitored, and adjustments are made based on data. This continuous improvement cycle increases the likelihood of sustained academic growth and long-term school improvement.</p>

Table 5: Planning Year Action Plan

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

Planning Year Action Plan						
Planning Year Activity (What do you plan to do?)			Engage Families and Community			
Lead person (Who is responsible for ensuring the work gets done?)			Deputy Superintendent for Instruction			
Team Members (Who are responsible for doing the work?)			Communications Supervisor, Family & Community Engagement Coordinator, School Principal			
Action Step (What will be accomplished?) List the specific, sequenced steps required to complete the activity.	Process Owner (Who is responsible for ensuring the action step is complete?) Identify a single, accountability lead.	Time Frame (How long will it take?) Identify the start and end dates for each action step, including any key milestones.	Progress Checks (How will the team monitor progress?) Define key dates to review process, make adjustments, and confirm the work remains on track.	Measures of Success (How will the team know if the action step is complete?) Define clear, observable indicators of completion.	Cost Elements (What resources are needed to complete the action step?)	Funding Source (Where will the money come from?)
Develop and distribute stakeholder surveys (families, staff, students, community partners).	School Principal Family & Community Engagement Coordinator Communications Supervisor	Summer 2026	Survey Participation Rates	≥ 60% family survey participation	None	None
Establish a School Family & Community Advisory Committee	School Principal Family & Community Engagement Coordinator	Fall 2026	Meeting agenda and minutes from advisory committee meetings	Increased family event attendance by 20%	None	None

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

<b>Planning Year Action Plan</b>						
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			
<b>Action Step</b> <i>(What will be accomplished?)</i> List the specific, sequenced steps required to complete the activity.	<b>Process Owner</b> <i>(Who is responsible for ensuring the action step is complete?)</i> Identify a single, accountability lead.	<b>Time Frame</b> <i>(How long will it take?)</i> Identify the start and end dates for each action step, including any key milestones.	<b>Progress Checks</b> <i>(How will the team monitor progress?)</i> Define key dates to review process, make adjustments, and confirm the work remains on track.	<b>Measures of Success</b> <i>(How will the team know if the action step is complete?)</i> Define clear, observable indicators of completion.	<b>Cost Elements</b> <i>(What resources are needed to complete the action step?)</i>	<b>Funding Source</b> <i>(Where will the money come from?)</i>

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

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

Planning Year Action Plan						
Planning Year Activity (What do you plan to do?)			Provide professional development and supports			
Lead person (Who is responsible for ensuring the work gets done?)			Deputy Superintendent for Instruction			
Team Members (Who are responsible for doing the work?)			Director of Elementary Education, Teaching & Learning Supervisors, School Principal			
Action Step (What will be accomplished?) List the specific, sequenced steps required to complete the activity.	Process Owner (Who is responsible for ensuring the action step is complete?) Identify a single, accountability lead.	Time Frame (How long will it take?) Identify the start and end dates for each action step, including any key milestones.	Progress Checks (How will the team monitor progress?) Define key dates to review process, make adjustments, and confirm the work remains on track.	Measures of Success (How will the team know if the action step is complete?) Define clear, observable indicators of completion.	Cost Elements (What resources are needed to complete the action step?)	Funding Source (Where will the money come from?)
Conduct professional learning needs assessment.	Deputy Superintendent for Instruction	Spring - Summer 2026	Results from needs assessment will drive division wide professional learning plan	Results from needs assessment will drive division wide professional learning plan	None	None
Develop division-wide Professional Learning Plan	Directors from Teaching & Learning, Student Services, Special Education, and Information Technology	Spring - Fall 2026	Division Professional Learning Catalog for 26-27 SY	95% staff sign up and participate in required	None	None

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

<b>Planning Year Action Plan</b>	
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			
<b>Action Step</b> <i>(What will be accomplished?)</i> List the specific, sequenced steps required to complete the activity.	<b>Process Owner</b> <i>(Who is responsible for ensuring the action step is complete?)</i> Identify a single, accountability lead.	<b>Time Frame</b> <i>(How long will it take?)</i> Identify the start and end dates for each action step, including any key milestones.	<b>Progress Checks</b> <i>(How will the team monitor progress?)</i> Define key dates to review process, make adjustments, and confirm the work remains on track.	<b>Measures of Success</b> <i>(How will the team know if the action step is complete?)</i> Define clear, observable indicators of completion.	<b>Cost Elements</b> <i>(What resources are needed to complete the action step?)</i>	<b>Funding Source</b> <i>(Where will the money come from?)</i>
Establish school improvement / implementation team	School Principal	Summer 2026	List of team members	List of team members	None	None
Develop detailed implementation timeline with benchmarks	School Principal	Summer/Fall 2026	Implementation timeline document	Completion of planning benchmarks	None	None
Create a progress monitoring dashboard (academic, attendance, behavior).	Directors from Teaching & Learning, Student Services, Special Education, and Information Technology	Summer/Fall 2026	Dashboard Data Reports	Clear progress monitoring system operational before implementation year	Student Information System	None
Conduct quarterly review meetings with division leadership	Deputy Superintendent for Instruction, Directors from Teaching & Learning, Student Services, Special Education, and Information	Quarterly during 26-27 SY	Quarterly meeting agenda and minutes	Supporting data during quarterly meetings	Data Reports	None

	Technology, and School Principal					
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## Multi-year School Support Plan

Table 6: Multi-year School Support Plan

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

Multi-year School Support Plan			
<b>3-Year Goal Statement</b> Include the goal statement completed as part of the needs assessment process.	Reading: By the end of the school year, all middle school content-area teachers will consistently implement research-based literacy instructional practices to improve students' reading comprehension, academic vocabulary, and ability to access grade-level texts. As a result, at least 75% of students, including students with disabilities and students from economically disadvantaged backgrounds, will demonstrate measurable growth in reading performance as evidenced by common formative assessments, discipline-specific reading tasks, and benchmark reading data.		
<b>School Performance and Support Framework Alignment</b> Select indicator that the goal addresses.	Reading		
<b>Measurable Objectives</b> Define objectives that support accomplishing the goal.	<b>Measurable Objective Year 1</b> Students identified in the subgrouping will be able to identify vowel and consonant letter sounds and combinations with 50% accuracy.  Students identified in the subgrouping will engage in routines that they can use	<b>Measurable Objective Year 2</b> Students identified in the subgrouping will be able to identify vowel and consonant letter sounds and combinations with 75% accuracy.  Students identified in the subgrouping will engage in routines that they can use	<b>Measurable Objective Year 3</b> Students identified in the subgrouping will be able to identify vowel and consonant letter sounds and combinations with 90% accuracy.  Students identified in the subgrouping will engage in routines that they can use

	<p>daily across all content areas to decode multisyllabic words with 50% accuracy.</p> <p>Students identified in the subgrouping will engage in lessons that focus on spelling embedded in daily lessons across all content areas with 50% accuracy.</p> <p>Students identified in the subgrouping will engage in reading activities that allow students to orally read multisyllabic words accurately to increase automaticity with 50% accuracy.</p> <p>By the end of the academic year, students performing below grade level in reading will demonstrate improved comprehension and analytical skills, as well as increased academic vocabulary knowledge. Specifically, when provided with scaffolded texts, graphic organizers, and explicit vocabulary instruction, at</p>	<p>daily across all content areas to decode multisyllabic words with 75% accuracy.</p> <p>Students identified in the subgrouping will engage in lessons that focus on spelling embedded in daily lessons across all content areas with 75% accuracy.</p> <p>Students identified in the subgrouping will engage in reading activities that allow students to orally read multisyllabic words accurately to increase automaticity with 75% accuracy.</p> <p>By the end of the academic year, students performing below grade level in reading will demonstrate improved comprehension and analytical skills, as well as increased academic vocabulary knowledge. Specifically, when provided with scaffolded texts, graphic organizers, and explicit vocabulary instruction, at least 60% of identified students will be able to:</p>	<p>daily across all content areas to decode multisyllabic words with 90% accuracy.</p> <p>Students identified in the subgrouping will engage in lessons that focus on spelling embedded in daily lessons across all content areas with 90% accuracy.</p> <p>Students identified in the subgrouping will engage in reading activities that allow students to orally read multisyllabic words accurately to increase automaticity with 90% accuracy.</p> <p>By the end of the academic year, students performing below grade level in reading will demonstrate improved comprehension and analytical skills, as well as increased academic vocabulary knowledge. Specifically, when provided with scaffolded texts, graphic organizers, and explicit vocabulary instruction, at</p>
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	<p>least 50% of identified students will be able to:</p> <p>Accurately identify and explain key ideas, details, and themes in grade-level or slightly below grade-level texts. Use context clues, word analysis, and taught strategies to determine the meaning of academic and content-specific vocabulary. Apply reading comprehension strategies—including summarizing, questioning, and making inferences—to independently analyze texts across subjects. Demonstrate growth in fluency and engagement with texts, as measured by benchmark assessments, teacher observations, and written responses.</p>	<p>Accurately identify and explain key ideas, details, and themes in grade-level or slightly below grade-level texts. Use context clues, word analysis, and taught strategies to determine the meaning of academic and content-specific vocabulary. Apply reading comprehension strategies—including summarizing, questioning, and making inferences—to independently analyze texts across subjects. Demonstrate growth in fluency and engagement with texts, as measured by benchmark assessments, teacher observations, and written responses.</p>	<p>least 60% of identified students will be able to:</p> <p>Accurately identify and explain key ideas, details, and themes in grade-level or slightly below grade-level texts. Use context clues, word analysis, and taught strategies to determine the meaning of academic and content-specific vocabulary. Apply reading comprehension strategies—including summarizing, questioning, and making inferences—to independently analyze texts across subjects. Demonstrate growth in fluency and engagement with texts, as measured by benchmark assessments, teacher observations, and written responses.</p>
<p>Evidence-Based Strategy</p> <p>Describe the evidence-based strategy and the rationale for selection. Identify the evidence tier.</p>	<p>For students who are having difficulty identifying sounds that are made by common vowels and consonants and their combinations, spend more intervention time reviewing or reteaching common vowel and consonant letter-sounds and combinations. (Tier 1)</p> <p>Train teachers a method that can be used by all content teachers that can be used to break down and decode multisyllabic words - one routine. (Tier 1)</p>		

		<p>Teachers use an encoding practice. Begin by asking students to read the word aloud and spell it. Encourage students to think about the different parts of the word and how many parts. This should be done across all content areas. (Tier 1)</p> <p>Provide multiple opportunities for students to apply the routine to build automaticity: the ability to recognize words instantly and effortlessly through embedded activities across all content areas. (Tier 1)</p>				
<p>Intended Outcomes Describe how student outcomes will improve as a result implementing the evidence-based strategy.</p>		<p>The anticipated student learning outcomes for the reading interventions include measurable gains in decoding, fluency, and reading comprehension as evidenced by progress monitoring data.</p> <p>The intervention-aligned literacy outcomes are designed to support individual student growth and are evaluated through systematic progress monitoring.</p>				
<p>Lead person (Who is responsible for ensuring the work gets done?)</p>		<p>The literacy Team: Principal, Assistant Principal, English Teachers, Reading Specialists and Central Office Literacy Support.</p>				
<p>Team Members (Who are responsible for doing the work?)</p>		<p>The literacy Team: Principal, Assistant Principal, English Teachers, Reading Specialists and Central Office Literacy Support.</p>				
<p><b>Action Step</b> <i>(What will be accomplished?)</i> List the specific, sequenced steps required to complete the activity.</p>	<p><b>Process Owner</b> <i>(Who is responsible for ensuring the action step is complete?)</i> Identify a single, accountability lead.</p>	<p><b>Time Frame</b> <i>(How long will it take?)</i> Identify the start and end dates for each action step, including any key milestones.</p>	<p><b>Progress Checks</b> <i>(How will the team monitor progress?)</i> Define key dates to review the process, make adjustments, and confirm the work remains on track.</p>	<p><b>Measures of Success</b> <i>(How will the team know if the action step is complete?)</i> Define clear, observable indicators of completion.</p>	<p><b>Cost Elements</b> <i>(What resources are needed to complete the action step?)</i></p>	<p><b>Funding Source</b> <i>(Where will the money come from?)</i></p>
<p>1. Train content teachers on the specific Strategies.</p>	<p>Principal, Reading Specialist</p>	<p>February 2026-June 2026</p>	<p>Agenda of Training</p>	<p>Training completion and implementation</p>	<p>Professional Development payment</p>	<p>Operation PD, LMS funding</p>
<p>2. Identify the date to start practices</p>	<p>Principal, Assistant Principals</p>	<p>March 15, 2026-June 2026</p>	<p>Communication to Faculty</p>	<p>Communication and Implementation</p>	<p>None needed</p>	<p>None</p>
<p>3. PLC expectations of data tracking practices</p>	<p>All Team PLCs Principal/Assistant Principal</p>	<p>March 1, 2026 - June 2026</p>	<p>PLC Agenda, weekly</p>	<p>PLC communication and data collections</p>	<p>None needed</p>	<p>None</p>

<p>4. Review weekly progress across all content settings</p> <p>5. Develop an after school program with these strategies to increase reading levels.</p>	<p>All Team PLCs Principal/Assistant Principal</p> <p>Literacy Committee</p>	<p>Weekly beginning April 1, 2026 - June 2026</p> <p>April 15, 2026 - June 2026</p>	<p>PLC Agenda, weekly</p> <p>Literacy Plan</p>	<p>PLC Communication and data collection</p> <p>Data collection, weekly</p>	<p>None needed</p> <p>Staffing/materials</p>	<p>None</p> <p>Central Office allocation</p>
<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 classroom instruction.</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>2027-2028SY: September 2027-May 2028</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>Principal/AP walkthroughs during after school sessions</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>Evidence of alignment between after-school instruction and core instruction/EBIs</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>

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

## Addressing Resource Inequities

Table 7: Addressing Resource Inequities Plan

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

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

Addressing Resource Inequities Plan			
<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 school will collaborate with the division to redesign its federal funding allocation and monitoring systems to ensure 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</p> <p>Define objectives that support accomplishing the goal.</p>	<p><b>Measurable Objective Year 1</b></p> <p>By Spring 2026, the school and division will complete a comprehensive audit of 100% of applicable federal expenditures and implement a documented Federal Funding Alignment Matrix linking all major expenditures to identified root causes, academic proficiency targets, subgroup gap reduction</p>	<p><b>Measurable Objective Year 2</b></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</p>	<p><b>Measurable Objective Year 3</b></p> <p>By Spring 2028, the school will institutionalize an equity-weighted, performance-driven federal funding model in which other federal resources are strategically aligned to root causes and reviewed quarterly for measurable return on investment. Funded initiatives will</p>

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

Team Members (Who are responsible for doing the work?)		Deputy Superintendent, Director of Instruction, Supervisors, Finance Department, Principal, Data & Accountability Coordinator, Title I Staff, School Improvement Team				
<b>Action Step</b> <i>(What will be accomplished?)</i> List the specific, sequenced steps required to complete the activity.	<b>Process Owner</b> <i>(Who is responsible for ensuring the action step is complete?)</i> Identify a single, accountability lead.	<b>Time Frame</b> <i>(How long will it take?)</i> Identify the start and end dates for each action step, including any key milestones.	<b>Progress Checks</b> <i>(How will the team monitor progress?)</i> Define key dates to review process, make adjustments, and confirm the work remains on track.	<b>Measures of Success</b> <i>(How will the team know if the action step is complete?)</i> Define clear, observable indicators of completion.	<b>Cost Elements</b> <i>(What resources are needed to complete the action step?)</i>	<b>Funding Source</b> <i>(Where will the money come from?)</i>
The school, in collaboration with the division, will conduct and document a comprehensive review of 100% of applicable federal expenditures to ensure alignment with identified root causes, academic performance goals, subgroup improvement targets, and chronic absenteeism benchmarks. This audit will establish a baseline for reallocating resources toward high-impact, performance-driven strategies.	Deputy Superintendent Director of Instruction Supervisors Finance Department Principal Data & Accountability Coordinator Title I Staff School Improvement Team	Spring 2026-Summer 2028	Quarterly:  Documentation of mid-year reallocation decisions  Mid-Year:  Analyze academic growth vs funded initiatives  Adjust allocations if targets are not met  Annual:  Present funding-performance alignment report to committees.	Fiscal to performance dashboards embedded in continuous improvement cycles  Federal fund alignment process integrated into annual school improvement planning  Documented evidence that ineffective expenditures are discontinued or redesigned	Staff Time for audit and fiscal review meetings  Possible Substitute Coverage for planning sessions  Training for school leaders on fiscal to performance monitoring	School Improvement Funds  Title II (PD support)

<p>The school will embed an annual federal funding review into its School Improvement Planning and budgeting process to ensure sustained alignment of resources with performance data. This review will include documented analysis of academic growth, subgroup trends, attendance outcomes, and fiscal impact to support long-term sustainability and CSI exit readiness.</p>	<p>Deputy Superintendent Director of Instruction Supervisors Finance Department Principal Data &amp; Accountability Coordinator Title I Staff School Improvement Team</p>	<p>Spring 2026-Summer 2028</p>	<p>Quarterly:  Documentation of mid-year reallocation decisions  Mid-Year:  Analyze academic growth vs funded initiatives  Adjust allocations if targets are not met  Annual:  Present funding-performance alignment report to committees.</p>		<p>None</p>	<p>None</p>
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<b>Addressing Resource Inequities Plan</b>	
<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"> <li>• 12-15% point increases in Reading and Math SOL proficiency</li> </ul>

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

Intended Outcomes Describe how student outcomes will improve as a result implementing the strategy.		<p>Federally identified schools do not consistently have access to high-quality instructional materials, standardized intervention services, structured acceleration opportunities, sustained coaching support, and integrated data monitoring systems. Variability in curriculum alignment, intervention intensity, professional learning access, and progress monitoring infrastructure results in inconsistent instructional quality and uneven student support across schools.</p> <p>Students in high-need schools are therefore less likely to experience fully aligned, grade-level rigorous instruction delivered with fidelity, timely and research-based interventions, or systematic acceleration pathways. In addition, fragmented data systems limit proactive identification of academic and attendance risks.</p> <p>This inequity reflects a systemic misalignment between the division’s instructional expectations and the consistency, resources, and monitoring structures available across federally identified schools, contributing to persistent achievement gaps and uneven growth outcomes.</p>				
Lead person (Who is responsible for ensuring the work gets done?)		Deputy Superintendent				
Team Members (Who are responsible for doing the work?)		Deputy Superintendent, Director of Instruction, Instructional Supervisors, School Principals Instructional Coaches, Data Analyst, Assessment Coordinator				
Action Step <i>(What will be accomplished?)</i> List the specific, sequenced steps required to complete the activity.	Process Owner <i>(Who is responsible for ensuring the action step is complete?)</i> Identify a single, accountability lead.	Time Frame <i>(How long will it take?)</i> Identify the start and end dates for each action step, including any key milestones.	Progress Checks <i>(How will the team monitor progress?)</i> Define key dates to review process, make adjustments, and confirm the work remains on track.	Measures of Success <i>(How will the team know if the action step is complete?)</i> Define clear, observable indicators of completion.	Cost Elements <i>(What resources are needed to complete the action step?)</i>	Funding Source <i>(Where will the money come from?)</i>
Establish, distribute, and monitor the use of division-approved high-quality instructional materials (HQIM),	Deputy Superintendent  Director of Instruction	Spring 2026 - Summer 2028	Quarterly Instructional material inventory audits  Coaching logs and cycle documentation	100% of schools have access to approved HQIM  75% - 100% classroom	HQIM  Instructional Coach staffing positions	School Improvement Funds  Title II PD Funds

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

## Addressing Resource Inequities Plan

<p><b>3-Year Goal Statement</b>          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"> <li>● 25+ percentage point increases in SWD and EL proficiency</li> <li>● 50% reduction in subgroup achievement gaps</li> <li>● Chronic absenteeism reduced to 12% or lower</li> <li>● 100% compliance with IEP and EL monitoring requirements</li> </ul>		
<p><b>Measurable Objectives</b>          Define objectives that support accomplishing the goal.</p>	<p><b>Measurable Objective Year 1</b></p>	<p><b>Measurable Objective Year 2</b></p>	<p><b>Measurable Objective Year 3</b></p>

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

		<p>In high-need schools, elevated caseloads, limited integrated academic and behavioral systems, and fragmented compliance monitoring structures reduce the division’s ability to provide timely, coordinated, and high-quality support. As a result, SWD and EL students experience persistent proficiency gaps, attendance challenges remain elevated, and compliance processes compete with instructional focus.</p> <p>This inequity reflects a misalignment between student need intensity and the structure, staffing, and monitoring systems designed to support those students.</p>				
Lead person (Who is responsible for ensuring the work gets done?)		Deputy Superintendent				
Team Members (Who are responsible for doing the work?)		Deputy Superintendent, Director for Instruction, Director of Student Services, Director of Special Education, Chief Human Resources Officer, School Principals, EL Coordinator, Assessment Coordinator				
<b>Action Step</b> <i>(What will be accomplished?)</i> List the specific, sequenced steps required to complete the activity.	<b>Process Owner</b> <i>(Who is responsible for ensuring the action step is complete?)</i> Identify a single, accountability lead.	<b>Time Frame</b> <i>(How long will it take?)</i> Identify the start and end dates for each action step, including any key milestones.	<b>Progress Checks</b> <i>(How will the team monitor progress?)</i> Define key dates to review process, make adjustments, and confirm the work remains on track.	<b>Measures of Success</b> <i>(How will the team know if the action step is complete?)</i> Define clear, observable indicators of completion.	<b>Cost Elements</b> <i>(What resources are needed to complete the action step?)</i>	<b>Funding Source</b> <i>(Where will the money come from?)</i>
Develop and implement a standardized annual staffing and service delivery review process aligned to student need indicators (SWD, EL, academic risk, attendance trends) to ensure appropriate alignment of academic and behavioral supports in federally identified schools.	Deputy Superintendent  Director of Instruction  Director of Student Services  Director of Special Education Chief Human Resources Officer  School Principals	Spring 2026 - Summer 2028	Completion of annual documented staffing analysis reports  Evidence of alignment between staffing assignments and student need data  Documentation of staffing adjustments based on review findings	100% of federally identified schools complete documented staffing reviews annually  Documented staffing adjustments made in response to updated student need data (2027 and 2028)  Improved alignment of staffing to SWD, EL, and intervention intensity needs	Data analysis support tools or software  Possible Substitute coverage for staffing review meetings  Stipends for school leadership planning sessions	School Improvement Funds  Title II (Leadership Development)  Local funds (sustainability)

			Quarterly service delivery effectiveness reviews Division leadership presentation of findings annually	Demonstrated improvement in subgroup performance trends Sustained implementation of annual institutionalized review protocol by 2028		
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.	Deputy Superintendent Director of Instruction Director of Special Education EL Coordinator Assessment Coordinator	Spring 2026 - Summer 2028	Monthly Compliance Data Reports Quarterly Compliance Audits Corrective action plans for identified gaps Time and Effort/Service Delivery documentation review Annual Summary Report to Division Leadership	≥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 Improved academic outcomes for SWD and EL students aligned to staffing adjustments	Training for administrators and/or case managers Possible substitute coverage for compliance audits Professional Development for monitoring protocols	Title III (EL monitoring support) School Improvement Funds Technology Funds

## 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 Middle School
Principal Name:	Dr. Kathy Dills
Principal Email:	dillsks@lcsedu.net
School Performance Category:	Needs Intensive Support
School Federal Designation:	Additional Targeted Support and Improvement

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

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

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

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

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

Dr. Kathy Dills Principal Name	Principal Signature	3/5/2026 Date Approved
Dr. Jennifer Davis Division-Level Lead Name	Division-Level Lead Signature	3/5/2026 Date Approved
Dr. Kristy Somerville-Midgette		3/5/2026
Division Superintendent Name	Division Superintendent Signature	Date Approved 3/3/2026

## Additional Support and Next Steps

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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.