

Multi-year School Support Plan

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



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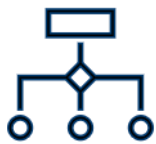
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A Statewide Approach to School Improvement

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

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

Organizational Structure



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

Funding Priorities



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

Effective School Improvement Practices



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

School Improvement Process

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

Step 1: Current State Analysis

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

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

Step 2: Planning and Prioritization

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

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

Step 3: Implementing, Monitoring, and Accountability

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

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

Step 4: Progress Reporting and Reflection

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

- Quarterly reporting on implementation status, interim progress data, and next steps.

- Annual reporting summarizing progress, highlighting improvements in student outcomes, and detailing successes and ongoing challenges.

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

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

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

- **Giving improvement time to work:** Evidence-based interventions typically require three to five years to yield sustainable improvements in student outcomes.
- **Using resources strategically:** Planning ahead helps schools and divisions use time, talent, and funding effectively, aligning operations and practices to improve efficiency, maximize return on investment, and achieve meaningful improvements in student outcomes.
- **Building trust and clarity:** Families and communities are actively involved in planning, which builds confidence that the school is committed to long-term success and garners lasting support for improvement efforts.
- **Staying focused:** When a school works toward accomplishing well-defined goals over several years, they increase the likelihood of making measurable sustained impact on improving student outcomes.

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

Beginning with the 2025–2026 school year, the Department will require all newly identified Comprehensive Support and Improvement or Additional Targeted Support and Improvement Schools to participate in a planning year as defined in the [Virginia](#)

[Consolidated State Plan](#). This ensures that school improvement strategies are deeply rooted in a clear understanding of each school’s unique context, strengths, and challenges to develop a clear, evidence-based path forward.

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

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

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

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

Required Planning Year Activities

Conduct a Needs Assessment

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

Identify Resource Inequities

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

reallocating resources to more effectively support student learning and advance school improvement goals.

Monitor Student Outcomes Across All Accountability Indicators

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

Suggested Planning Year Activities

Engage Families and Community

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

Rigorously Review External Providers

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

Evaluate Staffing Models

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

Review and Select Instructional Programs

Reviewing curricula, instructional materials, and program for standards alignment, appropriateness to the school context, and overall quality is essential for establishing a strong instructional base. The Every Student Succeeds Act requires that interventions and curricula used in school improvement be evidence-based. Educators can review instructional materials vetted by

Virginia educators for alignment to standards on the [Department's textbook and instructional materials site](#), using the [Department's textbook review process](#). Schools can identify and select instructional programs that are grounded in evidence, build on existing strengths, and directly address findings in the needs assessment. This process ensures that instructional materials are aligned, relevant, and capable of accelerating student learning.

Provide Professional Development and Supports

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

Implement Other Planning Activities as Needed

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

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

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

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

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

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

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

Multi-Year School Support Plan Requirements by Federal Identification Status

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

Table 1: Summary of requirements by federal identification status.

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

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 – 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
Continuing Additional Targeted Support and Improvement	No	School	School	At least Two	Yes	N/A	Local School Board and Division

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?
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	2025-26
Division Name	Albemarle County Public Schools
Division Superintendent	Dr. Matthew Haas
School Name	Woodbrook ES
Grades Served	K-5
Principal Name	Ms. Christie Isaiah
Principal Email	kisaiah@k12albemarle.org
Division Multi-year School Support Plan Lead Name and Title	Dallas Hambrick Hitt
Division Multi-year School Support Plan Lead Email	dhitt@k12albemarle.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
teacher	Tamara Lovelace	Tlovelace@k12albemarle.org	WES	Teacher
teacher	Kim Martin	kmartin@k12albemarle.org	WES	Teacher
teacher	Shanna Clements	sclements@k12albemarle.org	WES	Teacher
math	Angela Stokes	astokes@k12albemarle.org	WES	Math Intervention
Parent	Dabney Ferguson	Dferfuson2@l12albemarle.org	WES	Parent
teacher	Grace Dalton	gdalton@k12albemarle.org	WES	Teacher

Planning Year

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

Table 4: Summary of Planning Year Activities

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

Required Planning Year Activities	
The activities listed below are required to be completed during the planning year.	
Conduct a needs assessment	This was accomplished through a series of meetings and feedback session February 2026 to identify root causes so that the school and division may better focus efforts moving forward
Identify resource inequities	Personalized learning resources for wide range of student needs.
Monitor student outcomes across all indicators in the School Performance and Support Framework	Provide fresh student learning data via quarterly assessments and other division level formative assessments; Visit school as a division level transformation team on a biweekly basis; meet as a division team to develop solutions to barriers identified in transformation meetings.
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	Based on research evidence of effectiveness, we have identified the University of Virginia Partnership for Leaders in Education as a professional development provider for the teams dedicated to supporting WES. UVA/PLE training provides system-level and school-level support to better serve schools, teachers and students in our lowest performing environments.
Evaluate staffing models	
Review and select instructional programs	
Provide professional development and supports	Based on research evidence of effectiveness, we have identified the University of Virginia Partnership for Leaders in Education as a professional development provider for the teams dedicated to supporting WES. UVA/PLE training provides system-level and school-level support to better serve schools, teachers and students in our lowest performing environments.

Implement other planning activities as needed. Provide a description of the planning activities	
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Table 5: Planning Year Action Plan

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

Planning Year Action Plan						
Planning Year Activity (What do you plan to do?)		Engage in District Readiness Assessment/DRA and other initial activities about DDI with PLE to prepare to launch full learning				
Lead person (Who is responsible for ensuring the work gets done?)		Pat McLaughlin, Dallas Hambrick Hitt; Christie Isaiah				
Team Members (Who are responsible for doing the work?)		Pat McLaughlin, Chandra Hayes, Craig Dommer, WES Engagement Team				
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?)
Engage in UVA/PLE DRA Spring 1.5-day targeted discovery visit on system conditions for change.	Dallas Hambrick Hitt	TBD April/May 2026 1.5 Days; conducted by UVA/PLE	Various scheduling meetings leading up to DRA	Deliverable of DRA results with WES/ACPS scored on research-based indicators	\$5,000	Division
UVA/PLE Ignite Executive Education (EE) for six district members of core change team supporting transformation schools	Dallas Hambrick Hitt	March 11-14, 2026	n/a; done	Attendance of team	Pro bono from UVA/PLE	n/a

PLE/UVA session on leading 2026-27 PLC & DDI strategy on site in ACPS	Dallas Hambrick Hitt	April 22, 2026	Action plan for enhancing systems and structures at division and school levels to better enact DDI and PLC	Attendance of team	Pro bono from UVA/PLE	n/a
UVA/PLE Launch visit on WES transformation support. UVA/PLE Summer week-long Executive Education for ACPS core team & Woodbrook Leaders (principal, 2 APs) UVA/PLE virtual and in person thought partnership, coaching for ACPS core team and WES team on 90-day plans and launching the school year as indicated by DRA.	Dallas Hambrick Hitt	TBD Days in May, June, July, 2026	Meeting notes	Action plan for enhancing systems and structures at division and school levels to better meet needs of WES developed from consultation	\$34,500	SIG/CSI

Multi-year School Support Plan

Table 6: Multi-year School Support Plan

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

Multi-year School Support Plan						
3-Year Goal Statement Include the goal statement completed as part of the needs assessment process.		Systems and structures to ensure personalized learning for ESOL and economically disadvantaged students will be established so that these student groups no longer show low proficiency and minimal growth, despite ongoing interventions. The focus will be on what systems lack , not students.				
School Performance and Support Framework Alignment Select indicator that the goal addresses.		Math Growth				
Measurable Objectives Define objectives that support accomplishing the goal.		Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3		
		PD completed	Coaching/Collaborative Planning on PD launched	Full implementation of instructional model		
Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.		Effective and high quality DDI and PD on integrated math/language will require aligned division and school partnership.				
Intended Outcomes Describe how student outcomes will improve as a result implementing the evidence-based strategy.		Math growth; ELA growth k-5 (as measured by VALLSS and SOL results)				
Lead person (Who is responsible for ensuring the work gets done?)		Christie Isaiah, Dallas Hambrick Hitt				
Team Members (Who are responsible for doing the work?)		Pat McLaughlin, Chandra Hayes, Craig Dommer, WES Engagement Team				
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?)

UVA/PLE Engagement with system and school leaders together on transformation strategy to build off learning from spring and summer 2026 phases; Strengthening of principal supervision and coaching via ongoing coaching and support interconnected to Woodbrook priorities. Dedicated UVA/PLE district support chief provides ongoing thought partnership through September 2027. UVA/PLE Q2 coaching/planning based on Q1 results to identify leadership moves and advancement of WES Q2 90-day plan. UVA/PLE Winter three-day Executive Education in January 2027: 4-person (principal plus three) school team from Woodbrook on deepening DDI/ data-driven instruction and	Dallas Hambrick Hitt	10/26 – 6/27	2026-27 School Strategic Plan Q1, Q2, Q3, Q4 90 day plans Updated Q2 90 Day Plan Revised Q3 90 Day Plan	Action plan for enhancing systems and structures at division and school levels to better enact DDI and PLC	\$64,500	SIG/CSI
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adaptive leadership, advancing 2nd semester targets UVA/PLE Q3 Coaching/Planning with WES leadership on assessing state of midyear instructional leadership goals Biweekly, Ongoing support to core change team and Woodbrook team on enhancing strategy and leadership impact of transformation school meetings.			Enhanced Q3, Q4 90 Day Plan Transformation Meeting notes			
UVA/PLE Executive Education in July for WES leaders and core change team on next-level strategy and leadership moves to build on 2026-27 progress, lessons, and data to adjust/ articulate focus, address problems of focus, and advance transformation. UVA/PLE Comprehensive assessment mid partnership visit on-site at WES visit in September followed	Dallas Hambrick Hitt	7/27 – 9/27	High quality School Strategic Plan for 26-27 Q1 90 Day Plan	All plans will be targeted and responsive to emerging data from formative assessments and prior year measures until new data are available at conclusion of Q1	\$57,000	SIG/TSI

by targeted thought partnership based on visit and on consolidating lessons from Summer and 90-day plan launch. UVA/PLE Follow-up support after summer executive education, including intensive support WES 26-27 Priorities as measured by current data, and DDI. UVA/PLE Thought partnership on advancing and finalizing first semester 2027-28 90-day plan and coaching in September 2027 on leadership moves and adaptations to plan.			Semester 1 time line Draft Q2 90 Day Plan			
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Addressing Resource Inequities

Table 7: Addressing Resource Inequities Plan

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

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

Addressing Resource Inequities Plan						
3-Year Goal Statement Include the goal statement completed as part of the Resource Inequity Review process.			All teachers will participate in ongoing professional learning focused on data driven instruction and the integration of language development into math instruction, with coaching and collaborative planning support to ensure consistent implementation.			
Measurable Objectives Define objectives that support accomplishing the goal.			Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3	
			Principal and Leaders Learn DDI and DDI Leadership	WES teachers learn about and implement initial DDI strategies in PLC	WES teachers implement full DDI strategies in PLC	
Strategy Describe the strategy and the rationale for selection.			Analyzing data allows for responsiveness to individual student learning needs.			
Intended Outcomes Describe how student outcomes will improve as a result implementing the strategy.			Growth for all grades in ESOL and ED student learning			
Lead person (Who is responsible for ensuring the work gets done?)			Christie Isaiah			
Team Members (Who are responsible for doing the work?)			Chandra Hayes, Pat McLaughlin, Craig Dommer, Curriculum Coordinators, Dallas Hambrick Hitt			
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?)
Analyze division’s role in ensuring teacher learning and establish plan to ensure seamless teacher supports	Pat McLaughlin	Year 1-3	Bi weekly at transformation school meetings	Formative assessments; teacher observation of planning, PD, and instruction	0	n/a
Analyze schools’ role in ensuring teacher learning and establish plan to ensure seamless teacher supports	Christie Isaiah	Year 1-2	Weekly at PLC grade level meetings	Formative assessments; teacher observation of planning, PD, and instruction	0	n/a

