Multi-year School Support Plan

Division of Student Outcomes and School Quality
Office of School Improvement
December 2025

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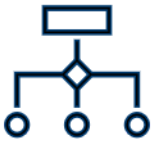
A Statewide Approach to School Improvement

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	Dinwiddie County
Division Superintendent	Dr. Kari Weston
School Name	Dinwiddie Elementary
Grades Served	PreK- 5
Principal Name	LeighAnn Adams
Principal Email	ladams@dcpsnet.org
Division Multi-year School Support Plan Lead Name and Title	Dr. Amanda Clay, Chief Academic Officer

Information Needed	Enter Information Below
Division Multi-year School Support Plan Lead Email	aclay@dcpsnet.org

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	LeighAnn Adams	ladams@dcpsnet.org	Dinwiddie Elementary	Principal
School Leadership	Chuck Moss	cmoss@dcpsnet.org	Dinwiddie Elementary	Assistant Principal
Division Leadership	Dr. Amanda Clay, Mary Peters, Betty Spiers	aclay@dcpsnet.org, mpeters@dcpsnet.org, bspiers@dcpsnet.org	Central Services	Chief Academic Officer, Director of Exceptional Education, Director of Innovation and Development
Teachers	Tammy Lucy, Rachael Tucker, Cindy Bain, Katie Grant	tlucy@dcpsnet.org, ratucker@dcpsnet.org, cbain@dcpsnet.org, kagrant@dcpsnet.org	Instructional Leadership Team	Teachers and Specialists
Parents	Helen Lee, Amanda Spencer	Lvnmy2boys@gmail.com	Community	Parents

Stakeholder Representation	Name	Email	Organization, Department, or Office	Title
		aspencer@dcpsnet.org		

Planning Year

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

Table 4: Summary of Planning Year Activities

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

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

Implement other planning activities as needed. Provide a description of the planning activities	

Table 5: Planning Year Action Plan

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

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

Multi-year School Support Plan

Table 6: Multi-year School Support Plan

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

Multi-year School Support Plan			
3-Year Goal Statement Include the goal statement completed as part of the needs assessment process.	Reading: By the end of the 2027–2028 school year, Dinwiddie Elementary will increase the pass rate percentage to 90% for all students demonstrating proficiency and growth in reading as measured by SOL assessments with a specific focus on SWD. SWD will increase their pass rate from 37% to 88% through consistent implementation of HQIM, strengthened vertical alignment, and a multi-tiered system of supports that ensures timely and effective intervention for all learners.		
School Performance and Support Framework Alignment Select indicator that the goal addresses.	Reading Mastery		
Measurable Objectives Define objectives that support accomplishing the goal.	**Measurable Objective Year 1**	**Measurable Objective Year 2**	**Measurable Objective Year 3**
	By the end of the 2025-2026 school year, Dinwiddie Elementary will increase the pass rate percentage to 80% for all students demonstrating proficiency and growth in reading as measured by SOL assessments with a specific focus on SWD. SWD will increase their pass rate score from 37% to 72%.	By the end of the 2026-2027 school year, Dinwiddie Elementary will increase the pass rate percentage to 85% for all students demonstrating proficiency and growth in reading as measured by SOL assessments with a specific focus on SWD. SWD will increase their pass rate score to 80%.	By the end of the 2027- 2028 school year, Dinwiddie Elementary will increase the pass rate percentage to 90% for all students demonstrating proficiency and growth in reading as measured by SOL assessments with a specific focus on SWD. SWD will increase their pass rate score to 88%.

Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.	**(Evidence-based) Strategy Name: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade (Recommendation #3: Teach students to decode words, analyze word parts, and write and recognize words.)** **Tier of Evidence: Tier 1** **(Evidence-based) Strategy Name: Providing Reading Interventions for Students in Grades 4-9 (Recommendation #1: Build students' decoding skills so they can read complex multisyllabic words.)** **Tier of Evidence: Tier 1** **(K-3) The goal of Recommendation #3 (Teach students to decode words, analyze word parts, and write and recognize words)** includes the following strategies: 1) Teach students to blend letter sounds and sound-spelling patterns from left to right within a word to produce a recognizable pronunciation. 2) Instruct students in common sound-spelling patterns. 3) teach students to recognize common word parts 4) have students read decodable words in isolation and in text. 5) teach regular and irregular high-frequency words so that students can recognize them efficiently. 5) introduce non-decodable words that are essential to the meaning of the text as whole words. **(4th-9th)—The goal of Recommendation #1 (Build students' decoding skills so they can read complex multisyllabic words)** is to prepare students with the skills needed to break apart and accurately sound out multisyllabic words. This recommendation includes the following strategies: 1) Identify the level of students' word-reading skills and teach vowel and consonant letter sounds and combinations, as necessary. 2) Teach students a routine they can use to decode multisyllabic words. 3) Embed instruction in the lesson. 4) Engage students in a wide array of activities that allow them to practice reading multisyllabic words accurately and with increasing automaticity. **Rationale:** **Grade 3 SOL Reading (Spring 2025)** - Low percentages in the following areas ● Homophones ● identify the narrator or speaker ● summarize details

	● Author's purpose **Grade 3 SWD Reading (Spring 2025)** - Weaknesses: ● Identify or explain how an author uses reasons and evidence to support an idea ● Summarize Information ● Differentiate between fact and opinion. **Grade 3 SGA Reading** (Fall and Winter 2025) ● Slight decrease in percentages from Fall to Winter for Reading reporting categories for both fictional and non-fictional texts. ● Considerably low percentages in 3.4 B,D and 3.5 C,D,E,H. **Grade 3 SGA SWD: Reading** (Fall and Winter 2025) ● Fiction - Weakness in 3.5D Apply knowledge of characterization ● Fiction - drawing conclusions and making inferences. **Grade 4 SOL Reading (Spring 2025)** Low percentages in the following areas: ● Synonyms and antonyms ● Fact and opinion ● Cause and effect ● glossary, dictionary, thesaurus. **Grade 4 SWD - Reading (Spring 2025)** ● Differentiate between fact and opinion ● Identify the narrator or the speaker. **Grade 4 SGA Reading (Fall and Winter 2025)** ● Slight increase in fictional text percentages (51% - 53% pass rate) compared to non-fictional texts. ● Non fictional texts showed a decrease in percentage from (60% - 45%) ● Concerns with 3.5, 4.4 B,C 4.5 C, 4.6 C,D **Grade 4 SGA SWD - Reading (Fall and Winter 2025)** ● Non-fiction - 4.6D Discriminate among details and text features. **Grade 5 SOL Reading** (Spring 2025) Low percentages in the following areas: ● Compare and contrast from multiple texts ● Complex word meanings using roots/affixes ● Author's choice of setting effects the plot ● Summarize details in the correct sequence **Grade 5 SWD - Reading** (Spring 2025) ● Describe how the use of dialogue contributes to characterization ● Explain the relationship between events in an informational text. **Grade 5 Reading SGA Data** (Fall and Winter 2025)

	● Flatline from Fall to Winter in both fictional and non-fictional texts. ● Significantly low percentages in 5.5 B,I; 5.6 D,F. **Grade 5 SGA SWD - Reading** (Fall and Winter 2025) ● Fiction - Information related to a summary **VALLSS K-5** (Fall 2025 Data) ● **Pre-K:** Weaknesses in Beginning Sounds Expressive ● **Kindergarten:** 27.27 % High Risk and 43.18% Moderate Risk. Weakest areas are Phoneme Blending, Phoneme Segmenting, Real Word Decoding and Pseudoword Decoding ● **1st grade:** 22.92% High Risk and 43.75% Moderate Risk. Weakest areas are Phoneme Segmenting (71% fell below the benchmark) and Pseudoword Decoding ● **2nd Grade:** 35.56% High Risk and 35.56% Moderate Risk. Weakest areas Encoding and Real Word Decoding (56% fell below the benchmark). ● **3rd Grade:** 30.77% High Risk and 21.15% Moderate Risk. Weakest areas are Encoding, Real Word Decoding and Pseudoword Decoding. ● **4th Grade:** Students that failed their Spring Reading SOL or receiving Audio for reading were tested (32). Weakest areas are Word Reading, Nonsense Word Reading and Morphology. ● **5th Grade:** Students that failed their Spring Reading SOL or received Audio for reading were tested (20). Weakest areas were Word Reading (75% well-below), Morphology (70% well-below) and Sentence Comprehension. (75% well below) ● **ORF 4th Grade**: ORF Passage 1 and passage 2 showed 74% of students were well below 25% WCPM. Progress monitoring using Dibels since the Fall 2025 VALLSS shows progress with 39% of students tested are still below the benchmark in WPM. ● **ORF 5th Grade:** ORF passage 1 and passage 2 showed 65% of students were well below 25% WCPM. Progress monitoring using Dibels since the Fall 2025 VALLSS shows no movement at 65% of students tested are still below the benchmark in WPM. ● **SWD:** 3rd grade - 41% were SWD that fell well-below in Encoding, 38% were SWD that fell well-below in Real Word Decoding and 37% were SWD that fell well-below in Pseudoword Decoding. Overall, out of 30.77% of students that are high risk, 50% of those students are SWD. 4th grade - 48% were SWD that fell well-below in Word Reading, 45% were SWD that fell well-below in Nonsense Word Reading, 48% were SWD that fell well-below in Morphology. 5th grade - 53% are SWD out of the 15 students that fell well-below in Word Reading, 64% are SWD out of the 14 that fell well below in Morphology and 53% are SWD out of the 15 that fell well below in Sentence Comprehension. **School Performance Indicator Score Data for Reading (all students)**: 87.25%. (12 Advanced, 95 Proficient, 27 Fail/Basic, 20 Below Basic, 1 Zero Points. (19.63)

	School Performance Indicator Score Data for Reading SWD: 63.19 % (2 Advanced, 10 proficient, 11 Below Basic, 1 Zero Points (17.37%) Grades K-3: The greatest need for improvement is to continue to use consistent, aligned tested and taught instruction using our HQIM. There is also a need for using data to target weak areas (PLC's) and for students to start making the connection with writing. VALLSS data specifically is showing that our students in K-3 are weak in Phoneme Blending, Phoneme Segmenting, Encoding, Real Word Decoding and Pseudoword Decoding. Grades 4-5: The greatest need for improvement is to continue to use consistent, aligned tested and taught instruction. Collaboration and critical thinking continue to be a focus as well as creative writing and weaknesses in reading skills shown by module assessments. Reading on grade level is a need for a large portion of our students and directly correlates to our low performance in SWD. VALLSS data is specifically showing that students are lacking in the areas of Word Reading, Morphology and Sentence Comprehension. Additional data shows that a high percentage of students tested in ORF in the Fall of 2025 are below the WCPM (25%). ORF progress monitoring for mid-year is showing an increase in ORF for 4th grade but little to no growth for 5th grade. With a continued emphasis on the EBI, "identifying the level of students' word reading skills and teaching vowel and consonant letter-sounds and combinations, as necessary", students will show progress in decoding skills that help them read complex, multisyllabic words.
Intended Outcomes Describe how student outcomes will improve as a result implementing the evidence-based strategy.	The use of the Reading evidence-based strategies for grades K-3 and grades 4-5 students will improve student outcomes by strengthening decoding and word analysis that will improve reading proficiency and comprehension. Increasing reading accuracy, fluency, and comprehension will lead to improved access to grade-level text and overall academic success in VALLSS and SOL tests for all students, specifically Students With Disabilities.
Lead person (Who is responsible for ensuring the work gets done?)	Principal
Team Members (Who are responsible for doing the work?)	Administration, Teachers and Support Staff

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?)

Principal will provide and monitor monthly professional development sessions for K-5 teachers on designing written and taught aligned Reading instruction with an emphasis on Specially Designed Instruction. Professional learning will include and focus on the use of the division's adopted resource and HQIM, HMH, VDOE Reading curriculum and standards, the Science of Reading, teaching students to decode, analyze word parts and writing and recognizing words and building students' decoding skills so they can read complex multisyllabic words.	Principal	October 2025 - September 2026	**Professional Development Sessions** - checking for scheduling, content, reinforcement of the EBI, and attendance. (monthly). Professional Development may take place during grade level planning (Thursdays) meetings or after school. (1st Thursday of every month). Admin will attend PD sessions, orchestrate the content and make adjustments on what areas may be needed more than others.	Indicators: Notes, powerpoints, handouts will be documented along with sign-in sheets for each PD. By May 2028 after receiving professional learning on use of the division's adopted HQIM (HMH), teachers will demonstrate their knowledge through the design of written and taught aligned lessons and Specially Designed Instruction.	Reading Specialist	Locally Funded
K-5 teachers will design and implement aligned Reading lesson plans for daily instruction that covers the Evidence Based Strategies. Lesson plans will be reflective of the DCPS scope and	Principal Assistant Principal	October 2025 - September 2026	**Lesson Plans** - Admin will review all lesson plans bi-Weekly on Tuesdays. Specifically looking for lesson plan components, correct links and evidence that the teacher is prepared to instruct students on	Indicators: Evidence of feedback through the Lesson Plan Checklist Form. This form allows for a check of uploaded lesson plans, components and feedback. Teachers can receive a copy of the	NA	NA

sequence as well as the Structured Literacy modules provided for them for implementation. In addition, Lesson Plans will show differentiation of instruction for SWD.			the correct module while incorporating implementation of the EBI. In addition to the components, proof of differentiation and Specially Designed Instruction will be a focus for SWD. Admin will provide feedback as needed.	feedback digitally or paper copy. In addition to the Lesson Plan Checklist form, administration can also use the DCPS Walkthrough form as evidence of the use of the EBI during instruction and in the plans.		
K-5 teachers will participate in ongoing data meetings and PLC's to discuss and analyze how their students are performing on assessments. Assessments may include VALLSS (beginning, mid and final), SGA's, module assessments, progress monitoring and SOLs. Weaknesses will be monitored and discussed while applying the knowledge of professional development. In addition, specific attention and review of data will look at SWD.	Principal Assistant Principal	October 2025 - September 2026	**PLC's and Data Meetings -** Admin will check for completion of updated cells in the Reading Rosters along with any other current data. During PLC's (every other week during grade level planning and data meetings (quarterly during grade level planning) , Admin, teachers and specialists will check for patterns or trends related to instruction. This data collection and analyzing of data will allow teachers to use their data to monitor and discuss weaknesses in reading while	Indicators: Evidence of PLC's and Data Meetings will be documented through notes taken during the meetings.	NA	NA NA

			specifically focusing on SWD.			
K-5 teachers will receive feedback on their aligned reading instruction through the Literacy Language Arts Walkthrough form. This form will also include an area for feedback on the use of the EBI during instruction. Specifically, observations will be conducted using the Language Arts Walkthrough form. This form is specific about the teacher providing instruction for SWD (IEP-aligned, 504-aligned, or EL-aligned supports that eliminate barriers for students to access and engage with grade-level high-quality texts.)	Principal Assistant Principal	October 2025 - September 2026	**Feedback on Literacy Observations (monthly):** checking weekly grade level notes for discussions about literacy instruction, monthly, Leadership Team School data notes and monthly administration data notes to discuss where more supports may be needed.	Indicators: Evidence will be documented through Literacy Walkthrough Feedback forms, grade level planning meeting notes, ILT meeting notes and Admin meeting notes.	NA	NA

Evidence of Progress (update monthly)	Analysis of Progress (update monthly)
● **Lesson Plans** - Specifically looking for lesson plan components, correct	October 2025:

links and evidence that the teacher is prepared to instruct students on the correct module while incorporating implementation of the EBI. ● **Reading Rosters** - Checking to make sure cells are updated and to check for patterns or trends related to instruction. ● **Professional Development Sessions** - checking for scheduling, content, reinforcement of the EBI, and attendance. ● **Data and progress monitoring review** - checking weekly grade level notes, quarterly grade level data meeting notes, Leadership Team School data notes and administration monthly data notes.	● Lesson plans checked and monitored according to our Lesson Plan Review Schedule. Feedback is given on our Lesson Plan Feedback Form with specific emphasis on the EBI. ● Reading Rosters checked. No module assessments to be recorded until November. Also waiting on Winter SGA to compare Fall SGA Data. VALLS completed. ● PLC's conducted on 10/6 and 10/7 ● Checking weekly grade level notes. We had one data meeting and reviewed VALLS and PALS ⅘ scores on 10/21/2025. November 2025: ● Lesson plans checked and monitored according to our Lesson Plan Review Schedule. Feedback is given on our Lesson Plan Feedback Form with specific emphasis on the EBI. ● Reading Rosters reviewed by Admin.Module 2. ● Checked weekly grade level notes. Review of Monthly Administration data notes. December 2025: ● Lesson plans checked bi-weekly with feedback. EBI is listed on the lesson plan feedback form. ● Checked weekly grade level notes. Leadership Team on Review of monthly admin data notes. January 2026: February March

Multi-year School Support Plan

Table 6: Multi-year School Support Plan

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

Multi-year School Support Plan			
3-Year Goal Statement Include the goal statement completed as part of the needs assessment process.	Math: By the end of the 2027–2028 school year, Dinwiddie Elementary will increase the pass rate percentage to 93% for all students demonstrating proficiency and growth in math as measured by SOL assessments with a specific focus on SWD. SWD will increase their pass rate from 40% to 88% through consistent implementation of vertical alignment, a multi-tiered system of supports, foundational number sense and the base-10 number system while continuing to teach students to think critically and ensuring timely and effective intervention for all learners.		
School Performance and Support Framework Alignment Select indicator that the goal addresses.	Math Mastery		
Measurable Objectives Define objectives that support accomplishing the goal.	**Measurable Objective Year 1**	**Measurable Objective Year 2**	**Measurable Objective Year 3**
	By the end of the 2025-2026 school year, Dinwiddie Elementary will increase the pass rate percentage in math to 82% for all students demonstrating proficiency and growth in math as measured by SOL assessments with a specific focus on SWD. SWD will increase their pass rate score from 40% to 72%.	By the end of the 2026-2027 school year, Dinwiddie Elementary will increase the pass rate percentage in math to 88% for all students demonstrating proficiency and growth in math as measured by SOL assessments with a specific focus on SWD. SWD will increase their pass rate score to 80%.	By the end of the 2027- 2028 school year, Dinwiddie Elementary will increase the pass rate percentage in math to 93% for all students demonstrating proficiency and growth in math as measured by SOL assessments with a specific focus on SWD. SWD will increase their pass rate score to 88%.
Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.	**(Evidence-based) Strategy Name:** Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades (Recommendation #3: Representations Use a well -chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures) **Tier of Evidence: Tier 1**		

	Description: Recommendation #3 (Representations) This research-based intervention will be carried out by: 1) Providing students with the concrete and semi-concrete representations that effectively represent the concept or procedure being covered. 2) When teaching concepts and procedures, connect concrete and semi-concrete representations to abstract representations. 3) Provide ample and meaningful opportunities for students to use representations to help solidify the use of representations as "thinking tools.". 4) Revisit concrete and semi-concrete representations periodically to reinforce and deepen understanding of mathematical ideas. **Rationale:** **Grade 3 SOL Math:** Low percentages in the following areas: ● 3.MG.2b (measurement and geometry) ● 3.NS.3b and 3.NS.3e (Fractions and Coins and bills) ● 3.MG.2b (perimeter) ● 3.CE.1a,c, 2d,2F (estimating, sums and differences, multiplication) **Grade 3 SWD:** Weaknesses: ● Estimate sums and differences of whole numbers ● Represent and solve single-step contextual problems involving multiplication ● Recall multiplication facts **Grade 3 SGA Math**: ● Slight increases in percentages from Fall to Winter for Math reporting categories with the exception of Measurement and Geometry. ● Significant lower percentages in 3.7B and 3.8A. **Grade 3 SWD SGA Math:** ● Computation and Estimation continue to be weaknesses from Fall to Winter. ● The Winter SGA also show considerable weakness in Measurement and Geometry with a specific weakness in estimating or determining the perimeter or area of a given figure. **Grade 4 SOL Math:** Low percentages in the following areas: ● 4.PS.2e (probability (contextual problem) ● 4.PS.1d (multi-step) ● 4.PFA.1db (contextual problems) ● 4.NS.3bcde (fractions) ● 4.MG.4abde (symbolic notation and quadrilaterals ● 4.CE.2f,g,Jk,k (common factors, estimate). **SWD Math:** Weaknesses:

	● 4.NS.3e Represent equivalent fractions with and without models ● 4.NS.4e Compare decimals using words or symbols ● 4.NS.5c Represent fraction/decimal equivalence using models. **Grade 4 SGA Math:** ● Decrease in percentages from Fall to Winter for Math reporting categories. ● Weaknesses notated in Probability, Statistics, Patterns, Functions and Algebra as well as Number and Number Sense. **Grade 4 SWD SGA Math:** ● Number and Number sense continues to be a weakness across Fall and Winter testing with an addition of weaknesses in Probability, Statistics, Patterns, Functions and Algebra. ● Specifically, Use the place value structure to read and write decimals and demonstrate equality in equations. **Grade 5 SOL Math**: ● Low percentages in the following areas ● 5.MG.1c (solve contextual problems metric units ● 5.MG.2d (rectangular prism), 2g (determine perimeter, area and volume) ● 3a Classify angles as right, acute, straight or obtuse ● 3b classify triangles as right, acute, obtuse, equilateral, scalene or isosceles ● 3h (contextual problems using angles) **Grade 5 SWD Math**: ● 5.NS.1c Represent equivalent relationships between decimals and fractions, 5.NS.1d Compare and order fractions and decimals. **Grade 5 SGA Math:** ● Decreases in growth from Fall to Winter for Math reporting categories. ● Significant decrease in Measurement and Geometry (47% Fall, 38% Winter) ● 3.8 A is problematic. **Grade 5 SWD SGA Math:** ● Probability, Statistics, Patterns, Functions and Algebra, specifically dealing with translating a variable expressions or equation to a verbal expression or sentence. ● Measurement and Geometry with a specific weakness in determining the appropriate application of area, perimeter or volume. **Grades 1-5 District Assessment:** ● Grade 1: 87% pass rate ● Grade 2: 67% pass rate (67% SWD) ● Grade 3: 48% pass rate (42% SWD) ● Grade 4: 60% pass rate (53% SWD) ● Grade 5: 78% pass rate (62% SWD).

	Overall concerns focus on concrete and semi-concrete . Students are not making the transfer from representations to abstract; having it on paper. There are additional concerns about the students ability to read the test and critical thinking and problem solving. Thinking skills are weak when it comes to application of real life examples. **School Performance Indicator Score Data for Math (all students)**: 90.42%. (13 Advanced, 104 Proficient, 20 Fail/Basic, 16 Below Basic, 1 Zero Points.) (20.34 indicator score) **School Performance Indicator Score Data for Math SWD**: 63.19 % (2 Advanced, 12 proficient, 7 Fail/Basic, 12 Below Basic, 1 Zero Points) (17.37% indicator score) Grades K-2: The greatest need for improvement is having consistent, aligned tested and taught instruction. Number sense, analyzing, math vocabulary and estimating are weak areas on local assessments. Grades 3-5: The greatest need for improvement is having consistent, aligned tested and taught instruction. The use of math manipulatives and a focus on number sense is critical. Fractions, estimation and contextual problems continue to be a weakness as well as analyzing and math vocabulary.
Intended Outcomes Describe how student outcomes will improve as a result implementing the evidence-based strategy.	Through the use of the Math EBI , students will show growth by addressing math deficits through the use and reinforcement of concrete and semi-concrete representations. Students will know how to connect concrete and semi-concrete with the abstract and have more opportunities to use the representation tools to help them understand, utilize and access them during instruction and beyond. The use of the EBI as well as the reinforcement of the EBI after instruction, will improve student outcomes on district assessments and SOL's for all students and specifically Students With Disabilities.
Lead person (Who is responsible for ensuring the work gets done?)	Principal
Team Members (Who are responsible for doing the work?)	Administration, Teachers and Support Staff

Action Step *(What will be accomplished?)*	**Process Owner** *(Who is responsible for ensuring the action step is complete?)*	**Time Frame** (*How long will it take?)* Identify the start and end dates for each	**Progress Checks** *(How will the team monitor progress?)*	**Measures of Success** *(How will the team know if the action step is complete?)*	**Cost Elements** *(What resources are needed to complete the action step?)*	**Funding Source** (Where will the money come from?)

List the specific, sequenced steps required to complete the activity.	Identify a single, accountability lead.	action step, including any key milestones.	Define key dates to review process, make adjustments, and confirm the work remains on track.	Define clear, observable indicators of completion.		
The principal will provide and monitor monthly professional development sessions for K-5 teachers on designing written and taught aligned math instruction with an emphasis on Specially Designed Instruction. Professional learning will include and focus on the use of the division's adopted resource Kiddom, DCPS Math curriculum, and the VDOE 2023 Math Standards. Professional learning led by CTLG, will include and focus on the understanding and use of Virginia's 2023 Math Standards of Learning and using concrete and semi-concrete representations to support students' learning.	Principal	October 2025 - September 2026	**Professional Development Sessions** - checking for scheduling, content, reinforcement of the EBI, and attendance. (monthly). Professional Development may take place during grade level planning (Thursdays) meetings or after school. (2nd Thursday of every month). Admin will attend PD sessions, orchestrate the content and make adjustments on what areas may be needed more than others.	Indicators: Notes, powerpoints, handouts will be documented along with sign-in sheets for each PD. By May 2028, after receiving professional development on the implementation of the Virginia 2023 Math Standards, teachers will demonstrate their knowledge through the design of written and taught aligned lessons. Lessons are inclusive of aligned resources, representations (manipulatives) and Zearn. Implementation will be monitored by the administration through bi-weekly lesson plan review with feedback and the walkthrough form.	Math Interventionist CTLG PD Sessions Mathematics support will include collaborative walkthroughs with school administrators and instructional teams to evaluate standards alignment, effective pedagogy, and learning environments. These sessions will identify strategic opportunities to strengthen mathematics teaching and vertical alignment across all grade levels.	Locally Funded SIG

K-5 teachers will design and implement aligned Math lesson plans for daily instruction that cover the Evidence Based Instruction. Professional Development will be provided by CTLG on how Lesson plans can be reflective of the DCPS scope and sequence, curriculum implementation and the use of Representations: Concrete and Semi-Concrete. In addition, Lesson Plans will show differentiation of instruction for SWD.	Principal Assistant Principal	October 2025 - September 2026	**Lesson Plans** - Admin will review all lesson plans bi-Weekly on Tuesdays. Specifically looking for lesson plan components, correct links and evidence that the teacher is prepared to instruct students on the weekly lesson while incorporating implementation of the EBI. In addition to the components, proof of differentiation and Specially Designed Instruction will be a focus for SWD. Admin will provide feedback as needed.	Indicators: Evidence of feedback through the Lesson Plan Checklist Form. This form allows for a check of uploaded lesson plans, components and feedback. Teachers can receive a copy of the feedback digitally or paper copy. By May 2028, all classroom teachers in grades K-5 will utilize and plan using their 2023 Math Instructional Guide and will use it to explore and learn the language and representations that are available to them.	CTLG Dedicated time in math PLCs will center on the implementation and impact of the selected evidence-based intervention (EBI), with a strong emphasis on student discourse, small-group instruction, and specially designed instruction (SDI) for students with disabilities. This SDI will require teachers to look closely at how they plan and what they should be showing and implementing in their plans.	SIG
K-5 teachers will participate in ongoing data meetings and PLC's to discuss and analyze how their students are performing on assessments. Assessments may include quarterly district assessments,	Principal Assistant Principal	October 2025 - September 2026	**PLC's and Data Meetings -** Admin will check for completion of updated cells in the Math Rosters along with any other current data. During PLC's (every other week during grade level planning and data meetings (quarterly	Indicators: Evidence of PLC's and Data Meetings will be documented through notes taken during the meetings. By May 2028, all K-5 teachers will provide meaningful feedback and understanding of	CTLG Dedicated time in math PLCs will center on the implementation and impact of the selected evidence-based intervention (EBI), with a strong emphasis on student discourse, small-group instruction, and	SIG

SGA's, progress monitoring and SOLs. Weaknesses will be monitored and discussed while applying and implementing the knowledge of the professional development (CTLG) through student discourse, small-group instruction, SDI and the use of the Virginia 2023 Math Instructional Guides. In addition, specific attention and review of data will look at SWD.			during grade level planning) ,Admin, teachers and the Math Interventionist will check for patterns or trends related to instruction. This data collection and analyzing of data will allow teachers to use their data to to monitor and discuss weaknesses in math while specifically focusing on SWD.	their data as it relates to student assessments. This feedback will be received through their Data Meeting Preparation Guide.	specially designed instruction (SDI) for students with disabilities.	SIG
K-5 teachers will receive monthly feedback on their aligned math instruction through the DCPS Walkthrough Observation form. The DCPS Walkthrough provides a "Evidence of EBI in Planning and Delivery" section where the observer can comment on the use and implementation of the EBI. Specifically, observations will speak	Principal Assistant Principal	October 2025 - September 2026	**Feedback on Math Observations (monthly):** checking weekly grade level notes for discussions about math instruction, monthly Leadership Team School data notes and monthly administration data notes to discuss where more supports may be needed.	Indicators: Evidence will be documented through the Walkthrough Observation forms, grade level planning meeting notes, ILT meeting notes and Admin meeting notes.	NA	NA

to the Instructional Delivery for SWD by the use of the checked section on differentiation and by asking a varying level of questions from recall to comprehension/synthesis/analysis/prediction.						
All PreK - 5th students will receive a Math and Science Adventure Bag to use at home. Each bag will contain a Virginia aligned Science Activity, a book that correlates with that activity and a Virginia aligned Math connection activity that ties everything together. Directions and vocabulary cards will be included in each bag, explaining the Science and Math activity and connections. Supplies for the activity will be provided in the bag.	Principal	February 2026 - April 2026.	Once bags are assembled, students will take home their bags for use at home. All students will receive and take bags home. Specifically, SWD would receive math aids related to those activities. (counters, 100's charts, base 10 manipulatives, multiplication chart, fraction bar pieces and conversion charts for measurements).	Indicators: Evidence will be documented by written documentation of the number of bags distributed to students. By May 2026, all students will receive Math and Science Adventure Bags.	Supplies for Math and Science Adventure Bag	SIG
EXED Teachers and co-teachers (Gen Ed) will participate in a monthly book study to identify weaknesses in	Principal and Assistant Principal	February 2026 - May 2026	Once books have been distributed, a scheduled monthly timeline will be set for meetings and	Indicators: Evidence will be documented by a list of teachers that received the book and	Books for EXED teachers and co-teachers as well as hourly compensation for the meetings that	SIG

our Tier 1 instruction with SWD. *Specially Designed Instruction: Increasing Success for Students with Disabilities*, by Anne Beninghof provides a "road map for designing specially designed instruction in any classroom". The book also provides a toolkit that gives examples, worksheets, prep tools and ready to use ideas.			discussions. A sign-in sheet will be provided as documentation for book study meetings.	sign-in sheets for the meetings.. By May 2026, teachers that participated in the book study will be able to use the knowledge from the book study to prepare and implement specially designed instruction.	are outside of their contracted hours.	
Teachers and staff will provide opportunities for K-5 students and parents to participate in math content through a Family Engagement Night on March 26, 2026. With the implementation of the EBI, faculty will plan and prepare a math activity for students based on their grade level and data. Students attending can walk	Principal, Assistant Principal	March 26, 2026	In conjunction with the Math Interventionist, administration will monitor the planning of the grade level stations prior to the event. Parents will sign up for the event that will also include other math related interactive spaces throughout the building.	Indicators: Evidence will be documented by grade level sign-up sheets, grade level meetings notes to discuss the grade level station and the parent sign-in sheet for the evening.	Supplies for Math Night Student Bags- With the implementation of the EBI, faculty will plan and prepare a math activity for students based on their grade level and based on data. All students attending can walk around and participate in all stations even if it is not related to their grade level. This often helps students use those “thinking tools” that the EBI provides. Each student will leave	SIG

around and participate in all stations, even if it is not related to their grade level.					with a grade level appropriate math bag to take home so that parents can see the connection of the number sense and practice needed for mastery.	

Evidence of Progress (update monthly)	Analysis of Progress (update monthly)
● **Lesson Plans** - Specifically looking for lesson plan components, correct links and evidence that the teacher is prepared to instruct students on the correct lesson while incorporating implementation of the EBI. ● **Math Rosters** - Checking to make sure cells are updated and to check for patterns or trends related to instruction. ● **Professional Development Sessions** - checking for scheduling, content, reinforcement of the EBI, and attendance. ● **Data and progress monitoring review** - checking weekly grade level notes, quarterly grade level data meeting notes, Leadership	October 2025: ● Lesson plans: checked bi-weekly using Lesson Plan Feedback tool. EBI is a specific component. ● Roster reviewed: DCA 1 complete. SGA data reviewed. ● Weekly grade level notes checked. Data Meeting Math - 10/21/25 November 2025: ● Lesson plans: checked bi-weekly using Lesson Plan Feedback tool. EBI is a specific component. ● Roster reviewed December 2025: ● Lesson plans: checked bi-weekly using Lesson Plan Feedback tool. EBI is a specific component. ● Rosters reviewed ● PD: ● Data: January 2026: February 2026: March 2026: April 2026: May 2026:

Team School data notes and administration monthly data notes. ● Sign-in Sheets from Family Engagement night and Book Study. ● Documentation of disbursement of Math/Science Adventure Bags.	

Multi-year School Support Plan

Table 6: Multi-year School Support Plan

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

Multi-year School Support Plan			
3-Year Goal Statement Include the goal statement completed as part of the needs assessment process.	Science: By the end of the 2027–2028 school year, Dinwiddie Elementary will increase the pass rate percentage to 90% for all students demonstrating proficiency and growth in science as measured by SOL assessments with a specific focus on SWD. SWD will increase their pass rate score from 30% to 88%. Consistent, aligned instruction, a focus on vertical alignment, increased collaborative planning across grade levels and increased teacher training to improve confidence in leading experiments will ensure timely and effective intervention for all learners.		
School Performance and Support Framework Alignment Select indicator that the goal addresses.	Science Mastery		
Measurable Objectives Define objectives that support accomplishing the goal.	**Measurable Objective Year 1**	**Measurable Objective Year 2**	**Measurable Objective Year 3**
	By the end of the 2025-2026 school year, Dinwiddie Elementary will increase the pass rate percentage to 80% for all students demonstrating proficiency and growth in science as measured by SOL assessments with a specific focus on SWD. SWD will increase their pass rate score from 30% to 72%.	By the end of the 2026-2027 school year, Dinwiddie Elementary will increase the pass rate percentage to 85% for all students demonstrating proficiency and growth in science as measured by SOL assessments with a specific focus on SWD. SWD will increase their pass rate score to 80%.	By the end of the 2027- 2028 school year, Dinwiddie Elementary will increase the pass rate percentage to 90% for all students demonstrating proficiency and growth in science as measured by SOL assessments with a specific focus on SWD. SWD will increase their pass rate score to 88%.
Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.	**Description:** Designing, providing and assessing aligned Science instruction based on the VDOE's Curriculum Framework. Instruction includes aligned hands-on lessons Kindergarten through fifth grade and a quarterly focus on Science curriculum and assessment beginning in first grade. **Rationale:** **Grade 5 SOL Science** -Weaknesses in the following areas: ● Describe an organism's niche in its environment		

	● Explain how organisms use adaptations to meet survival needs ● Relate characteristics of the ocean environment to abundance of life forms ● Apply an understanding of physical properties in substances ● Apply an understanding of the effect friction has on objects in motion ● Describe the relative speed of sound through solids, liquids, and gases ● Identify energy transformations ● Compare and contrast the layers of the Earth's interior ● Describe physical and chemical changes of the oceans ● Develop a model to sequence planets of our solar system ● SWD: Describe an organism's niche in its environment ○ Identify energy transformations ○ Compare and contrast the layers of Earth's interior Grades K-2: The greatest need for improvement is implementing hands-on activities that focus on consistent scientific investigation and thinking. Additionally, there is a need for consistent, aligned instruction that is presented as an entire unit, rather than inconsistent teaching and review of the unit. Grades 3-5: The greatest need for improvement is implementing hands-on activities that focus on consistent scientific investigation, thinking, wonder and analyzing models. Additionally, there is a need for consistent, aligned instruction that is presented as an entire unit, rather than inconsistent teaching and review of the unit. A continued focus on pacing and arranging the curriculum so that topics that are the weakest shown by the SDBQ report, are taught earlier in the year. **School Performance Indicator Score Data for Science (all students)**: 95.34%. (3 Advanced, 29 Proficient, 11 Fail/Basic, 0 Below Basic, 0 Zero Points. (9.53) **School Performance Indicator Score Data for Science SWD**: 62.5% (0 Advanced, 2 proficient, 4 Fail Basic, 0 Below Basic, 0 Zero Points (no score due to number of students tested)
Intended Outcomes Describe how student outcomes will improve as a result implementing the evidence-based strategy.	Through the use of consistent, aligned Science instruction and vertical alignment based on the VDOE's Curriculum Framework, K-5 students will use hands-on lessons that show consistent Scientific Investigation with improved outcomes of application and growth on district assessments and SOL's for all students and specifically Students With Disabilities.

Lead person (Who is responsible for ensuring the work gets done?)	Principal
Team Members (Who are responsible for doing the work?)	Administration, Teachers and Support Staff

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?)
Principal will provide and monitor professional development sessions for K-5 teachers on designing written and taught aligned Science instruction. Professional learning will include the use of the division's adopted resource, StemScopes and the VDOE Science Curriculum Framework. Professional Development will provide facilitators to help teachers unpack the 2018 Science Standards of Learning,	Principal	October 2025 - September 2026	**Professional Development Sessions** - checking for scheduling, content, reinforcement of the EBI, and attendance. (monthly). Professional Development may take place during grade level planning (Thursdays) meetings or after school. (4th Thursday of every month). Admin will attend PD sessions, orchestrate the content and make adjustments on what areas may be needed more than others.	Indicators: Notes, powerpoints, handouts will be documented along with sign-in sheets for each PD. By May 2028 after receiving professional learning on the use of the division's adopted resource, StemScopes, Specially Designed Instruction and VDOE's Science Curriculum Framework, teachers will demonstrate their knowledge through the design of written and taught aligned lessons. Lessons are inclusive of aligned resources including hands-on activities, investigation	CTLG Science support from CTLG will include collaborative walkthroughs with school administrators and instructional teams to evaluate standards alignment, effective pedagogy, and learning environments. These sessions will identify strategic opportunities to strengthen science teaching and vertical alignment across all grade levels.	SIG

focusing on incorporating science and engineering practices and sensemaking to build conceptual understanding. Emphasis will be placed on student engagement strategies, specially designed instruction, and vocabulary instruction to support all learners.				modules and assessment.		
K-5 teachers will design and implement aligned Science lesson plans for daily instruction. Lesson plans will be reflective of the professional learning on alignment through CTLG. Lesson plans will be reflective of the DCPS scope and sequence. In addition, Lesson Plans will show differentiation of instruction for SWD.	Principal Assistant Principal	October 2025 - September 2026	**Lesson Plans** - Admin will review all lesson plans bi-Weekly on Tuesdays. Specifically looking for lesson plan components, correct links and evidence that the teacher is prepared to instruct students on the weekly lesson. In addition to the components, proof of differentiation and Specially Designed Instruction will be a focus for SWD. Admin will provide feedback as needed.	Indicators: Evidence of feedback through the Lesson Plan Checklist Form. This form allows for a check of uploaded lesson plans, components and feedback. Teachers can receive a copy of the feedback digitally or paper copy. By May 2028, all classroom teachers in grades K-5 will complete, on average, three experiments per month.	CTLG Teachers will receive targeted support in planning hands-on investigations that utilize Science and Engineering Practices (SEPs) to foster authentic reasoning and deep conceptual understanding. To ensure instruction is both rigorous and inclusive, time will be dedicated to strengthening Specially Designed Instruction (SDI) and intentional scaffolding for students	SIG

					with disabilities.	
K-5 teachers will participate in ongoing data meetings and PLC's to discuss and analyze how their students are performing on assessments. Assessments may include mid-term and final district assessments, progress monitoring and SOLs. Weaknesses will be monitored and discussed while applying the knowledge of the professional development (CTLG) and the use of the Virginia 2018 Science Standards. In addition, specific attention and review of data will look at SWD.	Principal Assistant Principal	October 2025 - May 2026	**PLC's and Data Meetings -** Admin will check for completion of updated cells in the Science Rosters along with any other current data. During PLC's (every other week during grade level planning and data meetings (quarterly during grade level planning) ,Admin and teachers will check for patterns or trends related to instruction. This data collection and analyzing of data will allow teachers to use their data to to monitor and discuss weaknesses in Science while specifically focusing on SWD.		CTLG Science PLCs will utilize Universal Design for Instruction (UDI) to proactively create learning environments that are accessible and effective for all students. Teachers will receive targeted support in planning hands-on investigations that utilize Science and Engineering Practices (SEPs) to foster authentic reasoning and deep conceptual understanding. To ensure instruction is both rigorous and inclusive, time will be dedicated to strengthening Specially Designed Instruction (SDI) and intentional scaffolding for students with disabilities.	SIG
The Science Support team will provide opportunities for K-5 students and parents	Principal Assistant Principal Science Support Team	October 2025 - March 2026	**The Science Support Team** will meet monthly to support teachers in the creation	Indicators: Evidence of meetings will be documented through monthly meeting	Science Night at DES	SIG SIG

to participate in science content through events such as School Science Fair, Career Fair, and Cross Curricular Opportunities. A Family engagement night will also be held: Science at DES Family night that includes a Mad Science show, make-and-takes, and demonstrations.			of Science Expo activities, Career Fair and Cross-Curricular Opportunities.	notes. Sign-in sheets for Family Engagement Activities, printed schedules for Career Day and schedules for Science Fair presentations will be recorded.	Science Week activities to include Science Expo materials	

Evidence of Progress (update monthly)	Analysis of Progress (update monthly)
• **Lesson Plans** - Specifically looking for lesson plan components, correct links and evidence that the teacher is prepared to instruct students on the correct module. • **Science Grade books and Rosters** - Checking to make sure cells are updated and to check for patterns or trends related to instruction. • **Professional Development Sessions** - checking for scheduling, content, the use of StemScopes and attendance. • Monitor plans for science events and experiments	October 2025: • Grade level planning meetings • Lesson plans checked and monitored according to our Lesson Plan Review Schedule; Feedback given on our Lesson Plan Feedback Form November 2025: • Grade level planning meetings • Lesson plans checked and monitored according to our Lesson Plan Review Schedule; Feedback given on our Lesson Plan Feedback Form December 2025: • Grade level planning meetings • Lesson plans checked and monitored according to our Lesson Plan Review Schedule; Feedback given on our Lesson Plan Feedback Form • Science Support Team Meeting (12/18/25) January 2026:

• **Data and progress monitoring review** - checking weekly grade level notes, quarterly grade level data meeting notes, Leadership Team School data notes and administration monthly data notes • Meet with **Science Support Team** to discuss data, plan events and monitor the SSIP. • Sign-in sheet for Family Engagement night	February 2026: March 2026: April 2026: May 2026:

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 *(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?)

Assurances

Assurance of Review and Approval
School Year: 2025-2026
Division Name: Dinwiddie County
Division-Level Team Lead Name: Dr. Amanda Clay
Division-Level Team Lead Email: aclay@dcpsnet.org
School Name: Dinwiddie Elementary
Principal Name: LeighAnn Adams
Principal Email: ladams@dcpsnet.org
School Performance Category: Off Track
School Federal Designation: TSI

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.

Leighann Adams	Leighann Adams	2/11/2026
Principal Name	Principal Signature	Date Approved
Dr. Amanda Clay	Amanda Clay	2/11/2026
Division-Level Lead Name	Division-Level Lead Signature	Date Approved
Dr. Kari Weston	Kari Weston	2/11/2026
Division Superintendent Name	Division Superintendent Signature	Date Approved
		2/10/2026
		Date Reviewed/Approved per School Board Minutes

Additional Support and Next Steps

This plan serves as the strategic roadmap for improvement and is included in the suite of resources provided by the Office of School Improvement. Supports are also available on the Road to Readiness webpage.