

Multi-year School Support Plan Robert S. Payne Elementary School Lynchburg City Schools Mrs. Kary S. Wills.

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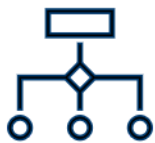
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A Statewide Approach to School Improvement

The Virginia Department of Education (the Department) is launching a bold, research-based redesign of how school improvement is supported across the Commonwealth. This new model is anchored in a clear theory of action, when high-quality quantitative and qualitative data are used to understand strengths and challenges in student learning, the Department can align targeted, evidence-based supports that measurably improve student outcomes.

To inform this approach, the Department conducted a comprehensive review of high-performing state education agencies across the nation. The analysis identified key practices associated with improved student outcomes. Drawing on these insights, the Department is focusing on the following critical elements:

Organizational Structure



The Department is implementing a strategic realignment of offices, roles, and responsibilities to improve coherence, collaboration, and operational efficiency. These structural adjustments are designed to streamline communication and increase collaboration to ensure that schools and divisions experience a coordinated and responsive system of support from the Department.

Funding Priorities



Resources are being directed toward the implementation of evidence-based practices. Leadership is empowering school and division leaders with more autonomy and flexibility to maximize every dollar for students, while requiring clear demonstration of returns on investments that directly lead to improved student outcomes.

Effective School Improvement Practices



School improvement is the responsibility of the entire Department. By engaging subject-matter experts from across offices, the Department expands its capacity to deliver high-quality support statewide and increases the depth of expertise available to schools and divisions. This cross-department approach ensures that every school and division benefits from a research-grounded, data-informed, and coordinated system of support.

School Improvement Process

The school improvement approach is grounded in a four-step process for school success. This process is designed to identify strengths, analyze needs, plan strategically, and monitor progress with rigor and transparency.

Step 1: Current State Analysis

This step establishes a clear, evidence-based understanding of a school or division's performance, strengths, and challenges. Key actions include:

- Needs assessment to identify specific areas where the school or division is not meeting expectations.
- Asset mapping to identify and document existing strengths and resources within the division, school, and community.
- Root cause analysis to uncover underlying reasons for performance challenges.
- Resource allocation review to assess how funds are deployed, evaluate the return on investment, and identify any disparities in funding, staffing, or materials that may impede improvement efforts.

Step 2: Planning and Prioritization

This step transforms finding from the current state analysis into a focused, actionable improvement plan. Key actions include:

- Developing a multi-year school support plan to directly address root causes and leverage assets (from the asset mapping process) to support school improvement.
- Prioritizing needs based on impact, feasibility (budget, time, personnel, etc.), and urgency.
- Establishing specific, measurable, achievable, and time-bound goals.
- Selecting evidence-based interventions and creating a detailed funding and staffing plan for execution.

Step 3: Implementing, Monitoring, and Accountability

This step ensures the improvement plan is executed as intended and that progress is regularly measured. Key actions include:

- Developing clear, outcome-based monitoring protocols defining implementation checks (are we doing what we said we would do?) and progress checks (is it working?).
- Implementing monitoring protocols with regular site visits, data reviews, and check-ins to provide timely, actionable feedback to school and division leadership.

Step 4: Progress Reporting and Reflection

This step focuses on transparent communication of progress towards defined goals. Key actions include:

- Quarterly reporting on implementation status, interim progress data, and next steps.
- Annual reporting summarizing progress, highlighting improvements in student outcomes, and detailing successes and ongoing challenges.

This statewide approach reflects a commitment to data-informed decision-making, strong cross-department collaboration, and evidence-based action. Together, these elements create a robust and sustainable model for improving teaching, learning, and student outcomes across the Commonwealth.

A Systemic Multi-Year School Support Plan to Improve Student Outcomes

Research suggests that lasting improvement in schools takes time, focus, and consistent support. A multi-year support plan gives schools the time they need to move beyond short-term fixes and address the root causes of challenges that impact student learning. Planning over multiple years enables schools to make stronger instructional changes, learn from what works, and build the skills and systems necessary to lead to long-term success for students. A multi-year school support plan helps schools by:

- **Giving improvement time to work:** Evidence-based interventions typically require three to five years to yield sustainable improvements in student outcomes.
- **Using resources strategically:** Planning ahead helps schools and divisions use time, talent, and funding effectively, aligning operations and practices to improve efficiency, maximize return on investment, and achieve meaningful improvements in student outcomes.
- **Building trust and clarity:** Families and communities are actively involved in planning, which builds confidence that the school is committed to long-term success and garners lasting support for improvement efforts.

- **Staying focused:** When a school works toward accomplishing well-defined goals over several years, they increase the likelihood of making measurable sustained impact on improving student outcomes.

The Every Student Succeeds Act provides states with flexibility to design and implement school improvement strategies that are responsive to local needs and grounded in evidence-based practices. One such provision allows states to offer a dedicated planning year to schools newly identified for Comprehensive Support and Improvement or Additional Targeted Support and Improvement. This planning year serves as a foundational phase, enabling schools to engage in a thoughtful and data-informed process before launching their multi-year improvement efforts.

Beginning with the 2025–2026 school year, the Department will require all newly identified Comprehensive Support and Improvement or Additional Targeted Support and Improvement Schools to participate in a planning year as defined in the [Virginia Consolidated State Plan](#). This ensures that school improvement strategies are deeply rooted in a clear understanding of each school’s unique context, strengths, and challenges to develop a clear, evidence-based path forward.

Planning Year for Newly Identified Comprehensive Support and Improvement and Additional Targeted Support and Improvement Schools

During the planning year, school divisions may decide to engage in one or more planning year activities designed to uncover the root causes of underperformance. Allowable expenses using School improvement Grant funds include:

- conducting a [needs assessment](#);
- identifying resource inequities;
- monitoring student outcomes across all indicators in the School Performance and Support Framework;
- engaging families and community;
- rigorously reviewing external providers;
- evaluating staffing models;
- reviewing and selecting instructional programs;
- providing professional development and supports; and
- implementing other planning activities as needed.

These activities are intended to identify systemic barriers to student success and to inform the selection of evidence-based interventions that are both targeted and sustainable. Some planning year activities are required and others are suggested.

Required Planning Year Activities

Conduct a Needs Assessment

The [needs assessment](#) is the cornerstone of developing the Multi-year School Support Plan, serving as a comprehensive diagnostic tool to help identify the root causes of underperformance. This process involves analyzing multiple sources of quantitative and qualitative data aligned to the School Performance and Support Framework to identify strengths, challenges, and gaps in student outcomes. According to the Every Student Succeeds Act, the needs assessment must be grounded in evidence and informed by input from educators, families, and community members. This process establishes a clear, shared understanding of the school's current context, which allows for targeted and strategic action planning.

Identify Resource Inequities

The Every Student Succeeds Act requires that Comprehensive Support and Improvement and Additional Targeted Support and Improvement Schools identify and address resource inequities that may contribute to disparities in student achievement. This work involves examining how financial, human, and material resources are distributed within the school and among schools. Key features include analyzing access to experienced teachers, advanced coursework, technology, and support services. Identifying these disparities is essential to ensuring that all students have the opportunity to succeed. The findings from this analysis inform strategic decisions about reallocating resources to more effectively support student learning and advance school improvement goals.

Monitor Student Outcomes Across All Accountability Indicators

Monitoring student outcomes across all accountability indicators is critical for understanding how well the school is serving all students. During the planning year, schools will establish and implement protocols to monitor disaggregated student outcomes across all indicators. This approach ensures that improvement efforts are proactive, forward-looking, and informed by data, allowing educators to proactively anticipate and respond to the needs of all learners. It also helps educators establish clear, measurable goals and interim benchmarks aligned with state accountability expectations and continuous improvement.

Suggested Planning Year Activities

Engage Families and Community

Family and community engagement is a foundational element of effective school improvement planning. The Every Student Succeeds Act emphasizes the importance of meaningful stakeholder involvement in both the planning and implementation phases. During the planning year, schools create structures for ongoing dialogue with families, community organizations, businesses, higher education, and local leaders to ensure that the support plan reflects shared priorities. This approach builds trust, fosters collaboration, and strengthens the school's capacity to meet the holistic needs of students.

Rigorously Review External Providers

When schools choose to partner with external providers such as consultants, curriculum vendors, or professional development organizations, the Every Student Succeeds Act requires that these providers be rigorously vetted for quality and evidence of effectiveness. During the planning year, schools establish criteria for selecting providers that align with their identified needs and improvement goals. This includes reviewing research, and evaluating past performance, deliverables, and outcomes. A rigorous review process helps schools avoid ineffective or misaligned partnerships and ensures that external support contributes meaningfully to student outcomes.

Evaluate Staffing Models

Staffing plays a critical role in school improvement, and the Every Student Succeeds Act encourages schools to examine whether their current staffing models support access to high-quality instruction. During the planning year, schools analyze teacher licensure and qualifications, turnover rates, leadership structures, and staff deployment to determine what is working well and what changes are needed. This evaluation may lead to strategies such as strategic staffing, targeted recruitment and retention strategies, professional learning experiences, or coaching. Aligning staffing models with student needs and improvement priorities allows educators to establish a strong foundation for instructional excellence and student success.

Review and Select Instructional Programs

Reviewing curricula, instructional materials, and program for standards alignment, appropriateness to the school context, and overall quality is essential for establishing a strong instructional base. The Every Student Succeeds Act requires that interventions and curricula used in school improvement be evidence-based. Educators can review instructional materials vetted by Virginia educators for alignment to standards on the [Department's textbook and instructional materials site](#), using the [Department's textbook review process](#). Schools can identify and select instructional programs that are grounded in evidence, build on existing strengths, and directly address findings in the needs assessment. This process ensures that instructional materials are aligned, relevant, and capable of accelerating student learning.

Provide Professional Development and Supports

Professional development is essential for equipping educators with the knowledge and skills needed to implement the school support plan effectively. During the planning year, schools identify professional learning needs based on the findings of the needs assessment and the instructional shifts required by selected interventions. The Every Student Succeeds Act emphasizes that professional development must be sustained, intensive, collaborative, and aligned with school improvement goals. This activity includes planning for job-embedded coaching, collaborative planning time, and training on new instructional programs or data systems. By investing in high-quality professional learning, schools build the internal capacity necessary to drive and sustain improvement efforts over time.

Implement Other Planning Activities as Needed

In addition to the core planning year activities outlined by the Every Student Succeeds Act, schools may identify other planning tasks that are critical to their local context. These may include developing communication strategies, refining school climate initiatives, strengthening systems of support, or aligning improvement efforts with other division or state initiatives. The flexibility to implement additional planning activities allows schools to address unique challenges and opportunities that may not be captured through a standard process. These activities, while varied, must still align with the federal emphasis on evidence-based practices, stakeholder engagement, and continuous school improvement. By customizing the planning year to meet their specific needs, schools can ensure that their support plans are both comprehensive and contextually relevant.

Strategic Use of School Improvement Grant Funds to Support the Implementation of Multi-year School Support Plans

School improvement grant funds are designed to support data-informed, evidenced-based improvement efforts included in the Multi-year School Support Plan. As divisions support schools in implementing these plans, grant funding may be strategically used to align resources with identified needs, strengthen implementation, and support improved outcomes for students.

For Comprehensive Support and Improvement, Additional Targeted Support and Improvement, and Targeted Support and Improvement Schools, allowable uses of School Improvement Grant funds may be incorporated into the Multi-year School Support Plan to address prioritized needs as identified through the needs assessment process.

Allowable expenditures for multi-year school support planning and implementation that were not identified as part of the planning year may include, but are not limited to:

- evidence-based strategies
- equipment
- pay beyond contract hours
- professional learning materials and supplies
- professional and consulting services
- software licensing
- high-quality tutoring and interventions
- extended learning opportunities
- parent and family engagement activities
- division-level activities to support the implementation of the Multi-year School Support Plan

The full list of allowable and unallowable expenditures is detailed in the school improvement grant application.

Multi-Year School Support Plan Requirements by Federal Identification Status

The [Virginia Consolidated State Plan](#) and Virginia Code ([8VAC20-132-280](#)) describe specific requirements for schools with federal designations in the development of the Multi-year School Support Plan. Table 1 summarizes these requirements by federal identification status and planning questions. This table is intended to provide clarity and support educators in understanding the actions required to meet federal and state expectations.

Table 1: Summary of requirements by federal identification status.

School Federal Identification Status	Does the school have a planning year?	Who conducts the needs assessment?	Who develops the multi-year school support plan?	How many evidence-based interventions are required?	Is the plan required to identify & address resource inequities?	Who must review the multi-year school support plan?	Who must approve the multi-year school support plan?
Newly Identified Comprehensive Support and Improvement – Low Performing	Yes	Division for the School	Division for the School	At least Four	Yes	Local School Board	School, Division, and State
Newly Identified Comprehensive Support and Improvement – Additional Targeted Support and Improvement	Yes	Division for the School	Division for the School	At least Four	Yes	Local School Board	School, Division, and State

School Federal Identification Status	Does the school have a planning year?	Who conducts the needs assessment?	Who develops the multi-year school support plan?	How many evidence-based interventions are required?	Is the plan required to identify & address resource inequities?	Who must review the multi-year school support plan?	Who must approve the multi-year school support plan?
Newly Identified Comprehensive Support and Improvement – Federal Graduation Indicator	Yes	Division for the School	Division for the School	At least Four	Yes	Local School Board	School, Division, and State
Newly Identified Comprehensive Support and Improvement – More Rigorous Interventions	No	Division for the School	Division for the School	At least Four	Yes	Local School Board	School, Division, and State
Continuing Comprehensive Support and Improvement	No	Division for the School	Division for the School	At least Four	Yes	Local School Board	School, Division, and State
Continuing Comprehensive Support and Improvement – More Rigorous Interventions	No	Division for the School	Division for the School	At least Four	Yes	Local School Board	School, Division, and State

School Federal Identification Status	Does the school have a planning year?	Who conducts the needs assessment?	Who develops the multi-year school support plan?	How many evidence-based interventions are required?	Is the plan required to identify & address resource inequities?	Who must review the multi-year school support plan?	Who must approve the multi-year school support plan?
Continuing Additional Targeted Support and Improvement	No	School	School	At least Two	Yes	N/A	Local School Board and Division
Targeted Support and Improvement Schools	No	School	School	At least Two	No	N/A	Local School Board and Division

Developing the Multi-year School Support Plan

A well-developed and implemented Multi-year School Support Plan is essential for sustained improvement. The school division identifies a lead who is responsible for facilitating the completion and submission of the Multi-year School Support Plan, including stakeholder engagement. The division lead will be the point of contact for all communications regarding the Multi-year School Support Plan. Complete table 2 to provide information about the division and school.

Division and school information (table 2) and stakeholder engagement (table 3) must be completed for all schools. Planning year activities (tables 4 and 5) must be completed by all newly identified Comprehensive Support and Improvement and Additional Targeted Support and Improvement Schools.

Division and School Information

Table 2: Division and School Information

Information Needed	Enter Information Below
School Year	2025-2026
Division Name	Lynchburg City Schools
Division Superintendent	Dr. Kristy Somerville-Midgette
School Name	Robert S. Payne Elementary
Grades Served	K-5
Principal Name	Kary S. Wills
Principal Email	willsk@lcsedu.net
Division Needs Assessment Lead Name and Title	Dr. Jennifer Davis Deputy Superintendent

Division Needs Assessment Lead Email	Davisjm1@lcsedu.net
School Needs Assessment Lead Name and Title	Kary S. Wills
School Needs Assessment Lead Email	willsks@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	Department, Office, or Organization	Title
School leader	Elicia Fleshman	Elicia Fleshman	Robert S. Payne	Assistant Principal
Counselors	Octavia Davis and Vincent Jones	Octavia Davis	Robert S. Payne	Counselors
Behavior	Duwuantae Tobert	Duwuantae Tolbert	Robert S. Payne	Behavior Specialist
Family Engagement/ Attendance	Diane Stratton	Diane Stratton	Robert S. Payne	Family Liaison

Special Education	Rebecca Spendlove	Rebecca Spendlove		Special Education
Literacy	Caitlin Pugh	Caitlin Pugh		Literacy Specialist
Math	Andrew Gwinn	Andrew Gwinn		Math Specialist

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	<p>The division will provide guidance, data access, and facilitation support to ensure the school conducts a thorough needs assessment aligned to the School Performance and Support Framework (SPSF). Division leaders and content specialists will assist the school team in analyzing three-year trends in reading, math, growth, attendance, and subgroup performance. The division will also support the development of problem statements, root cause analyses, and prioritization of needs that are within the school’s locus of control.</p> <p>A comprehensive needs assessment ensures that improvement efforts are grounded in evidence rather than assumptions. It helps the school identify the most critical instructional and systemic gaps affecting student learning and ensures resources are focused where they will have the greatest impact.</p> <p>By clearly identifying root causes of underperformance, particularly in literacy, math, and subgroup achievement gaps, the school can design targeted strategies that address the actual drivers of low achievement. This focused approach increases the likelihood of sustained gains in student proficiency and growth.</p>

<p>Identify resource inequities</p>	<p>The division will work with the school to review staffing patterns, scheduling structures, intervention assignments, professional learning opportunities, and instructional resource allocation. Division leaders will help the school identify where students with the greatest needs may not have consistent access to the strongest instruction, targeted interventions, or sufficient instructional time. The division will support adjustments to staffing, scheduling, and professional development to better align resources with student needs.</p> <p>Even strong instructional plans cannot succeed if students who need the most support do not receive equitable access to high-quality teaching, interventions, and learning time. Identifying inequities ensures that school improvement efforts are both effective and fair.</p> <p>When resources such as skilled teachers, intervention time, and instructional supports are strategically aligned to students with the greatest academic needs, those students are more likely to experience accelerated growth. This reduces achievement gaps and increases overall school performance.</p>
<p>Monitor student outcomes across all indicators in the School Performance and Support Framework</p>	<p>The division will provide data tools, reporting systems, and ongoing coaching to help the school establish regular data review cycles. Division staff will support the school in tracking progress across academic achievement, growth, attendance, and subgroup performance. The division will also assist in building the school’s capacity to use data during PLCs and leadership meetings to make timely instructional and intervention adjustments.</p> <p>Continuous monitoring ensures that improvement efforts remain responsive rather than static. Without regular review of student outcomes, schools risk continuing strategies that are not producing results.</p> <p>Frequent review of student performance data allows educators to quickly identify students who are not making expected progress and adjust instruction or interventions accordingly. This</p>

	real-time responsiveness increases the likelihood that students will meet grade-level expectations and demonstrate measurable growth.
Suggested Planning Year Activities	
The activities listed below are not required. If the school division plans to engage in any of these activities and intends to use school improvement grant funding to support them, then the division must complete the information in the table below.	
Engage families and community	
Review external providers	
Evaluate staffing models	
Review and select instructional programs	
Provide professional development and supports	
Implement other planning activities as needed. Provide a description of the planning activities	

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?)		Conduct a comprehensive school needs assessment aligned to the School Performance and Support Framework (SPSF) to identify priority academic and systemic needs in literacy, math, attendance, and subgroup performance.				
Lead person (Who is responsible for ensuring the work gets done?)		Kary Wills, Principal				
Team Members (Who are responsible for doing the work?)		Assistant Principal Literacy Specialist Math Specialist Special Education Lead School Counselor Classroom Teacher Representatives Division Academic Support Staff				
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>

Assemble school needs assessment team	Principal	Jan. 2026	Team roster confirmed by first leadership meeting	Representative team established	None	N/A
Gather 3-year SPSF data (reading, math, growth, attendance, subgroups)	Principal	Jan.-Feb. 2026	Data reviewed in leadership meeting	Data summary document created	None	N/A

Facilitate staff data review sessions	Principal	Feb. 2026	Agendas & sign-ins from meetings	Staff can articulate key trends	Substitute coverage (if needed)	Title I / School Funds
Develop problem statements based on data	Assistant Principal Literacy & Math Specialists	Feb. 2026	Draft statements reviewed by leadership team	Clear, measurable problem statements finalized	None	N/A
Conduct root cause analysis (5 Whys)	Principal	Feb. 2026	Leadership review meeting	Root causes identified within school control	None	N/A
Prioritize needs and draft school-level goals	Principal & Team Members	Feb. 2026	Draft goals shared with division	Prioritized goal list aligned to data	None	N/A

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- Reading			
3-Year Goal Statement Include the goal statement completed as part of the needs assessment process.	By Spring 2028, Robert S. Payne Elementary will increase reading proficiency for all students by at least 20 percentage points, with achievement gaps for Students with Disabilities, Economically Disadvantaged students, and Black students reduced by at least 50%, through consistent implementation of a schoolwide, evidence-based literacy instructional framework aligned to the Virginia Literacy Act.		
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 Increase the percentage of students meeting the benchmark on the school's universal reading screener by 10 percentage points, with documented implementation of consistent Tier 1 literacy practices in all classrooms.	Measurable Objective Year 2 Increase the percentage of students demonstrating typical or accelerated reading growth by 15 percentage points, with at least 70% of Tier 2 and Tier 3 students meeting individual progress monitoring targets.	Measurable Objective Year 3 Increase overall reading SOL proficiency by 20 percentage points from baseline and reduce subgroup gaps by 50%.
Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify the evidence tier.	Implement a schoolwide, research-based literacy framework grounded in the science of reading, including explicit foundational skills instruction, structured comprehension practices, and aligned Tier 2 and Tier 3 interventions. The reading needs assessment identified inconsistent Tier 1 literacy instruction, gaps in foundational skills, and interventions that lack alignment and progress monitoring. Research supports explicit, systematic instruction in phonics, fluency, vocabulary, and comprehension as highly effective for improving reading outcomes. Strong Evidence (Tier 1) –		

		<ul style="list-style-type: none"> • Teach students academic language skills, including the use of inferential and narrative language and vocabulary knowledge. • Develop awareness of the segments of sounds in speech and how they link to letters. • Teach students to decode words, analyze word parts, and write and recognize words. • Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. <p>Supported by multiple well-designed studies demonstrating positive impact on student literacy achievement from What Works Clearinghouse</p>				
<p>Intended Outcomes Describe how student outcomes will improve as a result implementing the evidence-based strategy.</p>		<p>Improved consistency and quality of Tier 1 literacy instruction</p> <p>Increased student mastery of foundational reading skills</p> <p>Accelerated growth for students receiving intervention</p> <p>Reduced achievement gaps across student groups</p> <p>Sustained improvement in reading proficiency and growth measures</p>				
<p>Lead person (Who is responsible for ensuring the work gets done?)</p>		<p>Principal</p>				
<p>Team Members (Who are responsible for doing the work?)</p>		<p>Assistant Principal Literacy Specialist Reading Interventionists Special Education Lead Classroom Teachers Division Literacy Support Staff</p>				
<p>Action Step <i>(What will be accomplished?)</i> List the specific, sequenced steps required to complete the activity.</p>	<p>Process Owner <i>(Who is responsible for ensuring the action step is complete?)</i> Identify a single, accountability lead.</p>	<p>Time Frame <i>(How long will it take?)</i> Identify the start and end dates for each action step, including any key milestones.</p>	<p>Progress Checks <i>(How will the team monitor progress?)</i> Define key dates to review process, make adjustments, and</p>	<p>Measures of Success <i>(How will the team know if the action step is complete?)</i></p>	<p>Cost Elements <i>(What resources are needed to complete the action step?)</i></p>	<p>Funding Source <i>(Where will the money come from?)</i></p>

			confirm the work remains on track.	Define clear, observable indicators of completion.		
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Develop and communicate schoolwide literacy instructional expectations (aligned to science of reading)	Principal	Aug–Sept 2026	Leadership review Sept	Written literacy framework shared with staff	Printing/ materials	School Funds
Provide professional learning on explicit phonics, fluency, vocabulary, and comprehension instruction	Literacy Specialist	Sept–Dec 2026	PD feedback and walkthrough look-fors monthly	100% of teachers attend PD and demonstrate strategies in classrooms	PD materials, substitutes	Title II / Title I
Implement structured literacy block with defined components (phonics, fluency, comprehension)	Assistant Principal	Sept 2026–June 2027	Monthly walkthrough data reviews	Walkthroughs show all components present in 90% of classrooms	None	N/A

Establish biweekly PLC data meetings focused on reading formative data	Assistant Principal	Oct 2026–June 2027	PLC agendas reviewed monthly	PLC notes show instructional adjustments based on data	None	N/A
Implement consistent progress monitoring for Tier 2 & 3 students	Principal Teacher Reading Coach	Oct 2026–June 2027	Data review every 3 weeks	95% of intervention students have current progress data	Assessment tools/licenses	Title I
Conduct quarterly literacy data reviews with division support	Principal	Quarterly	Division meeting notes	Instructional decisions documented after each review	None	N/A

Design and implement a structured after-school program for identified students based on SOL data, benchmark assessments, subgroup performance, and	School Principal and Assistant Principal	March 2026 – May 2026	Weekly student attendance tracking	≥85% of identified students consistently attend (at least 75% of sessions)	Hourly pay for teachers/IAs outside of regular contract time	TSI School Improvement Funds
	Instructional Coaches	2026-2027 SY: September 2026-May 2027	Bi-weekly progress monitoring aligned to EBI goals	≥70% of participating students demonstrate measurable growth on progress	Instructional materials and intervention resources	Title IVA
	Teachers, IAs, Lead Program Teacher/Coordinator or	2027-2028SY: September 2027-May 2028	Lesson plan review aligned to priority standards Monthly data meeting to review		Bus Transportation for students	Local funds

<p>progress monitoring of evidence-based interventions (EBIs). The program will focus on literacy, mathematics, and priority skill gaps aligned to classroom instruction.</p>			<p>student growth and adjust instructional groups (as needed)</p> <p>Principal/AP walkthroughs during after school sessions</p>	<p>monitoring assessments</p> <p>Demonstrated improvement in targeted skill areas (reading/math reporting categories)</p> <p>Evidence of alignment between after-school instruction and core instruction/EBIs</p> <p>Positive trend in benchmark or interim assessment performance</p>		
<p>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</p>	<p>School Principal and Assistant Principals</p> <p>Instructional Coaches</p> <p>Teachers, IAs, Lead Program Teacher/Coordinator</p>	<p>May- June 2026 Identify students, finalize staffing, develop curriculum, and schedules</p> <p>July 20-31, 2026 Implement July Jump Start Program</p> <p><u>SY 2026-2027</u></p>	<p>Pre- and post-assessments aligned to priority standards</p> <p>Daily attendance tracking</p> <p>Weekly progress monitoring aligned to EBI goals</p> <p>Lesson plan reviews for alignment to</p>	<p>≥85% of identified students attend at least 80% of program days</p> <p>≥75% of students demonstrate measurable growth from pre- to post-assessment</p> <p>Increased percentage of</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>

provide targeted instruction in literacy and mathematics, focusing on prerequisite skills, acceleration toward grade-level content, and readiness for the upcoming school year.		Mirror similar timeline for July 2027 Jump Start Program <u>SY 2027-2028</u> Mirror similar timeline for July 2028 Jump Start Program	HQIM and priority standards End-of-program data review to inform fall instruction	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	LCS School Nutrition for breakfast and lunch	
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Multi-year School Support Plan- Math	
3-Year Goal Statement Include the goal statement completed as part of the needs assessment process.	By Spring 2028, the school will increase math proficiency by at least 20 percentage points, while reducing achievement gaps for Students with Disabilities, Economically Disadvantaged students, and Black students by at least 50%, through consistent implementation of evidence-based math instruction, targeted intervention, and data-driven instructional practices.
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
	<p>Increase the percentage of students meeting the benchmark on the division's universal math screener by 10 percentage points, with consistent implementation of Tier 1 math instructional routines in all classrooms.</p>	<p>Increase the percentage of students demonstrating typical or accelerated math growth by 15 percentage points, with at least 70% of Tier 2 and Tier 3 students meeting individual progress monitoring goals.</p>	<p>Increase overall math SOL proficiency by 20 percentage points from baseline and reduce subgroup achievement gaps by 50%.</p>
<p>Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify the evidence tier.</p>	<p>Implement a schoolwide mathematics framework that emphasizes conceptual understanding, procedural fluency, and problem-solving through explicit instruction, mathematical discourse, and aligned Tier 2 and Tier 3 interventions. The math needs assessment revealed gaps in foundational number sense, inconsistent Tier 1 instructional practices, and limited alignment between core instruction and intervention supports. Research supports the use of explicit modeling, visual representations, math discourse, and frequent formative assessment to improve math outcomes, especially for students who struggle with foundational skills.</p> <p>Evidence Tier: Strong Evidence (Tier 1)—</p> <ul style="list-style-type: none"> ● Systematic Instruction: Provide systematic instruction during intervention to develop student understanding of mathematical ideas. ● Representations: Use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures. ● Mathematical Language: Teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts. 		

	Supported by well-designed studies demonstrating positive effects on student math achievement when instruction is explicit, systematic, and supported by formative assessment and intervention cited in WhatWorks Clearinghouse.					
Intended Outcomes Describe how student outcomes will improve as a result of implementing the evidence-based strategy.	<p>Stronger Tier 1 math instruction across all classrooms</p> <p>Improved student understanding of number sense and problem-solving</p> <p>Accelerated growth for students receiving math intervention</p> <p>Reduced math achievement gaps among student groups</p> <p>Sustained increases in math proficiency and growth measures</p>					
Lead person (Who is responsible for ensuring the work gets done?)	Principal					
Team Members (Who are responsible for doing the work?)	Assistant Principal Literacy Specialist Reading Interventionists Special Education Lead Classroom Teachers Division Literacy Support Staff					
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 the 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 communicate schoolwide math instructional expectations (problem-solving routines, math discourse, use of models)	Principal	Aug–Sept 2026	Leadership review in Sept	A written math framework shared with staff	Printing/ materials	School Funds
Provide professional learning on explicit math instruction, number sense development, and use of visual models	Math Specialist	Sept–Dec 2026	PD feedback + monthly walkthrough look-fors	100% of teachers attend PD and demonstrate strategies in classrooms	PD materials, substitutes	Title II / Title I
Implement structured math block with consistent lesson components (warm-up, modeling, guided practice, problem-solving)	Assistant Principal	Sept 2026–June 2027	Monthly walkthrough data reviews	Walkthrough data shows consistent structure in 90% of classrooms	None	N/A

Establish biweekly PLC data meetings focused on math formative assessment data	Assistant Principal	Oct 2026–June 2027	PLC agendas reviewed monthly	PLC notes show reteach and enrichment plans based on data	None	N/A
Implement consistent progress monitoring for Tier 2 & 3 math students	Intervention Coordinator	Oct 2026–June 2027	Data review every 6 weeks	95% of intervention students have updated progress monitoring data	Assessment tools/licenses	Title I
Conduct quarterly math data reviews with division support	Principal	Quarterly	Division meeting notes	Instructional and intervention adjustments documented after each review	None	N/A

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

mathematics, focusing on prerequisite skills, acceleration toward grade-level content, and readiness for the upcoming school year.				and fall instructional plans Reduction in number of students requiring intensive Tier 3 supports at the start of the school year		
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Addressing Resource Inequities

Table 7: Addressing Resource Inequities Plan

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

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

Addressing Resource Inequities Plan			
3-Year Goal Statement Include the goal statement completed as part of the Resource Inequity Review process.			
Measurable Objectives Define objectives that support accomplishing the goal.	Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3
Strategy Describe the strategy and the rationale for selection.			

Intended Outcomes Describe how student outcomes will improve as a result implementing the strategy.						
Lead person (Who is responsible for ensuring the work gets done?)						
Team Members (Who are responsible for doing the work?)						
Action Step <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>

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:	davisjm1@lcsedu.net
School Name:	Robert. S. Payne Elementary School
Principal Name:	Mrs. Kary Wills
Principal Email:	willskc@lcsedu.net
School Performance Category:	Needs Intensive Support
School Federal Designation:	Targeted Support and Improvement

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

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

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

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

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

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

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.