

Ferdinand T. Day 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.

School Support Plan: SWD Reading				
Goal Statement Goal statement completed as part of the assessment process.		By Spring of 2028, Students with Disabilities (SWD) in grades 3 through 5 will reach mastery index points (2025=44.79) in reading.		
Performance and Support Framework Alignment Indicator that the goal addresses.		Reading Mastery		
Objectives Objectives that support accomplishing the goal.		Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3
		By Spring of 2026, Students with Disabilities (SWD) in grades 3 through 5 will reach 60% of mastery index points in reading.	By Spring of 2027, Students with Disabilities (SWD) in grades 3 through 5 will reach 70% of mastery index points in reading.	By Spring of 2028, Students with Disabilities (SWD) in grades 3 through 5 will reach 80% of mastery index points in reading.
Evidence-based Strategy Identify the evidence-based strategy and the rationale for the strategy. Identify evidence tier.		<p>Providing Reading Interventions for Students in Grades 4–9</p> <p>Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text (Strong Evidence)</p> <ul style="list-style-type: none"> Part 3A. Build students' world and word knowledge so they can make sense of text Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read Part 3C. Teach students a routine for determining the gist of a short section of text Part 3D. Teach students to monitor their comprehension as they read <p><u>Description:</u> The goal of this recommendation is to provide teachers with ways to support students as they learn and practice routines and develop reading habits that enable them to comprehend what they are reading.</p> <p><u>Rationale:</u> This recommendation was chosen because we have seen an increase in reading fluency, but our reading SOL scores have not increased at the same rate, so we need to build comprehension.</p> <p>Foundational Skills to Support Reading for Understanding in Kindergarten Through 5th Grade</p> <p>Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (Moderate Evidence)</p> <p><u>Description:</u> Provide teachers with ways to support students in reading connected text accurately, fluently, and with appropriate phrasing, as comprehension requires students to identify words quickly, integrate ideas in the text with their background knowledge, monitor their understanding, and apply strategies to support comprehension and reduce misunderstandings.</p>		

		<u>Rationale:</u> This recommendation was chosen because we have seen an increase in students' ability to read words in isolation, and it bridges that ability with reading words in a context to support self-monitoring of comprehension.
Outcomes How student outcomes will improve as a result of implementing the evidence-based strategy.		The intended outcomes of these evidence-based strategies are to increase oral reading fluency while increasing students' ability to self-monitor their reading comprehension. Throughout the school year, we will see increases in students' oral reading fluency as measured by DIBELS, and in their reading comprehension, as measured by Reading SOLs. Students will thus be better prepared for their Reading SOLs.
Who (Who is responsible for ensuring the work)		Principal
Who (Who are responsible for doing the work)		Assistant Principal, ELA Coach, Reading Specialist, Special Education Staff

Action Step (What will be accomplished?) List specific, measurable 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 (Where will the money come from?)
Co-Teaching in Grades K-5 (e.g. strategies to differentiate instruction)	Specialized Instruction Specialist	Feb-June 2026 Key Milestones Step 1 -BWAC Co-Teaching professional development delivered -Co-teaching pairs identified -Co-planning time embedded into schedule Step 2 -Initial implementation of BWAC co-teaching strategies Instructional coaching and walkthrough feedback Step 3 Refinement of co-teaching practices using student data Targeted support for implementation gaps Step 4 Evaluation of implementation and impact Planning for sustainability and next-year scaling	Monthly: Administrative walkthroughs using a BWAC look-for tool Review of co-planning agendas and lesson plans Quarterly: Data meetings to review Tier 1 student performance Teacher feedback surveys and reflection discussions Mid-Year Review Adjust coaching, scheduling, or PD supports as needed	100% of Grade 3–5 co-teaching teams implement BWAC strategies during Tier 1 instruction Lesson plans consistently document co-teaching roles and structures Walkthrough data shows active engagement of both teachers in instruction Improved Tier 1 student performance data (benchmarks, formative assessments) Decreased referrals to Tier 2		

				interventions from Grades 3–5		
Professional development about comprehension strategies EBI and supports for coteaching in	Literacy coach	February-June 2026 During grade level CLTs and quarterly data/planning meetings provide initial professional development (with modeling in the CLT or within the classroom) on each of the comprehension building practices. Milestones Monthly classroom observations Monthly feedback with coteaching teams	Monthly: Walkthroughs Quarterly: Data meetings to review Tier 1 student performance Reflection discussions Mid-Year Review Adjust coaching, scheduling, or PD supports as needed	Improved Tier 1 student performance data (benchmarks, formative assessments) Walkthrough data shows students engaged in comprehension		
Coaching and feedback to support co-teaching effectiveness	Instructional Coaches	Feb-June 2026 for this school year Each coaching cycle will occur on a monthly basis , including observation, feedback, and reflection, and will take approximately 4-6 weeks per cycle throughout the school year. Milestones: Monthly classroom observations Monthly feedback with coteaching teams Mid-year reflection and goal adjustment (January) End of year reflection and goal adjustment for next year	Monthly review of coaching feedback Quarterly leadership check-ins to review trends and adjust supports Mid-year and end-of-year summaries of coaching outcomes	All co-teaching teams receive documented monthly coaching and feedback Improvement in co-teaching observation rubric scores over time Teacher self-reflection surveys indicate increased confidence and effectiveness in co-teaching practices Evidence of improved instructional alignment and student engagement in co-taught classrooms		
Master Schedule to ensure students with needs are able to	Principal	Feb-June 2026	Bi-weekly check-ins during schedule development with admin, Special	Master schedule reflects protected time for Tier 1 differentiation, Tier		

<p>and instruction, supports and attention</p>		<p>Key Milestones:</p> <ul style="list-style-type: none"> Review current student needs, IEP service minutes, ML support requirements, and intervention data Draft master schedule ensuring protected time for Tier 1, Tier 2, and Tier 3 supports Finalize and communicate master schedule; adjust based on staffing and student placement updates 	<p>Education, ML, and intervention teams</p> <p>Review service minutes and student placement against schedules</p> <p>Beginning-of-year walkthroughs and service logs to confirm implementation</p> <p>Monthly data reviews (intervention rosters, progress monitoring, ML support schedules)</p>	<p>2 ML supports, and Tier 3 interventions</p> <p>All students with special needs receive services aligned to IEPs and support plans</p> <p>No conflicts between core instruction and intervention/service times</p> <p>Intervention and ML rosters are fully staffed and implemented as scheduled</p> <p>Progress monitoring data shows consistent service delivery within the first 6–8 weeks of school</p>		
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Plan and Action Steps will be developed after evaluating Spring 2026 data and revising the Multi-Year plan.

Math

Ferdinand T. Day Elementary School Multi-year School Support Plan

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School Support Plan: SWD Math						
Goal Statement The goal statement completed as part of the needs assessment process.		By Spring of 2028, Students with Disabilities (SWD) in grades 3 through 5 will reach 80% mastery index points (2025=39.58) in Math.				
Performance and Support Framework Alignment Indicator that the goal addresses.		Math Mastery				
Measurable Objectives Objectives that support accomplishing the goal.		Measurable Objective Year 1 By Spring of 2026, Students with Disabilities (SWD) in grades 3 through 5 will reach 55% of mastery index points in Math.	Measurable Objective Year 2 By Spring of 2027, Students with Disabilities (SWD) in grades 3 through 5 will reach 70% of mastery index points in Math.	Measurable Objective Year 3 By Spring of 2028, Students with Disabilities (SWD) in grades 3 through 5 will reach 80% of mastery index points in Math.		
Evidence-Based Strategy The evidence-based strategy and the rationale for the strategy. Identify evidence tier.		Assisting Students Struggling with Mathematics: Intervention in the Early Grades Recommendation 1: Systematic Instruction (Strong Evidence) <ol style="list-style-type: none"> 1. Review and integrate previously learned content throughout intervention to ensure students maintain understanding of concepts and procedures. 2. When introducing new concepts and procedures, use accessible numbers to support learning 3. Sequence instruction so that the mathematics students are learning builds incrementally on what they have learned. 4. Provide visual and verbal supports. 5. Provide immediate, supportive feedback to students to address any misunderstandings. Rationale: This recommendation was chosen because students with disabilities receive minimal services in the general education setting but instruction during that time was not providing maximum benefit.				
Intended Outcomes How student outcomes will improve as a result of implementing the evidence-based strategy.		By implementing systematic instruction through effective co-teaching models, students will improve their end-of-unit, MAP, and SOL scores.				
Responsible Person (Who is responsible for ensuring the work gets done?)		Principal				
Team Members (Who are responsible for doing the work?)		Math Coach, Special Education Staff, Central Office Specialist				
Action Step (What will be accomplished?)	Process Owner (Who is responsible for ensuring the action step is complete?)	Time Frame (How long will it take?)	Progress Checks (How will the team monitor progress?)	Measures of Success (How will the team know if the action step is complete?)	Cost Elements (What resources are needed to complete the action step?)	Funding Source (Where will the money come from?)
Specific, sequenced action steps required to complete the activity.	Identify a single, accountability lead.	Identify the start and end dates for each action step, including any key milestones.	Define key dates to review the process, make adjustments, and confirm the work remains on track.	Define clear, observable indicators of completion.		
Math IEP goals for students and ensure all students with targets that	Special Education Team Lead	January 2025, then ongoing monitoring	Add to IEP Check List for IEP goal Writing and review	Audits by Leadership team quarterly to ensure all new IEP's	n/a	n/a

<p>more than 1 year of growth in order to...</p>				<p>have adequate growth goals</p>		
<p>Master Schedule to ensure students with special needs are able to receive Tier 1 differentiated instruction, Tier 2 ML supports, and Tier 3 interventions</p>	<p>Principal</p>	<p>Feb-June 2026</p> <p>Key Milestones:</p> <ul style="list-style-type: none"> Review current student needs, IEP service minutes, ML support requirements, and intervention data Draft master schedule ensuring protected time for Tier 1, Tier 2, and Tier 3 supports Finalize and communicate master schedule; adjust based on staffing and student placement updates 	<p>Bi-weekly check-ins during schedule development with admin, Special Education, ML, and intervention teams</p> <p>Review service minutes and student placement against schedules</p> <p>Beginning-of-year walkthroughs and service logs to confirm implementation</p> <p>Monthly data reviews (intervention rosters, progress monitoring, ML support schedules)</p>	<p>Master schedule reflects protected time for Tier 1 differentiation, Tier 2 ML supports, and Tier 3 interventions</p> <p>All students with special needs receive services aligned to IEPs and support plans</p> <p>No conflicts between core instruction and intervention/service times</p> <p>Intervention and ML rosters are fully staffed and implemented as scheduled</p> <p>Progress monitoring data shows consistent service delivery within the first 6–8 weeks of school</p>		
<p>General education deliver differentiated Tier I</p>	<p>Principal</p>	<p>Feb-June 2026</p> <p>Key milestones</p> <p>-Provide professional development on differentiated Tier I instruction and clearly define expectations.</p> <p>-Conduct classroom observations and provide feedback focused on differentiation practices.</p>	<p>Monthly: Review walkthrough and observation data to monitor evidence of differentiated Tier I instruction in classrooms</p> <p>Quarterly: Analyze lesson plans, PLC artifacts, and student work samples to confirm alignment with differentiation expectations and</p>	<p>Classroom walkthrough data shows consistent implementation of differentiated strategies (e.g., flexible grouping, varied instructional materials, scaffolds, and checks for understanding)</p> <p>CLT documentation reflects intentional planning for differentiated Tier I</p>		

		<p>-Offer follow-up coaching, modeling, and collaborative planning support.</p> <p>-Review implementation data, reflect on effectiveness, and plan next steps for sustainability</p>	<p>make needed adjustments.</p> <p>Midyear Check Conduct a formal progress review with leadership and instructional coaches to assess implementation fidelity and plan targeted supports</p> <p>End-of-Year Review Evaluate overall progress using observation data, teacher feedback, and student outcome data to confirm completion and determine</p>	<p>instruction.</p> <p>Observation and coaching feedback indicates growth and fidelity in differentiation practices across grade levels/content areas</p>		
<p>teaching and feedback to about co-teaching</p>	<p>Instructional Coaches</p>	<p>Feb-June 2026 for this school year</p> <p>Each coaching cycle will occur on a monthly basis, including observation, feedback, and reflection, and will take approximately 4-6 weeks per cycle throughout the school year.</p> <p>Milestones: Monthly classroom observations</p> <p>Monthly feedback with co-teaching teams</p> <p>Mid-year reflection and goal adjustment (January)</p> <p>End of year reflection and goal adjustment for next year</p>	<p>Monthly review of coaching feedback</p> <p>Quarterly leadership check-ins to review trends and adjust supports</p> <p>Mid-year and end-of-year summaries of coaching outcomes</p>	<p>All co-teaching teams receive documented monthly coaching and feedback</p> <p>Improvement in co-teaching observation rubric scores over time</p> <p>Teacher self-reflection surveys indicate increased confidence and effectiveness in co-teaching practices</p> <p>Evidence of improved instructional alignment and student engagement in co-taught classrooms</p>		
<p>Professional or General Teachers, Education Teachers</p>	<p>Specialized Instruction Consultant</p>	<p>August 2026, then on going through September 30, 2026</p>	<p>Conduct monthly walkthroughs and coaching conversations</p>	<p>Walkthrough and observation data show consistent use of co-teaching</p>	<p>\$30K</p>	<p>SIG</p>

Language Learner
about Co-Teaching
Differentiation, and
mentation

focused on co-
teaching structures
and differentiation
strategies being used
in classrooms.

Analyze teacher
feedback surveys,
walkthrough data,
and student
performance data to
adjust professional
learning focus areas
as needed.

Review cumulative
data to confirm
alignment between
professional learning,
classroom practice,
and student
outcomes.

models and
differentiated Tier 1
instruction across
classrooms.

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

Assurances

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: Ferdinand T. Day

Principal Name: Rachael Dischner

Principal Email: rachael.dischner@acps.k12.va.us

School Performance Category: Choose an item.

School Federal Designation: Choose an item.

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

Appendix

Appendix

- 1) FTD [Needs Assessment](#)
- 2) [FTD Data](#) for the CNA
- 3) Current [FTD CSIP](#)