

George Mason Elementary School 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 action 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 June 2028, the Reading Mastery Index Performance score for Hispanic and economically disadvantaged students will increase to at least 80%.		
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 By June 2026, the Reading Mastery Index Performance score for Hispanic (baseline mastery index performance: 67.34%) and economically disadvantaged (baseline mastery index performance: 67.12%) students will increase to at least 70%.	Measurable Objective Year 2 By June 2027, the Reading Mastery Index Performance score for Hispanic and economically disadvantaged students will increase to at least 75%.	Measurable Objective Year 3 By June 2028, the Reading Mastery Index Performance score for Hispanic and economically disadvantaged students will increase to at least 80%.
Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.	<p>EBI: Integrate oral and written English language instruction into content-area teaching. (https://ies.ed.gov/ncee/wwc/practiceguide/19)</p> <ul style="list-style-type: none"> Strategically use instructional tools—such as short videos, visuals, and graphic organizers—to anchor instruction and help students make sense of content. Explicitly teach the content-specific academic vocabulary, as well as the general academic vocabulary that supports it, during content-area instruction. Provide daily opportunities for students to engage in structured talk or discourse about content in pairs or small groups. Provide writing opportunities to extend student learning and understanding of the content material. <p>Rationale: This EBI was chosen because 79% of our Hispanic students are English Learners (EL) and 68% of our economically disadvantaged students are English Learners. Therefore, interventions that target the needs of our English Learner student population will most effectively</p>		

							<p>support student outcomes for our Hispanic and economically disadvantaged student populations. Furthermore, there is research that non-EL Hispanic and non-EL economically disadvantaged students will be positively impacted by implementation of this EBI as well. The EBI states, "Research suggests that effective teaching for English learners also benefits native English speakers. This may be due, in part, to the fact that native English speakers from low-income backgrounds tend to demonstrate weaknesses in language, including knowledge of academic vocabulary, similar to those of English learners. Given the similarities in demonstrated weaknesses among native English speakers and English learners, both groups of students are likely to benefit from the additional focus on language development."</p> <p>Evidence Tier: 1 (Strong)</p>
Intended Outcomes							This strategy will help build reading comprehension strategy skills that students will be able to apply on the SOL reading assessment.
Describe how student outcomes will improve as a result of implementing the evidence-based strategy.							
Lead person (Who is responsible for ensuring the work gets done?)							Principal
Team Members (Who are responsible for doing the work?)							Instructional Leadership Team (includes classroom teachers from multiple grade levels, reading specialists, instructional/data coach, as well as representatives from the EL team, specialized instruction team, student support team, and school administration)
<p>Action Step (What will be accomplished?)</p> <p>List the specific, sequenced steps required to complete the activity.</p>	<p>Process Owner (Who is responsible for ensuring the action step is complete?)</p> <p>Identify a single, accountability lead.</p>	<p>Time Frame (How long will it take?)</p> <p>Identify the start and end dates for each action step, including any key milestones.</p>	<p>Progress Checks (How will the team monitor progress?)</p> <p>Define key dates to review process, make adjustments, and confirm the work remains on track.</p>	<p>Measures of Success (How will the team know if the action step is complete?)</p> <p>Define clear, observable indicators of completion.</p>	<p>Cost Elements (What resources are needed to complete the action step?)</p>	<p>Funding Source (Where will the money come from?)</p>	
Use instructional tools (videos, visuals, and graphic organizers) to anchor instruction for Hispanic and economically disadvantaged students.	Instructional Coach	February-June 2026	Weekly PLCs & Monthly Instructional Leadership Team meetings	Teachers incorporate instructional tools during Tier 1 instruction based on classroom observations.	Chart paper, card stock, and journals to support EBI strategies	SIG	
Complete ongoing data review focused on student subgroup performance on SOLs as well as benchmark assessments. Revise multi-year support plan as needed.	Data Coach	February-June 2026	Quarterly data review meetings	Data review meeting agendas include notes and action steps.	After contract hours pay for quarterly data review meetings	SIG	

Create and utilize a common lesson planning template that includes EBI focused on Hispanic and economically disadvantaged students	Instructional Coach	March-September 2026	Monthly Instructional Leadership Team meetings	Teachers utilize the common lesson planning template based on lesson plan review.	After contract hours pay for teachers to complete planning	SIG
Provide professional development for staff to learn about EL language acquisition	Principal	August 2026	Weekly PLC's & Monthly Instructional Leadership Team meetings	Teachers can incorporate learning from PD into lesson plans based on lesson plan review.	Professional development sessions for outside trainer	SIG
Provide professional development around Kagan Cooperative Learning structures that can be utilized during Tier 1 reading instruction	Principal	August 2026	Weekly PLC's & Monthly Instructional Leadership Team meetings	Teachers can incorporate learning from PD into lesson plans based on lesson plan review.	Professional development sessions for outside trainer	SIG
Complete walkthroughs and analyze observational data to assess implementation of professional learning during instruction.	Principal	August-September 2026	Monthly Instructional Leadership Team meetings	Instructional Leadership Team meeting agendas include notes and action steps.	N/A	N/A
The year-2 plan and Action Steps will be developed after evaluating Spring 2026 data and revising the Multi-Year plan.						

Multi-year School Support Plan			
3-Year Goal Statement Include the goal statement completed as part of the needs assessment process.	By June 2028, the Math Mastery Index Performance score for Hispanic and economically disadvantaged students will increase to at least 80%.		
School Performance and Support Framework Alignment Select indicator that the goal addresses.	Math Mastery		
Measurable Objectives Define objectives that support accomplishing the goal.	Measurable Objective Year 1 By June 2026, the Math Mastery Index Performance score for Hispanic (baseline mastery index performance: 65.30%) and economically disadvantaged (baseline	Measurable Objective Year 2 By June 2027, the Math Mastery Index Performance score for Hispanic and economically disadvantaged students will increase to at least 75%.	Measurable Objective Year 3 By June 2028, the Math Mastery Index Performance score for Hispanic and economically disadvantaged students will increase to at least 80%.

			mastery index performance: 68.05%) students will increase to at least 69%.			
Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.		<p>EBI: Use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures. https://ies.ed.gov/ncee/wwc/PracticeGuide/26</p> <ul style="list-style-type: none"> • Provide students with the concrete and semi-concrete representations that effectively represent the concept or procedure being covered. • When teaching concepts and procedures, connect concrete and semi-concrete representations to abstract representations. • Provide ample and meaningful opportunities for students to use representations to help solidify the use of representations as “thinking tools.” • Revisit concrete and semi-concrete representations periodically to reinforce and deepen understanding of mathematical ideas. • Provide opportunities for students to talk about content in pairs or small groups. <p>Rationale: This EBI was chosen because 79% of our Hispanic students are English Learners (EL) and 68% of our economically disadvantaged students are English Learners. Therefore, interventions that target the needs of our English Learner student population will most effectively support student outcomes for our Hispanic and economically disadvantaged student populations. The EBI will also positively impact non-EL Hispanic and non-EL economically disadvantaged students. The EBI indicates that it provides strategies that can meet the needs of students “with or at risk for mathematics disabilities who may also have reading, language, attention, behavior, working memory, or processing-speed difficulties”.</p> <p>Evidence Tier: 1 (Strong)</p>				
Intended Outcomes Describe how student outcomes will improve as a result implementing the evidence-based strategy.		This strategy will help build students' learning of mathematical concepts and procedures that they will be able to apply on the SOL math assessment.				
Lead person (Who is responsible for ensuring the work gets done?)		Principal				
Team Members (Who are responsible for doing the work?)		Instructional Leadership Team (includes classroom teachers from multiple grade levels, reading specialists, instructional/data coach, as well as representatives from the EL team, specialized instruction team, student support team, and school administration)				
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?)	Time Frame (How long will it take?) Identify the start and end dates for each	Progress Checks (How will the team monitor progress?) Define key dates to review process, make adjustments, and	Measures of Success (How will the team know if the action step is complete?)	Cost Elements (What resources are needed to complete the action step?)	Funding Source (Where will the money come from?)

	Identify a single, accountability lead.	action step, including any key milestones.	confirm the work remains on track.	Define clear, observable indicators of completion.		
Use instructional tools (concrete and semi-concrete representations) to represent mathematical concepts for Hispanic and economically disadvantaged students	Instructional Coach	February-June 2026	Weekly PLCs & Monthly Instructional Leadership Team meetings	Teachers incorporate instructional tools during Tier 1 instruction based on classroom observations.	White boards, chart paper, and manipulatives to support EBI strategies	SIG
Complete ongoing data review focused on student subgroup performance on SOLs as well as benchmark assessments. Revise multi-year support plan as needed.	Data Coach	February-June 2026	Quarterly data review meetings	Data review meeting agendas include notes and action steps.	After contract hours pay for quarterly data review meetings	SIG
Provide professional development for staff to learn about connecting concrete and semi-concrete representations to abstract representations	Principal	March 2026	Weekly PLC's & Monthly Instructional Leadership Team meetings	Teachers can incorporate learning from PD into lesson plans based on lesson plan review.	Professional development sessions for outside trainer	SIG
Create and utilize a common lesson planning template that includes EBI focused on Hispanic and economically disadvantaged students	Instructional Coach	March-September 2026	Monthly Instructional Leadership Team meetings	Teachers utilize the common lesson planning template based on lesson plan review.	After contract hours pay for teachers to complete planning	SIG
Provide professional development around Kagan Cooperative Learning structures that can be utilized during Tier 1 math instruction	Principal	August 2026	Weekly PLC's & Monthly Instructional Leadership Team meetings	Teachers can incorporate learning from PD into lesson plans based on lesson plan review.	Professional development sessions for outside trainer	SIG
Complete walkthroughs and analyze observational data to assess implementation of professional learning during instruction.	Principal	August-September 2026	Monthly Instructional Leadership Team meetings	Instructional Leadership Team meeting agendas include notes and action steps.	N/A	N/A

The year-2 plan and Action Steps will be developed after evaluating Spring 2026 data and revising the Multi-Year plan.

Assurances

Assurance of Review and Approval

School Year: 2025-2026

Division Name: Alexandria City Public Schools

Division-Level Team Lead Name:

Division-Level Team Lead Email:

School Name: George Mason Elementary School

Principal Name: Christopher Finan

Principal Email: christopher.finan@acps.k12.va.us

School Performance Category: Off Track

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.

_____ Principal Name	_____ Principal Signature	_____ Date Approved
_____ Division-Level Lead Name	_____ Division-Level Lead Signature	_____ Date Approved
_____ Division Superintendent Name	_____ Division Superintendent Signature	_____ Date Approved
		_____ Date Reviewed/Approved per School Board Minutes