Multi-year School Support Plan

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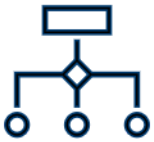
A Statewide Approach to School Improvement

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 Public Schools
Division Superintendent	Dr. Kari Weston
School Name	Southside Elementary
Grades Served	PreK, K-5
Principal Name	Sheri D. Culbreath
Principal Email	sculbreath@dcpsnet.org

Information Needed	Enter Information Below
Division Multi-year School Support Plan Lead Name and Title	Dr. Amanda Clay, Chief Academic Officer
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 Leader	Sheri Culbreath	sculbreath@dcpsnet.org	Southside Elementary	Principal
School Leader	Franklin Crowder	fcrowder@dcpsnet.org	Southside Elementary	Assistant Principal
Teacher	Julie Otey	jotey@dcpsnet.org	Southside Elementary	Exceptional Education Teacher
Teacher	Ryan Walker	rwalker@dcpsnet.org	Southside Elementary	Math Interventionist
Teacher	Michaela Green	mgreen@dcpsnet.org	Southside Elementary	Reading Specialist
Teacher	Annie Zorn	azorn@dcpsnet.org	Southside Elementary	Reading Specialist
Teacher	Amy Cox	acox@dcpsnet.org	Southside Elementary	Exceptional Education Grade Level Inclusion Teacher

Stakeholder Representation	Name	Email	Organization, Department, or Office	Title
School Support Personnel	Starr Hargrove	shargrove@dcpsnet.org	Southside Elementary	School Counselor
Support Staff	Shanice McCutchen	smccutchen@dcpsnet.org	Southside Elementary	Literacy Tutor
Parent Representative	Kimberly Allen	keallen152@gmail.com	Southside Elementary	Parent
Community Member	Melissa Norris	melnorris412@gmail.com	Southside Elementary	Carson United Methodist Church Member

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 - READING

Table 6: Multi-year School Support Plan

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

Multi-year School Support Plan			
3-Year Goal Statement Include the goal statement completed as part of the needs assessment process.	By the end of the 2027–2028 school year, Students with Disabilities (SWD) will demonstrate reading performance and/or growth as measured by Virginia SOL assessments by increasing the pass rate from 38% to 88% proficiency or higher. By the end of the 2027–2028 school year, all students will demonstrate reading performance and/or growth as measured by Virginia SOL assessments by increasing the pass rate from 59% to 88% proficiency or higher.		
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, Students with Disabilities (SWD) will demonstrate reading performance and/or growth as measured by Virginia SOL assessments by increasing the pass rate to 72% proficiency or higher. By the end of the 2025–2026 school year, all students will demonstrate reading performance and/or growth as measured by Virginia SOL assessments by increasing the pass rate to 83% proficiency or higher.	By the end of the 2026–2027 school year, Students with Disabilities (SWD) will demonstrate reading performance and/or growth as measured by Virginia SOL assessments by increasing the pass rate to 80% proficiency or higher. By the end of the 2026–2027 school year, all students will demonstrate reading performance and/or growth as measured by Virginia SOL assessments by increasing the pass rate to 85% proficiency or higher.	By the end of the 2027–2028 school year, Students with Disabilities (SWD) will demonstrate reading performance and/or growth as measured by Virginia SOL assessments by increasing the pass rate to 88% proficiency or higher. By the end of the 2027–2028 school year, all students will demonstrate reading performance and/or growth as measured by Virginia SOL assessments by increasing the pass rate to 88% proficiency or higher.
Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.	**Evidence-Based Strategy: Grades K-3** **From the What Works Clearinghouse Practice Guide -** Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade **(Evidence-based) Strategy Name: (K-3rd)— Recommendation #3:** *Teach students to decode words, analyze word parts, and write and recognize words.* **Tier of Evidence: Tier One, Strong** **(K-3rd)— Recommendation #3** – Teach students to decode words, analyze word parts, and write and recognize words. Students provided support with 3/18 studies that examined this strategy. The studies had positive effects on word reading and/or encoding outcomes for all diverse students. Once students know a few consonants and vowels, they can begin applying their letter–sound knowledge to decode and read words in isolation or connected text. Students also need to learn how to break down and read		

	complex words by segmenting the words into pronounceable word parts. To do this, students must understand morphology or have knowledge of the meaningful word parts in the language. Learning to recognize letter patterns and word parts, and understanding that sounds relate to letters in both predictable and unpredictable ways, will help students decode and read increasingly complex words. It will also help them to read with greater fluency, accuracy, and comprehension. How to carry out this strategy: 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 text. 5) Teach regular and irregular high-frequency words so that students can recognize them efficiently. 6) Introduce non-decodable words that are essential to the meaning of the text as whole words. **Evidence-Based Strategy: Grades 4-5** **From the What Works Clearinghouse Practice Guide -** WWC | Providing Reading Interventions for Students in Grades 4–9 **(Evidence-based) Strategy Name: (4-9)— Recommendation #3:** *Routinely use a set of comprehension-building practices to help students make sense of the text***.** **Tier of Evidence: Tier One, Strong** **Recommendation #3: Routinely use a set of comprehension-building practices to help students make sense of the text.** Students with reading difficulties often struggle to understand what they read and may find reading frustrating, causing them to rush through text without focusing on meaning. In upper-elementary grades, students are expected to learn important information from reading in all subject areas, and when they cannot understand the text, they miss key learning opportunities. This recommendation focuses on helping teachers support students by teaching clear routines and reading habits that improve understanding. Instruction during intervention should be more explicit than regular classroom instruction and, when possible, aligned with Tier 1 practices. Over time, instructional support should be gradually reduced as students become more confident and independent readers, with a strong focus on building both background knowledge and vocabulary. 1) Build students' world and word knowledge so they can make sense of the text. 2)Consistently provide students with opportunities to ask and answer questions to better understand the text they read. 3)Teach students a routine for determining the gist of a short section of text. 4)Teach students to monitor their comprehension as they read. **Data Analysis Summary: 2024-2025 Grade 3-5 English SOL Data - Student By Detail Question (Percentage Correct)** Based on analysis of the 2024–2025 Grade 3–5 Reading SOL Student-by-Detail Question data, the school identified priority SOL strands that were both frequently assessed and frequently missed by students.

These strands represent areas of greatest instructional need and highest impact on overall student achievement. For each selected Reading SOL strand, overall pass rates and pass rates for Students with Disabilities (SWD) were examined, with particular attention to strands with the lowest percentages of correct responses. While analysis showed that in some strands SWD performance was comparable to or slightly higher than that of all students, overall percentage correct across these strands remained below expected proficiency levels for both groups. Reading SOL strands were prioritized based on these results to ensure instructional focus on standards requiring the greatest improvement.

2024-2025 Grade 3 English SOL Data Analysis - Student By Detail Question (Percentage Correct)

SWD	ALL	SOL	Standard Strand
38%	50%	3.RL.1.B	Identify the central conflict and/or resolution.
63%	56%	3.RL.1.C	Describe character feelings and/or actions.
53%	52%	3.RI.1.A	Identify the main idea and supporting details.
54%	54%	3.RI.2.C	Identify author's purpose.
22%	48%	3.RI.1.B	Summarize information.

2024-2025 Grade 4 English SOL Data Analysis - Student By Detail Question (Percentage Correct)

SWD	ALL	SOL	Standard Strand
38%	34%	4.RL.1.C	Summarize information.
37%	54%	4.RL.1.C	Analyze character feelings and/or actions.
39%	55%	4.RL.1.B	Analyze how story elements impact conflict or resolution.
23%	43%	4.RI.2.B	Identify the main idea.
33%	52%	4.RI.2.C	Determine author's purpose.
38%	34%	4.RL.1.C	Summarize information.

2024-2025 Grade 5 English SOL Data Analysis - Student By Detail Question (Percentage Correct)

SWD	ALL	SOL	Standard Strand
46%	52%	5.RI.1.C	Analyze an author's use of evidence.
50%	56%	5.RL.2.A	Describe the conflict and resolution in a story.
44%	58%	5.RI.2.A	Summarize ideas in a text.
50%	53%	5.RI.2.A	Determine the main idea.
71%	65%	5.RL.2.A	Describe how a character's actions contribute to characterization.
50%	56%	5.RL.2.A	Describe the conflict and resolution in a story.
44%	58%	5.RI.2.A	Summarize ideas in a text.

Data Analysis Summary: 2025 Fall VALLSS Grades K-3 Data
Analysis of the 2025 Fall VALLSS data for Grades K–3 determined foundational literacy gaps in phonological awareness, decoding, and pseudoword decoding, with lower pass rates as skill complexity increased. Kindergarten and Grade 1 data indicate needs in phoneme blending and segmenting, particularly for Students with Disabilities (SWD), whose pass rates were lower than those of all students. While letter sounds and oral reading fluency show strengths in Grades 2 and 3, decoding gaps remain and impact reading proficiency. Across all grades, SWD demonstrated lower performance as expectations increased, indicating the need for systematic, explicit instruction in phonological awareness and phonics, targeted intervention for SWD, and progress monitoring to support early literacy development.

2025 Fall VALLSS Grades K-3 Data - Student Pass Rates

Grade	LetterSounds	PhonemeBlend	PhonemeSegme	Encoding	RWDecoding	PseudowDecod	ORF

		ing	**nting**			**ing**	
K-SWD(7Tested)	3 Identified 57% Pass Rate	4 Identified 43% Pass Rate	4 Identified 43% Pass Rate		2 Identified 71% Pass Rate	3 Identified 57% Pass Rate	
K-ALL(73Tested)	26 Identified 64% Pa	44 Identified 40% Pa	59 Identified 19% Pa		31 Identified 58% Pa	49 Identified 33% Pa	

	ssRate	ssRate	ssRate		ssRate	ssRate	
1-SWD(5Tested)	4 Identified 20% PassRate	5 Identified 0% PassRate	4 Identified 20% PassRate		5 Identified 0% PassRate	5 Identified 0% PassRate	2 Identified 60% PassRate
1-ALL(611Tested)	35 Identified 43% P	47 Identified 23% P	20 Identified 67% P		26 Identified 57% P	34 Identified 44% P	22 Identified 64% P

	assRate	assRate	assRate		assRate	assRate	assate
2-SWD(9Tested)	2 Identified 77% PassRate		6 Identified 33% PassRate	7 Identified 22% PassRate	7 Identified 22% PassRate	5 Identified 44% PassRate	5 Identified 44% PassRate
2-ALL(65Tested	11 Identified 83		19 Identified 71	51 Identified 23	51 Identified 23	40 Identified 38	29 Identified 55

)	%PassRate		%PassRate	%PassRate	%PassRate	%PassRate	%PassRate
3-SWD(8Tested)	3 Identified 63% PassRate		7 Identified 13% PassRate	7 Identified 13% PassRate	7 Identified 13% PassRate	7 Identified 13% PassRate	6 Identified 38% PassRate
3-ALL(63Test	5 Identified 9		25 Identified	36 Identified	28 Identified	35 Identified	16 Identified

ed)	2% Pass Rate		60% Pass Rate	43% Pass Rate	56% Pass Rate	44% Pass Rate	75% Pass Rate

Data Analysis Summary: 2025 Fall VALLSS Grades 4-5 Data
Analysis of the 2025 Fall VALLSS assessment data for Grades 4 and 5 determined performance gaps across spelling, word reading, nonsense word reading, morphology, and sentence comprehension for both all students and Students with Disabilities (SWD). In Grade 4, pass rates for all students and SWD were low across all assessed areas, with the lowest performance observed in word reading, nonsense word reading, and morphology. Grade 5 data show higher pass rates in spelling and sentence comprehension for all students compared to Grade 4; however, word reading, nonsense word reading, and morphology remain areas of need. Across both grades, SWD pass rates were lower than those of all students in every skill area, indicating a need for continued instructional focus on word-level reading, morphological awareness, and comprehension skills to support reading development in the upper elementary grades.

2025 Fall VALLSS Grades 4-5 Data - Student Pass Rates

Grade	Spelling	WordReading	NonsenseWordRead	Morphology	SentenceComprehe

			ing		**nsion**
4-SWD(9Tested)	7Identified22%PassRate	7Identified22%PassRate	8Identified11%PassRate	8Identified11%PassRate	7Identified22%PassRate
4-ALL(27Tested)	21Identified22%P	25Identified7%Pa	22Identified19%P	24Identified11%P	21Identified22%P

	assRate	ssRate	assRate	assRate	assRate
5-SWD(13Tested)	10 identified 23% PassRate	10 identified 23% PassRate	10 identified 23% PassRate	12 identified 8% PassRate	10 identified 23% PassRate
5-ALL(36Teste	22 identified 3	28 identified 2	26 identified 2	32 identified 1	22 identified 3

d)	9% Pass Rate	2% Pass Rate	8% Pass Rate	1% Pass Rate	9% Pass Rate	

Summary of Rationale Supporting EBI:
Grades K-3: The Fall VALLSS data shows that Students with Disabilities (SWD) have weaknesses in foundational reading skills across grades K–5, including phoneme blending, phoneme segmenting, encoding, real and pseudoword decoding, morphology, and oral reading fluency, with low pass rates as skills become more complex. These results indicate that SWD needs explicit, systematic, and structured instruction with frequent practice to build the decoding and word analysis skills required to read grade-level text. The Needs Assessment Team selected the evidence-based strategy *Teach students to decode words, analyze word parts, and write and recognize words (Recommendation #3, Tier 1)* because research shows it is effective for students with disabilities and directly supports the type of instruction they need to make progress. Similar skill gaps are also present for all students, especially in grades K–3, where low performance in phonological awareness and decoding shows that many students have not yet mastered foundational reading skills. This strategy emphasizes explicit instruction in sound/spelling patterns, blending and segmenting, morphology, and practice with decodable text. Implementing this EBI is expected to result in measurable growth on VALLSS indicators and improved reading accuracy, fluency, and comprehension for SWD and all students.

Grades 4-5: The Needs Assessment Team selected the evidence-based strategy Routinely use a set of comprehension-building practices to help students make sense of text (WWC Recommendation #3, Tier 1) after reviewing multiple data sources indicating weaknesses in reading comprehension for Students with Disabilities (SWD) and all students in Grades 3–5. Reading SOL results show low performance in skills including identifying main idea, summarizing text, determining author's purpose, analyzing characters, and understanding conflict and resolution, with SWD scoring below grade-level standards. Analysis of Reading SOL strands, including overall pass rates and SWD pass rates, identified areas with the lowest percentages of correct responses, reflecting difficulty with grade-level text across content areas. While SWD performance was comparable to that of all students in some strands, overall proficiency levels remained below expectations for both groups. Based on these findings, priority Reading SOL strands were identified to focus instruction on standards requiring improvement. This Tier 1 strategy was selected

	because it provides explicit routines that support comprehension, including building background knowledge and vocabulary, asking and answering questions, identifying the gist, and monitoring understanding, and is expected to improve reading comprehension outcomes for both SWD and all students.
Intended Outcomes Describe how student outcomes will improve as a result implementing the evidence-based strategy.	Implementing these evidence-based reading strategies in Grades K–3 and 4–5 will support decoding, fluency, and comprehension for all students, including Students with Disabilities (SWD). These strategies address identified reading deficits and increase access to grade-level text and instruction. Improved skills are expected to enhance overall reading proficiency and performance on VALLSS and English SOL assessments.
Lead person (Who is responsible for ensuring the work gets done?)	Principal
Team Members (Who are responsible for doing the work?)	Reading Specialists, Literacy Tutors, Exceptional Education teachers and instructional aides, all teachers and staff of reading instruction

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 the 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?)
Action Step 1 Monthly professional development will be provided and monitored for Exceptional Education Teachers and K-5 reading teachers to support evidence-based reading strategies	The principal is responsible for ensuring the action step is complete and holds accountability for monitoring implementation and confirming fidelity.	This action step will begin October 2025 and conclude September 2026. Key milestones include monthly PD sessions and bi-monthly PD during planning and data meetings to embed	Professional development (PD) sessions will be held monthly and during bi-weekly grade-level planning meetings, with administration attending to guide content and adjust focus based on needs. PD will	The action step will be considered complete when teachers have attended PD sessions and applied the strategies learned. Evidence includes PD agendas and sign-in sheets, lesson plans with	No additional funding is required to complete this action step.	NA

and Specially Designed Instruction (SDI). PD will focus on decoding, word recognition, and comprehension routines using the HQIM Reading Curriculum (HMH) and VDOE standards. Teachers will apply these strategies daily to teach students to decode, analyze word parts, recognize and write words, build world and word knowledge, ask and answer questions, determine the gist, monitor comprehension, and read complex multisyllabic words. Implementation will be monitored through lesson planning, observations, and student data.		EBI strategies within instruction.	reinforce the evidence-based intervention (EBI) and provide targeted support for Students with Disabilities (SWD) and all students, addressing SOL strands not yet mastered. Progress will be monitored through planning sessions, PD agendas, sign-in sheets, presenter materials, and lesson plans showing integration of the strategies.	specific, evidence-based feedback on implementation, classroom observations to observe the implementation of EBI strategies during instruction, and student reading growth data demonstrating the impact of instruction.		

Action Step 2 Exceptional Education and K–5 reading teachers will design aligned daily reading lesson plans that incorporate Evidence-Based Strategies from PD and include differentiation to support all students, including Students with Disabilities (SWD). Instruction will be delivered using the EBI strategies learned in PD to ensure consistent and effective implementation, specifically for SWD.	The principal is responsible for ensuring the action step is complete and holds accountability for monitoring implementation and confirming fidelity.	This action step will begin October 2025, and conclude September 2026. Key milestones include PD monthly, bi-monthly grade level PD, planning, and data meetings. Bi-weekly lesson plan review with feedback, and classroom walkthroughs and observations ongoing from October 2025-May 2026.	Progress on this action step will be monitored through bi-weekly planning and data meetings that infuse EBI strategies and PD into lesson plans. Lesson plans will be reviewed bi-weekly with evidence-based feedback to show where EBI strategies have been integrated to address the needs of all students, including Students with Disabilities (SWD), based on current data. Administrators will conduct ongoing lesson observations to confirm implementation and provide evidence of EBI strategies in practice. Student data for SWD and all students will be analyzed during bi-weekly data meetings to guide instructional adjustments.	This action step is complete when written evidence shows that all reading teachers are consistently designing and implementing aligned instruction that integrates EBI strategies with the DCPS reading curriculum. Planning and data meeting agendas and sign-in sheets will document regular collaborative planning, evidence-based feedback on lesson plans, and review of student data to guide instructional decisions. The DCPS Literacy Walkthrough Tool, TalentED observation tools will provide evidence to support the implementation of the EBI strategies during classroom instruction and implemented with fidelity.	No additional funding is required to complete this action step.	NA

Action Step 3 Exceptional Education and K–5 reading teachers will receive written, evidence-based feedback from informal and formal observations. Feedback will focus on effective lesson planning, instructional delivery, and next steps to strengthen instruction based on Evidence-Based Strategies.	The principal is responsible for ensuring the action step is complete and holds accountability for monitoring implementation and confirming fidelity.	This action step will begin October 2025, and conclude May 2026. Key milestones include classroom walkthroughs and observations from October 2025-May 2026.	Administration will monitor progress on this action step using written evidence from TalentEd informal and formal observation tools and the DCPS Literacy Walkthrough Tool. This evidence will identify trends to guide school-wide and grade-level professional development. Bi-weekly instructional team and grade-level meetings will review these trends to determine necessary instructional adjustments, plan targeted PD, and ensure implementation of Evidence-Based Strategies (EBI) remains aligned. Key review points will occur during each bi-weekly meeting to confirm the work is	This action step is complete when Exceptional Education and K–5 reading teachers observation reports provide written feedback that reflects consistent Evidenced-Based Strategy is observed from reading plans and instructional delivery. Instructional team and grade level planning agendas will support next steps needed to align instruction based on SWD and all student performance outcomes.	No additional funding is required to complete this action step.	NA

			on track and adjustments are made as needed to support all students, including Students with Disabilities (SWD).			
Action Step 4 Exceptional Education and K–5 reading teachers will collaboratively engage in bi-monthly grade-level data meetings to monitor the implementation of Evidence-Based Strategies from PD, lesson planning, and classroom observations. Progress monitoring will include VALLSS, SGA, and HMH module assessments, with data review focused on the performance of all students, including Students with Disabilities (SWD). Progress monitoring data meetings will	The principal is responsible for ensuring the action step is complete and holds accountability for monitoring implementation and confirming fidelity.	This action step will begin October 2025, and conclude September 2026. Key milestones include bi-weekly data meetings.	Progress on this action step will be bi-monthly grade-level data meetings with Exceptional Education teachers and grade-level teachers to review student performance on VALLSS (BOY, MID, EOY), SGA Fall/Winter) and HMH Module Assessments, with a focus on tracking SWD progress while also monitoring all students. During these meetings, teachers will analyze the data to identify areas of need, adjust instruction, and ensure that interventions and EBI strategies are effectively supporting students. Key dates	This action step is complete when grade-level reading teachers and Exceptional Education teachers meet bi-monthly to review student data and develop next steps to guide instruction. Agendas and sign-in sheets will support teacher attendance. Data sources to be analyzed include VALLSS (BOY, MID, EOY), SGA (Fall/Winter), and HMH Module Assessment data for students with disabilities and all students. Analysis of data will determine next steps to align Evidenced-Based Strategies to lesson planning and	No additional funding is needed to complete this action step.	NA

determine adjustments to instruction.			for review will occur during bi-monthly meetings allowing grade levels to make timely instructional adjustments, confirm that student progress is on track, and ensure alignment Evidenced-Based Strategies with reading goals for both SWD and all students.	instruction for all students, specifically addressing SWD.		

Evidence of Progress (update monthly)	Analysis of Progress (update monthly)
• **Professional Development** • **Grade Level Planning** • **Classroom Observations** • **Data Analysis**	September 2025 • PLC - Grade Level Reading Planning • PLC - Reading Data Meeting • Lesson plans: checked bi-weekly using Lesson Plan Feedback tool. EBI is a specific component. • • October 2025 • PLC - Grade Level Reading Planning

	• PLC - Reading Data Meeting • Lesson plans: checked bi-weekly using Lesson Plan Feedback tool. EBI is a specific component. • • • November 2025 • PLC - Grade Level Reading Planning • PLC - Reading Data Meeting • Lesson plans: checked bi-weekly using Lesson Plan Feedback tool. EBI is a specific component. • • • December 2025 • PLC - Grade Level Reading Planning • PLC - Reading Data Meeting • Lesson plans: checked bi-weekly using Lesson Plan Feedback tool. EBI is a specific component. • • January 2026 • PLC - Grade Level Reading Planning • PLC - Reading Data Meeting • Lesson plans: checked bi-weekly using Lesson Plan Feedback tool. EBI is a specific component. • • • February 2026

	• PLC - Grade Level Reading Planning • PLC - Reading Data Meeting • Lesson plans: checked bi-weekly using Lesson Plan Feedback tool. EBI is a specific component. • • March 2026

Multi-year School Support Plan: MATH

Table 6: Multi-year School Support Plan

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

Multi-year School Support Plan			
3-Year Goal Statement Include the goal statement completed as part of the needs assessment process.	By the 2027–2028 school year, Students with Disabilities (SWD) will demonstrate Math proficiency and growth as measured by Virginia SOL assessments in grades 3-5 by increasing the pass rate from 32% to 85% proficiency or higher. By the 2027–2028 school year, all students will demonstrate Math proficiency and growth as measured by Virginia SOL assessments in grades 3-5 by increasing the pass rate from 56% to 85% proficiency or higher.		
School Performance and Support Framework Alignment Select indicator that the goal addresses.	Math Mastery		
Measurable Objectives	**Measurable Objective Year 1**	**Measurable Objective Year 2**	**Measurable Objective Year 3**

Define objectives that support accomplishing the goal.	By the end of the 2025–2026 school year, Students with Disabilities (SWD) will demonstrate math performance and/or growth as measured by Virginia SOL assessments by increasing the pass rate to 69% proficiency or higher. By the end of the 2025–2026 school year, all students will demonstrate math performance and/or growth as measured by Virginia SOL assessments, increasing the pass rate to 79% proficiency or higher.	By the end of the 2026–2027 school year, Students with Disabilities (SWD) will demonstrate math performance and/or growth as measured by Virginia SOL assessments by increasing the pass rate to 77% proficiency or higher. By the end of the 2026–2027 school year, all students will demonstrate math performance and/or growth as measured by Virginia SOL assessments by increasing the pass rate to 82% proficiency or higher.	By the end of the 2027–2028 school year, Students with Disabilities (SWD) will demonstrate math performance and/or growth as measured by Virginia SOL assessments by increasing the pass rate to 85% proficiency or higher. By the end of the 2027–2028 school year, all students will demonstrate math performance and/or growth as measured by Virginia SOL assessments by increasing the pass rate to 85% proficiency or higher.
Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.	**Evidence-Based Strategy - Grades K-5** WWC | Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades WWC - Recommendation #3 Representations **(Evidence-based) Strategy Name: 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 One, Strong** **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. **Grades K-5**		

	WWC | Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades WWC - Recommendation #4 Number Lines **(Evidence-based) Strategy Name: Recommendation #4 Number Lines:** *Use the number line to facilitate the learning of mathematical concepts and procedures, build understanding of grade-level material, and prepare students for advanced mathematics* **Tier of Evidence: Tier One, Strong** **Description: Recommendation #4 Number Lines:** This research-based intervention will be carried out by: 1) Representing whole numbers, fractions, and decimals on a number line to build students' understanding of numerical magnitude. 2) Compare numbers and determine their relative magnitude using a number line to help students understand quantity. 3) Use the number line to build students' understanding of the concepts underlying operations. **Data Analysis Summary: 2024-2025 Grade 3-5 Math SOL Data - Student By Detail Question (Percentage Correct)** Based on analysis of the 2024–2025 Grade 3–5 Math SOL Student-by-Detail Question data, the Needs Assessment Team identified priority SOL strands that were both frequently assessed and frequently missed by students. These strands represent areas of greatest instructional need and highest impact on overall student achievement. For each selected SOL strand, overall pass rates and pass rates for Students with Disabilities (SWD) were examined, with attention to the strands with the lowest percentages of correct responses. While analysis showed that in some strands SWD performance was slightly higher than that of all students, overall percentage correct across these strands remained below expected proficiency levels for both groups. SOL strands were prioritized based on these results to ensure instructional focus on standards requiring the most improvement. **2024-2025 Grade 3 Math SOL Data Analysis - Student By Detail Question (Percentage Correct)** 3.PS.1 Data - Bar Graphs & Pictographs (All 51% / SWD 38%) ● PS.1e Analyze and interpret information presented in a bar graph or pictograph. (All 38% / SWD 25%) 3.CE.1 Add/Subtract Whole Numbers (All 46% / SWD 43%) ● CE.1b Estimate sums and differences of whole numbers. (All 41% / SWD 43%) ● CE.1e Represent and solve single-step and multistep contextual problems involving sums and differences of whole numbers. (All 48% / SWD 40%) 3.CE.2 Multiply / Divide Whole Numbers (All 50% / SWD 39%) ● CE.2a Use a variety of models to represent multiplication or division facts. (All 51% / SWD 42%) ● CE.2e Represent and solve single-step contextual problems involving multiplication or division facts. (All 62% / SWD 59%) 3.NS.3 Fraction Sense (All 53% / SWD 57%)

	● NS.3a Model fractions and mixed numbers. (All 51% / SWD 58%) 3.PFA.1 Patterns (59% / 51%) ● PFA.1b Recognize, describe, and extend patterns in various forms. (All 54% / SWD 59%) **2024-2025 Grade 4 Math SOL Data Analysis - Student By Detail Question (Percentage Correct)** 4.CE.2 Multiply / Divide Whole Numbers (All 42% / SWD 31%) ● CE.2h Estimate, represent, solve, and justify solutions to single-/multistep contextual problems involving multiplication with whole numbers. (All 38% / SWD 25%) ● CE.2i Estimate and solve problems involving division of whole numbers. (All 37% / SWD 29%) 4.NS.3 Fraction Sense (All 38% / SWD 31%) ● NS.3e Represent equivalent fractions with and without models. (All 26% / SWD 28%) ● NS.3d Compare fractions and/or mixed numbers. (All 48% / SWD 36%) 4.NS.4 Decimal Sense (All 44% / SWD 38%) ● NS.4e Compare decimals using words or symbols. (All 40% /SWD 20%) ● NS.4c Use place value structure to read and write decimals (All 52% / SWD 47%) ● NS.4d Identify place and value of digits in decimals. (All 35% / SWD 44%) 4.PFA.1 Patterns (All 59% / SWD 47%) ● PFA.1a Recognize, extend, and describe patterns. (All 57% / SWD 58%) ● PFA.1b Recognize, extend, and describe patterns. (All 59% / SWD 45%) 4.PS.1 Data - Line graphs (All 49% / SWD 32%) ● PS.1c Represent date in a line graph. (All 56% / SWD 41%) ● PS.1d Interpret data represented in a line graph. (All 40% / SWD 16%) **2024-2025 Grade 5 Math SOL Data Analysis - Student By Detail Question (Percentage Correct)** 5.CE.3 Add/Subtract/Multiply/Divide Decimals (All 46% / SWD 39%) ● CE.3d Solve contextual problems using decimals (All 45% / SWD 44%) ● CE.3b Estimate or determine the products of decimals (All 46% / SWD 17%) ● CE.3c Estimate or determine the quotient of decimals (All 47% / SWD 60%) 5.MG.3 Angles/Triangles (All 45% / SWD 46%) ● MG.3b Classify triangles as right, acute, obtuse, equilateral, scalene, or isosceles. (All 44% / SWD 55%) ● MG.3f Determine the measure of right, acute, straight, or obtuse angles. (All 47% / SWD 57%) 5.NS.1 Decimal and Fraction Relationships (All 34% / SWD 27%) ● NS.1c Represent equivalent relationships between decimals and fractions (All 36% / SWD 13%) ● NS.1d Compare and order fractions and decimals (All 39% / SWD 50%) 5.PFA.2 Expression & Equations with Variables (All 49% / SWD 42%) ● PFA.2b Write an equation containing a variable, given a contextual situation (All 43% / SWD 38%)

	● PFA.2c Translate a variable expression or equation to a verbal expression or sentence and vice versa (All 59% / SWD 53%) 5.NS.2 Prime & Composite Numbers (All 57% / SWD 51%) ● NS.2b Identify prime and composite numbers (All 57% / SWD 47%; asked more than twice as much as any other skill) **Summary of Rationale Supporting EBI:** Grade 3–5 Math SOL data indicate low performance on standards requiring conceptual understanding, modeling, and application, including multi-step problems, fraction and decimal relationships, estimation, and data interpretation. Across grade levels, student accuracy declines when tasks require representing thinking, analyzing information, or justifying solutions rather than performing procedural computations, indicating a need for alignment between instructional practices and the intent of the standards. To address these gaps, the school identified professional development focused on division-adopted instructional materials, assessment measures, and explicit teaching strategies. The school selected WWC Recommendation #3 (Representations) and Recommendation #4 (Number Lines) at Tier One, as these strategies provide tools that support connections between concrete and abstract ideas, problem solving, and concept application. The use of representations and number lines supports Students with Disabilities and all students by increasing access to tasks and supports mathematics understanding and application for all students.
Intended Outcomes Describe how student outcomes will improve as a result implementing the evidence-based strategy.	Implementing these evidence-based math strategies will address identified math deficits and support measurable growth in students' understanding and accuracy with math skills. By using hands-on and manipulative materials such as semi-concrete and concrete models along with number lines, students will better understand the value of numbers and how they relate to each other, as well as how to correctly and efficiently solve math problems. These strategies will improve outcomes for all students and provide targeted support for Students with Disabilities (SWD) by applying grade-level math concepts.
Lead person (Who is responsible for ensuring the work gets done?)	Principal
Team Members (Who are responsible for doing the work?)	Math Interventionist, Math Tutor, Exceptional Education teachers and instructional aides, all teachers and staff of math instruction

Action Step *(What will be accomplished?)*	**Process Owner** *(Who is responsible for*	**Time Frame** (*How long will it take?)*	**Progress Checks**	**Measures of Success**	**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.	*ensuring the action step is complete?)* Identify a single, accountability lead.	Identify the start and end dates for each action step, including any key milestones.	*(How will the team monitor progress?)* Define key dates to review process, make adjustments, and confirm the work remains on track.	*(How will the team know if the action step is complete?)* Define clear, observable indicators of completion.		
Action Step 1 Professional development will be provided for all Exceptional Education and K-5 math teachers, on developing and implementing aligned written and taught lesson plans. The professional learning led by Collaborative Teaching and Learning Group Consulting (CTLG), will include and focus on the understanding and use of Virginia's 2023 Math Standards of Learning and using concrete	The principal is responsible for ensuring the action step is complete and holds accountability for monitoring implementation and confirming fidelity.	This action step will begin in October 2025 and conclude September 2026. Key milestones include monthly PD sessions and bi-monthly PD during planning meetings to integrate EBIs and SDI strategies into instruction. Collaborative Teaching and Learning Group Consulting (CTLG) PD and planning sessions will begin February 2026-August 2026.	Progress will be monitored through bi-monthly planning sessions with grade-level teams, Collaborative Teaching and Learning Group Consulting (CTLG) planning sessions, and classroom observations, where PD is infused to support EBI implementation and the needs of SWD. Monthly PD sessions will target SOL strands not yet mastered by SWD and all	The action step will be considered complete when evidence shows all math teachers have attended professional development and implemented evidence-based instructional strategies with fidelity, including strategies that address the needs of students with disabilities. Monitoring will include PD agendas and sign-in sheets, lesson plan feedback, and collaborative	Collaborative Teaching and Learning Group Consulting (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.	Funding for this action step will come from SIG funds.

and semi-concrete representations and number lines to support students' outcomes.			students. Evidence includes PD agendas/sign-in sheets, lesson plans, and classroom observations.	walkthroughs lesson observation feedback conducted by CTLG, school administrators, and instructional teams to evaluate standards alignment, implementation of EBI strategies for SWD, and instructional practices across grade levels.		
Action Step 2 All Math teachers will design and implement aligned lesson plans that include the EBIs, specially designed instruction for SWD, and . lesson planning professional development from Collaborative Teaching and	The principal is responsible for ensuring the action step is complete and holds accountability for monitoring implementation and confirming fidelity.	This action step will begin in October 2025 and conclude in September 2026. Key milestones include monthly PD sessions, bi-monthly planning/data meetings, and lesson plan reviews to ensure alignment and differentiation.	Progress on this action step will be monitored through bi-weekly math planning and data meetings, bi-monthly grade-level and CTLG planning sessions, and ongoing classroom observations to ensure evidence-based instructional	The action step will be considered complete when teachers consistently design and implement lesson plans aligned to the EBI strategies differentiated for SWD. Observable indicators include lesson plans showing	Collaborative Teaching and Learning Group Consulting (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.	Funding for this action step will come from SIG funds.

Learning Group Consulting (CTLG).			strategies and professional development are integrated into instruction. Lesson plans will be reviewed bi-weekly with feedback documenting the implementation of EBI strategies to address the needs of all students, including Students with Disabilities (SWD), based on current data. Administrators and CTLG will conduct math lesson observations to confirm implementation and collect evidence of EBI strategies in practice. Student performance data for SWD and all students will be analyzed during bi-weekly data meetings to guide	evidence of EBI strategies use, and written feedback observed. Collaborative Teaching and Learning Group Consulting (CTLG) planning session documentation, formal and informal classroom walkthroughs with evidence to support professional learning.		

			instructional adjustments, while monthly professional development will target SOL strands not yet mastered. Evidence will include PD agendas and sign-in sheets, lesson plans, and observation documentation.			
Action Step 3 Administrators will conduct formal, informal walkthroughs using division approved observation tools to provide written evidence feedback for all math teachers on the implementation of EBI strategies and professional learning provided on development and delivery of aligned lessons for all students	The principal is responsible for ensuring the action step is complete and holds accountability for monitoring implementation and confirming fidelity.	This action step will begin in October 2025 and conclude May 2026, with ongoing monitoring throughout the year.	Progress will be monitored through bi-weekly lesson plan reviews and classroom observations, both informal and formal. Bi-weekly observations and lesson plan reviews will check for EBI implementation, differentiation for SWD, alignment to scope and sequence, and student engagement. Evidence of	This action step is complete when all math teachers' observation reports, including data from Administration, Collaborative Teaching and Learning Group Consulting (CTLG), and division observation tools, provide written feedback showing consistent implementation	No additional funding is required to complete this action step, as Collaborative Teaching and Learning Group Consulting (CTLG) support will be provided through existing structures, including instructional walkthroughs conducted collaboratively with school administration.	NA

and specifically for SWD.			monitoring will include DCPS TalentEd walkthrough and observation forms, lesson plan feedback demonstrating EBI alignment, and ongoing documentation from classroom observations.	and delivery of evidence-based instructional strategies (EBI) based on lesson planning. Instructional team and grade-level planning agendas will guide next steps to align specific professional development based on the data performance of Students with Disabilities (SWD) and all students.		
Action Step 4 Exceptional Education and math teachers will collaboratively engage in bi-monthly grade-level data meetings to analyze and develop specific	The principal is responsible for ensuring the action step is complete and holds accountability for monitoring implementation and confirming fidelity.	This action step will begin October 2025, and conclude September 2026. Key milestones include bi-weekly data meetings .	Progress will be monitored through bi-monthly planning and data meetings, where teachers and administrators review student performance data, including	The action step will be considered complete when teachers consistently use data to inform instruction and implement aligned EBI strategies. Observable	Collaborative Teaching and Learning Group Consulting (CTLG) PD Sessions for 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	Funding for this action step will come from SIG funds.

next steps for instruction to ensure positive student growth. Data discussion may include quarterly district data, SGA (Fall/Winter) and SOL historic data.			SGA (Fall/Winter), 24–25 SOL data, and DCAs, with a focus on SWD. Evidence of monitoring will include planning/data meeting agendas and sign-in sheets, lesson plan feedback showing EBI alignment and differentiation for SWD, and documentation from classroom observations, as well as updates on the Math Data Wall.	indicators of success include updated Math Data Walls showing student progress, meeting agendas and sign-in sheets documenting data discussions, and evidence of instructional adjustments to lesson planning based on analyzed data, particularly for SWD.Collaborative Teaching and Learning Group Consulting (CTLG) planning session documentation, and formal and informal classroom observation notes from math observations.	opportunities to strengthen mathematics teaching and vertical alignment across all grade levels.	
Action Step 5 A family-focused Science and Math Night will be held to engage students	The principal is responsible for ensuring the action step is complete and	This action step will begin October 2025 and conclude March 2026.	Progress will be monitored through planning meetings and event	Science/Math Night will be considered successful when the event is fully	Costs for the Science/Math Night will include materials for hands-on activities and supplies needed to support the event.	Funding for this action step will come from SIG funds.

and families in hands-on, aligned science and math investigations and problem-solving experiences supported from SOL data points in Science and Math that reinforce classroom instruction and promote real-world application of STEM concepts.	holds accountability for monitoring implementation and confirming fidelity.		preparation, where staff review station plans, hands-on activities, and alignment to priority Science and Math SOL strands. Teacher and administrator check-ins will ensure that each activity is standards aligned, and incorporates opportunities for family engagement. Promotional items, including flyers and social media posts, will be reviewed and approved to ensure families are informed and encouraged to attend. Staff will also track RSVPs, and post-event surveys will be collected to evaluate execution and identify	executed according to the planned agenda and station plans, with all promotional materials (flyers and social media posts) documented and shared. Family sign-in sheets and participation counts will provide evidence of engagement, and student and family feedback will indicate increased understanding of science and math concepts. Additionally, all activities will be standards-aligned and connected to priority Science and Math SOL strands, providing clear, observable indicators that the event supported learning and		

			improvements for future events.	engagement goals.		

Evidence of Progress (update monthly)	Analysis of Progress (update monthly)
• Professional Development • Grade Level Planning • Classroom Observations • Data Analysis • Math Science Night	September 2025 • PLC - Grade Level Math Planning 9/9/25; 9/23/25 • PLC - Data Meeting 9/3/25 • Lesson plans: checked bi-weekly using Lesson Plan Feedback tool. EBI is a specific component. • • October 2025 • PLC - Grade Level Math Planning10/14/25 • PLC - Exceptional Education Math Planning 10/15/25 • Lesson plans: checked bi-weekly using Lesson Plan Feedback tool. EBI is a specific component. • • November 2025 • PLC - Grade Level Math Planning 11/11/25 • PD - 11/4/25 • Lesson plans: checked bi-weekly using Lesson Plan Feedback tool. EBI is a specific component. • • December 2025 • PLC - Grade Level Math Planning 12/9/25 • PLC - Math Data Meeting 12/16/25

	• Professional Development & Data Review - Kiddom 12/3/25 January 2026 • PLC - Grade Level Planning • Math Science Night Planning Meetings • Lesson plans: checked bi-weekly using Lesson Plan Feedback tool. EBI is a specific component. • Professional Devlopment - Kiddom for Leaders 1/12/26 February 2026 • PLC - Grade Level Planning 2/11/26 • PLC - Grade Level Data Meeting 2/25/26 • Math Science Night 2/26/26 - Agenda/Sign-In Sheet/Activities • Lesson plans: checked bi-weekly using Lesson Plan Feedback tool. EBI is a specific component. • PLC Planning - CTLG Math Professional Development - 2/19/25 • March 2026 • PLC - CTLG Math Professional Development/Planning/Observations - 3/18/26; 3/19/26; 3/20/26 - Agenda/Schedules/Sign In Sheets

Multi-year School Support Plan: SCIENCE

Table 6: Multi-year School Support Plan

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

Multi-year School Support Plan			
3-Year Goal Statement Include the goal statement completed as part of the needs assessment process.	By the 2027–2028 school year, Students with Disabilities (SWD) will demonstrate Science proficiency and growth as measured by the Virginia Grade 5 Science SOL by increasing the pass rate from 18% to 85% proficiency or higher. By the 2027–2028 school year, all students will demonstrate Science proficiency and growth as measured by Virginia Grade 5 Science SOL by increasing the pass rate from 48% to 85% proficiency or higher.		
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**, **Students with Disabilities (SWD)** will demonstrate science performance and/or growth as measured by Virginia SOL assessments by increasing the pass rate from **18% to 70% proficiency or higher**.	By the end of the **2026–2027 school year**, **Students with Disabilities (SWD)** will demonstrate science performance and/or growth as measured by Virginia SOL assessments by increasing the pass rate to **80% proficiency or higher**.	By the end of the **2027–2028 school year**, **Students with Disabilities (SWD)** will demonstrate science performance and/or growth as measured by Virginia SOL assessments by increasing the pass rate to **85% proficiency or higher**.
	By the end of the **2025–2026 school year**, **all students** will demonstrate science performance and/or growth as measured by Virginia SOL assessments by increasing	By the end of the **2026–2027 school year**, **all students** will demonstrate science performance and/or growth as measured by Virginia SOL assessments by	By the end of the **2027–2028 school year**, **all students** will demonstrate science performance and/or growth as measured by Virginia SOL assessments by increasing the pass rate to **85% proficiency or higher**.

<table>
<tr><td></td><td>the pass rate to 75% proficiency or higher.</td><td>increasing the pass rate to 80% proficiency or higher.</td><td></td></tr>
<tr><td>Evidence-Based Strategy
Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.</td><td colspan="3">(Evidence-based Strategy) Provide meaningful and appropriate science professional development on adopted aligned standards to design and implement hands-on science instruction that focuses on LEAF standards and scaffolding instruction to address specially designed instruction for SWD and all students.
Tier of Evidence: Demonstrates Rationale
Description: This strategy will support teachers in designing and implementing aligned, hands-on science instruction that focuses on LEAF standards and ensures learning is accessible for all students. Professional development will include Collaborative Teaching and Learning Group Consulting (CTLG) sessions, VDOE PD opportunities, and administrative support to model best practices and provide ongoing feedback. Instruction will be designed to include hands-on, inquiry-based activities that engage students in scientific concepts and processes, scaffolded supports to meet learning of SWD and all students.

Data Analysis Summary:

Historical Data for Grade 5 Science SOL
<table>
<tr><td>2024-2025</td><td>2023-2024</td><td>2022-2023</td></tr>
<tr><td>SWD-18%</td><td>SWD-42%</td><td>SWD-44%</td></tr>
</table>
</td></tr>
</table>

	All-48% All-59% All-60% **Data Analysis Summary: 2024-2025 Grade 5 Science SOL Data - Student By Detail Question (Percentage Correct)** SWD Subgroup: Grade 5 Science had 18% demonstrating proficiency, which is below Federal and state expectations. In comparison to 48% of all students demonstrating proficiency, this causes reflection. The areas of most need are: 1. Questions regarding the application leaf within the “Force, Motion, Energy, and Motion” Reporting Category 2. Questions regarding predicting, classifying, and comparing/contrasting within the “Earth/Space Systems and Earth Resources” Reporting Category All Students: Grade 5 Science had 48% of all students demonstrating proficiency, which is below Federal and state expectations. Based on the analysis of the grade level results, the students' ability to understand questions with the application leaf was a notable area of relative weakness. Further, the ability to classify information correlates to the reading data’s analysis of finding the main idea within informational text. Based on analysis of the 2024–2025 Grade 5 Science SOL Student-by-Detail Question data, the Needs Assessment Team identified priority SOL strands that were both frequently assessed and frequently missed by students. These strands represent areas of greatest instructional need and highest impact on overall student achievement. For each selected SOL strand, overall pass rates and pass rates for Students with Disabilities (SWD) were examined, with attention to the strands with the lowest percentages of correct responses. While analysis showed that in some strands SWD performance was slightly higher than that of all students, overall percentage correct across these strands remained below expected proficiency levels for both groups. SOL strands were prioritized based on these results to ensure instructional focus on standards requiring the most improvement. **2024-2025 Grade 5 Science SOL Data Analysis - Student By Detail Question (Percentage Correct)** 4.7 Oceans (All 33% / SWD 39%)

	● 4.7b Describe physical and chemical changes of the oceans. (All 33% / SWD50%) ● 4.7c Analyze the physical, chemical, and biological interactions of Earth's oceans. (All 45% / SWD30%) ● 4.7b Analyze physical characteristics of the ocean environment. (All 35% / SWD 50%) 4.2 Plants (All 53% / SWD 57%) ● 4.2b Apply understanding of animal adaptations (All 47% / SWD 47%) ● 4.2c Recognize processes and structures involved with plant reproduction. (All 52% / SWD67%) 4.3 Ecosystems, Populations, Living/NonLiving, etc. (53% / 57%) ● 4.3a Interrelation of populations in ecosystems, niche, interactions, living/nonliving (All 42% / SWD 33%) ● 4.3c Apply understanding of life cycle (All 43% / SWD 88%) 5.3 Force, Energy, Motion (All 55% / SWD 49%) ● 5.3e Apply an understanding of friction (All 32% / SWD 11%) ● 5.3b Apply an understanding of work and force (All 50% / SWD 22%) ● 5.3a Apply an understanding of kinetic energy. (All 75% / SWD 77%; has been lower in previous years and was 1 of 3 most asked) 5.6 Light (All 59% / SWD 53%) ● 5.6c Apply an understanding of the behavior of light (All 53% / SWD 33%) ● 5.6b Apply an understanding of the visible spectrum (All 47% / SWD 22%) 5.8 Earth's Layers, Plate Tectonics, Weathering, Erosion, Rock (All 48% / SWD 26%) ● 5.8b Apply an understanding of plate tectonics (All 49% / SWD 25%) ● 5.8a Compare and contrast the layers of Earth (All 47% / SWD 33%) ● 5.8c Classify and differentiate among rocks and minerals (All 45% / SWD 22%) **Summary of Rationale:** The needs assessment data suggests that the primary root cause of underperformance in science, particularly for the SWD subgroup, is not a lack of emphasis on leaf standards, but rather inconsistent student ability to apply scientific reasoning skills (such as classifying, comparing and contrasting, predicting, and transferring concepts across contexts) regardless of standard type, indicating a need for more explicit, scaffolded instruction focused on application and reasoning.Grade 5 SWD students demonstrated only 18% proficiency, below both state expectations and the 48% proficiency of all students, highlighting an equity gap. Item-level data across Grades 4 and 5 further reinforces this root cause, as the lowest performance consistently occurs on standards requiring students to apply scientific concepts, analyze interactions, and classify information (e.g., friction, work and force, plate tectonics, oceans, and ecosystems). These weaknesses align with broader literacy data showing challenges with extracting main ideas from informational text, which directly impacts students' ability to interpret and apply science content. As a result, the selected strategy—providing meaningful, aligned professional development on adopted science resources, assessment measures, and explicit instruction is an appropriate response, as it directly addresses the instructional gaps contributing to poor performance by strengthening teacher capacity to deliver hands-on, scaffolded, and application-focused instruction aligned to leaf standards for all learners, especially students with disabilities.

Intended Outcomes Describe how student outcomes will improve as a result implementing the evidence-based strategy.	The targeted science professional development strategy will improve student outcomes by strengthening teacher capacity to deliver explicit, aligned, and application-focused science instruction. Evidence-based reading and mathematics strategies will be integrated into science lessons to support comprehension of texts, vocabulary, multi-step procedures, data analysis, graph interpretation, and measurement during investigations. These supports will help all students, including Students with Disabilities (SWD), demonstrate and apply grade-level science content, improve daily instruction, and increase performance on the Grade 5 Science SOL assessment.
Lead person (Who is responsible for ensuring the work gets done?)	Principal
Team Members (Who are responsible for doing the work?)	K-5 Science and Exceptional Education Teachers, Math Interventionist, Math Tutors, Instructional Aides

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 the 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?)
Action Step 1 Collaborative Teaching and Learning Group Consulting (CTLG) will provide professional development for K–5 and Exceptional Education teachers on lesson planning designing that is	The principal is responsible for ensuring the action step is complete and holds accountability for monitoring implementation and confirming fidelity.	This action step will begin February 2026 and conclude September 2026, with ongoing monitoring throughout the year.	Progress will be monitored through lesson plan reviews, classroom observations, and analysis of student data from the midyear division assessment. Additionally, planning meeting agendas and sign-in sheets will be used to document	Implementation will be verified through documentation of completed Collaborative Teaching and Learning Group Consulting (CTLG) science professional development, including teacher sign-in sheets and PD agendas. Success will be measured by connecting staff participation to lesson plans aligned to	Collaborative Teaching and Learning Group Consulting (CTLG) professional development sessions will embed math and science supports within science instruction and include collaborative walkthroughs with administrators and instructional teams to monitor standards alignment, effective	Funding for this action step will come from SIG funds.

aligned to academic vocabulary and hands-on student centered activities. CTLG will model strategies, support lesson planning, and provide coaching to ensure these EBIs are integrated into daily instruction and accessible for all students, including SWD.			participation and discussions. Key review dates will occur during unit planning meetings as determined by the DCPS scope and sequence, where the team will evaluate implementation, make instructional adjustments, and ensure the work remains aligned to the EBI and science/math standards.	unpacked SOL standards, walkthrough and observation data demonstrating increased use of hands-on investigations and academic science vocabulary, and evidence from PLCs and formative/SOL assessment data showing improvements in student learning. Evidence of revised lesson plans aligned to unpacked SOL standards Walkthrough and observation data showing increased use of hands-on investigations and academic science vocabulary.	instructional practices, and learning environments. These sessions will be used to identify opportunities to strengthen science instruction and vertical alignment across grade levels, with the purchase of science trade books identified as a necessary resource to support content literacy and instructional implementation.	
Action Step 2 Exceptional Education and K–5 science teachers will engage in structured lesson planning and preparation in collaboration with Collaborative Teaching and Learning Group	The principal is responsible for ensuring the action step is complete and holds accountability for monitoring implementation and confirming fidelity.	This action step will begin February 2026 and conclude September 2026, with ongoing monitoring throughout the year.	Progress will be monitored through lesson plan reviews, classroom observations bi-weekly, and analysis of student data from the midyear division assessment. Additionally, planning meeting agendas and sign-in sheets	Implementation will be verified through documentation of completed Collaborative Teaching and Learning Group Consulting (CTLG) science professional development, including teacher sign-in sheets and PD agendas. Success will be measured by connecting staff participation to	Collaborative Teaching and Learning Group Consulting (CTLG) PD sessions for Math and science support embedded in science instruction will include collaborative walkthroughs with school administrators and instructional teams to evaluate standards alignment, effective	Funding for this action step will come from SIG funds.

Consulting (CTLG) and school administrators to design aligned daily science lesson plans that incorporate evidence-based strategies (EBI) from professional development and include differentiation to support all students, including Students with Disabilities (SWD). Instruction will be monitored to ensure instructional delivery of EBI strategies learned from PD. Student performance data will be analyzed during bi-monthly grade-level data meetings to monitor the EBI outcomes and determine			will be used to document participation and discussions. Key review dates will occur during unit planning meetings as determined by the DCPS scope and sequence, where the team will evaluate implementation, make instructional adjustments, and ensure the work remains aligned to the EBI and science/math standards.	lesson plans aligned to unpacked SOL standards, walkthrough and observation data demonstrating increased use of hands-on investigations and academic science vocabulary, and evidence from PLCs and formative/SOL assessment data showing improvements in student learning. Evidence of revised lesson plans aligned to unpacked SOL standards Walkthrough and observation data showing increased use of hands-on investigations and academic science vocabulary.	pedagogy, and learning environments. These sessions will identify strategic opportunities to strengthen teaching in Science and vertical alignment across all grade levels.	

instructional adjustments.						
Action Step 3 Teachers in Grades K–5 will implement evidence-based literacy instruction (EBI) within science instruction using science trade books, anchor charts, and graphic organizers. Instruction will focus on EBIs for decoding (including word analysis and high-frequency word recognition) and EBIs for comprehension skills, including summarizing, questioning, and monitoring understanding, to improve students' access to grade-level science content.	The principal is responsible for ensuring the action step is complete and holds accountability for monitoring implementation and confirming fidelity.	This action step will begin February 2026 and conclude September 2026, with ongoing monitoring throughout the year.	Progress will be monitored through bi-weekly PLC meetings to review lesson plans and the creation of anchor charts and graphic organizers, as well as through classroom observations to confirm that anchor charts and graphic organizers are implemented during instruction.	Measures of success will be demonstrated when lesson plans consistently reflect the use of science trade books, anchor charts, and graphic organizers, as well as the explicit implementation of evidence-based literacy instruction for decoding and comprehension. Classroom observations will document the use of these EBIs and confirm that anchor charts and graphic organizers are actively used during instruction. Student work samples will show the application of decoding and comprehension strategies, and student performance on classroom and division science assessments will show measurable improvement.	The cost elements include the purchase of science trade books and instructional materials needed to create anchor charts and graphic organizers.	Funding for this action step will come from SIG funds.

Action Step 4 A family-focused Science and Math Night will be held to engage students and families in hands-on, aligned science and math investigations and problem-solving experiences supported from SOL data points in Science and Math that reinforce classroom instruction and promote real-world application of STEM concepts.	The principal is responsible for ensuring the action step is complete and holds accountability for monitoring implementation and confirming fidelity.	This action step will begin October 2025 and conclude March 2026.	Progress will be monitored through planning meetings and event preparation, where staff review station plans, hands-on activities, and alignment to priority Science and Math SOL strands. Teacher and administrator check-ins will ensure that each activity is standards aligned, and incorporates opportunities for family engagement. Promotional items, including flyers and social media posts, will be reviewed and approved to ensure families are informed and encouraged to attend. Staff will also track RSVPs, and post-event surveys will be collected to evaluate execution and identify improvements for future events.	Science/Math Night will be considered successful when the event is fully executed according to the planned agenda and station plans, with all promotional materials (flyers and social media posts) documented and shared. Family sign-in sheets and participation counts will provide evidence of engagement, and student and family feedback will indicate increased understanding of science and math concepts. Additionally, all activities will be standards-aligned and connected to priority Science and Math SOL strands, providing clear, observable indicators that the event supported learning and engagement goals.	Costs for the Science/Math Night will include materials for hands-on activities and supplies needed to support the event.	Funding for this action step will come from SIG funds.

Evidence of Progress (update monthly)	Analysis of Progress (update monthly)
• **Professional Development** • **Grade Level Planning** • **Classroom Observations** • **Data Analysis** • **Math Science Night**	September 2025 • Science Data Analysis January 2026 • Planning session for Math Science Night • February 2026 • 5th Grade Planning • Mid-Year Science Data Review Meeting • PLC Planning - CTLG Science Professional Development - 2/23/26 • • Math Science Night - 2/26/26

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 completion 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 the 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: 2025-2026Choose an item.
Division Name: Dinwiddie County Public Schools
Division-Level Team Lead Name: Dr. Amanda Clay
Division-Level Team Lead Email: aclay@dcpsnet.org
School Name: Southside Elementary
Principal Name: Sheri D. Culbreath
Principal Email: sculbreath@dcpsnet.org
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.

Sheri Culbreath	Sheri Culbreath	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
De. 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.