

Multi-year School Support Plan

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



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	Poquoson City Public Schools	
Division Superintendent	Arty Tillet	
School Name	Poquoson Elementary School	
Grades Served	3-5	
Principal Name	Kimberly Gryszko	
Principal Email	kimberly.gryszko@poquoson.k12.va.us	
Division Multi-year School Support Plan Lead Name and Title	Ashley Ide, Assistant Superintendent of Instruction & Support Services	
Division Multi-year School Support Plan Lead Email	Kimberly Montalvo, Director of Accountability & Assessment	

Assurances

Assurance of Review and Approval

School Year: Choose an item. 25/26
Division Name: Poquoson City Public Schools
Division-Level Team Lead Name: Ashley Ide
Division-Level Team Lead Email: ashley.ide@poquoson.k12.va.us
School Name: Poquoson Elementary School
Principal Name: Kimberly Gryszko
Principal Email: kimberly.gryszko@poquoson.k12.va.us
School Performance Category: Choose an item. Off Track
School Federal Designation: Choose an item. SWD

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)).

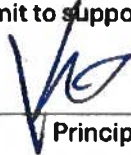
For **Targeted Support and Improvement** and **Additional Targeted Support and Improvement** schools, the Multi-year School Support Plan must be written by the school and include two evidence-based Interventions. The proposed plan must be approved by school division and the local school board. The approved 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.

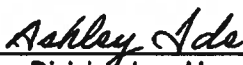
Kimberly Gryszko
Principal Name



Principal Signature

February 17, 2026
Date Approved

Ashley Ide
Division-Level Lead Name



Division-Level Lead Signature

February 17, 2026
Date Approved

Arty Tillet
Division Superintendent Name



Division Superintendent Signature

February 17, 2026
Date Approved

February 17, 2026
Date Reviewed/Approved
per School Board Minutes

Stakeholder Representation	Name	Email	Department, Office, or Organization	Title
Division Leader	Heather Worthen	Heather.worthen@poquoson.k12.va.us	PCPS Student Services	Director of Student Services
Division Leader	Ruth-Marie Cason	Ruth-marie.cason@poquoson.k12.va.us	PCPS Student Services	PCPS Special Edu. Coordinator
Division Leader	Ashley Ide	<u>Ashley.ide@poquoson.k12.va.us</u>	PCPS ELT	Asst. Super of Instruction & Support Services
Division Leader	Kimberly Montalvo	Kimberly.montalvo@poquoson.k12.va.us	PCPS DLT	Director of Accountability & Assessment
VTSS/ TTAC	Dayla Brown	dbrown@ttac.odu	VTSS/ TTAC	State Coach
Building Leader	Heather Goode	Heather.goode@poquoson.k12.va.us	PPS	Principal
Building Leader	Kimberly Gryzsko	<u>Kimberly.gryzsko@poquoson.k12.va.us</u>	PES	Principal
Division Support	Annmarie Crockett	<u>Annemarie.crockett@poquoson.k12.va.us</u>	PCPS	Behavior Support Specialist
Building Teacher	Heather Hopkins	Heather.hopkins@poquoson.k12.va.us	PES	Teacher
Building Teacher	Liz Carasella	Liz.Carasella@poquoson.k12.va.us	PES	Teacher
Building Teacher	Kelsey Germond	Kelsey.Germond@poquoson.k12.va.us	PPS/PES	Teacher
Building Teacher	Susan Lewis	Susan.Lewis@poquoson.k12.va.us	PES	Teacher
Parent/ Para	Megan Hanlin	megan.hanlin@poquoson.k12.va.us	PES	Parent/ Para
School Board	Caitlin Orsborne	Caitlin.Orsborne@poquoson.k12.va.us	SBO	School Board Member
Parent	Stephanie Williams	williamsbell10@gmail.com	PES/PPS	Parent
Parent	Noel Talbott		PPS	Parent
Parent	Susan Bristow		PMS	Parent

Multi-year School Support Plan

Goal #1

3-Year Goal Statement
Include the goal statement completed as part of the needs assessment process.

By June 2028, the overall reading performance for SWD will increase to 76 from 70.77 in the 24/25 SY. (Year 1= 74, Year 2= 75, Year 3= 76)

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 August 2026:

- Reading performance for SWD will increase to 74
- Provide at least 2 professional development sessions focused on co-teaching and effective paraeducator utilization aligned to ELA and Math EBIs;
- Conduct at least one instructional walkthrough and

Measurable Objective Year 2:

By August 2027:

- Reading performance for SWD will increase to 75
- Provide at least 3 professional development sessions focused on co-teaching models and paraeducator roles in delivering ELA and Math EBIs; and
- Conduct at least two

Measurable Objective Year 3:

By August 2028:

- Reading performance for SWD will increase to 76
- Sustain at least 3 co-teaching-focused professional learning opportunities annually, including coaching or job-embedded support;
- Conduct at least three

	feedback cycle using a co-teaching look-for tool aligned to ELA and Math EBIs At least 70% of participating staff will report increased confidence in co-teaching practices, as measured by pre- and post-professional learning surveys. <i>Overall Goal: shared language, basic models and buy-in!</i> Confidence + Knowledge	instructional walkthroughs and feedback cycles using a co-teaching look-for tool aligned to ELA and Math EBIs At least 80% of participating staff will report increased confidence and knowledge of co-teaching practices, as evidenced by survey data and walkthrough/observation evidence aligned to co-teaching look-fors. <i>Overall Goal: Moving from “I understand” to “I can do this with support”!</i> Confidence + Knowledge	instructional walkthroughs and feedback cycles using a co-teaching look-for tool aligned to ELA and Math EBIs At least 85% of participating staff will report increased confidence and knowledge of co-teaching practices, and demonstrate effective implementation of co-teaching practices that support the delivery of ELA and Math EBIs, as measured by walkthrough/ observation data and staff confidence surveys. <i>Overall Goal: Refine our systems.</i> Confidence + Knowledge + Implementation
Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify the evidence tier.	Poquoson City Public Schools will implement the following EBIs: PCPS was identified in the area of Students with Disabilities. Across both schools, Lexia Core5 Reading is implemented as an evidence-based intervention meeting ESSA Tier 2 (Moderate Evidence). Lexia Core5 provides explicit, systematic, and personalized literacy instruction through adaptive learning pathways and embedded assessments that generate actionable data to guide targeted offline instruction. PCPS wants to note that the IES What Works Clearinghouse Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade (WWC Practice Guide No. 21), which meets ESSA Tier 2, was reviewed. PCPS currently implements all noted strategies during instruction and through the use of our HQIM which was selected due to the Virginia Literacy Act. While we are not identifying this Practice Guide as an EBI for this school improvement process, we consistently implement this EBI as part of our normal instruction. PCPS currently uses this LEXIA for ALL students, including SWD. These EBIs are currently delivered during		

the regular school day. Teachers use the data from LEXIA to inform their small groups and daily intervention. LEXIA provides resources to be used for face to face instruction, not just on the platform. PCPS is seeking SIG funds to further extend the use of this EBI during small groups and 1/1 tutoring for SWD before and after school and on select Saturdays. We would like to note that we currently offer tutoring to ALL students, including SWD, in small groups at the elementary school. Any awarded SIG funds would be used to expand these tutoring supports for SWD. PCPS is also seeking SIG funds to extend the use of this EBI for summer academy and into the 26/27 SY as it is currently funded by a grant that is expiring (ALL IN).

While Poquoson City Public Schools has implemented strong evidence-based literacy and mathematics practices for all students, including students with disabilities, reading performance data indicate a continued need to accelerate growth for students with disabilities. In the 2024–2025 school year, overall reading performance for SWD was 70.77, demonstrating that although systems and supports are in place, additional targeted intervention and extended learning opportunities are necessary to improve outcomes. As a result, the division established a goal to increase overall reading performance for SWD to 74 by June 2028.

The division's goal to increase reading performance for SWD directly supports strengthened implementation and expanded access to this evidence-based intervention. By extending the use of Lexia Core5 through targeted before- and after-school tutoring, small-group and one-to-one intervention, Saturday sessions, and summer academy programming, PCPS increases instructional time and ensures continuity of intervention for students most in need. Sustaining and intensifying implementation beyond the regular school day and school year is necessary to accelerate literacy growth and prevent regression, particularly as current grant funding supporting this work is expiring.

By investing in expanded implementation of this evidence-based literacy intervention, PCPS strengthens the instructional delivery system through which students with disabilities access foundational reading skills, ensuring improved progress monitoring, targeted intervention, and measurable improvement in overall reading performance.

Data indicates a need to strengthen co-teaching practices and adult collaboration to ensure consistent, high-fidelity implementation of these EBIs within Tier 1 and Tier 2 instruction to increase

	access for SWD. Findings from the 2024–2025 Special Education Federal Monitoring process identified a high prevalence of the <i>one teach, one assist</i> model across classrooms. As a result, federal monitoring recommendations emphasized the need for targeted professional learning in co-teaching to reduce reliance on the one teach, one assist model and increase effective implementation of additional co-teaching practices. The division’s goal to increase teacher confidence and instructional skill in co-teaching directly supports effective implementation of the identified EBIs by improving shared instructional responsibility, strategic utilization of paraeducators, and inclusive instructional practices. By investing in targeted professional learning, PCPS strengthens the primary delivery system through which students with disabilities access evidence-based instruction, ensuring improved access to grade-level content and greater instructional coherence across classrooms.
Intended Outcomes Describe how student outcomes will improve as a result implementing the evidence-based strategy.	As a result of implementing evidence-based literacy and mathematics strategies with strengthened co-teaching practices, PCPS anticipates improved outcomes for students, particularly students with disabilities. Increased teacher capacity in co-teaching and adult collaboration will support higher-fidelity implementation of evidence-based interventions within Tier 1 and Tier 2 instruction, ensuring students with disabilities have consistent access to grade-level content and instruction aligned to their learning needs. Students with disabilities will experience <i>increased instructional time within general education classrooms</i>, with appropriate scaffolding and support provided through shared instructional responsibility between general education teachers, special education teachers, and paraeducators. Improved implementation of co-teaching models will reduce reliance on the one teach, one assist model and increase opportunities for differentiated instruction, targeted small-group support, and timely feedback within the core instructional setting. <i>Students are expected to demonstrate improved progress in literacy and mathematics, as measured by progress monitoring data, classroom-based assessments, and local benchmarks.</i> Student data points that will be measured will include: Lexia growth, IXL growth, VALLSS growth and

	growth on division level common assessments (pre/post).					
Lead person (Who is responsible for ensuring the work gets done?)	Kimberly Gryszko, Principal Kristen Lamm, AP					
Team Members (Who are responsible for doing the work?)	General Education Teachers, Special Education Teachers, Reading Specialists, Para-Educators, Special Education Coordinator, Director of Student Services, School Administrators					
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?)
Develop and finalize a co-teaching self-assessment survey to measure staff	Office of Student Services, Reading Coach and Math Coach	February 23-February 27, 2026	Use of calendar due dates Meeting to Finalize: 2/26/26	Completed survey	NA	NA

confidence, knowledge, and use of co-teaching models and selected EBIs						
Deploy survey to staff, including para-educators, regarding co-teaching confidence and skills.	Office of Student Services	March 2-March 6, 2026 (Year 1) October 2027 (Year 2) October 2028 (Year 3)	Use of calendar due dates	Email showing it was sent Staff responses Email reminder midweek for staff to complete	NA	NA
Plan and implement professional learning for co-teaching for staff, to include effective utilization of para-educators, using data from survey	Office of Student Services, Reading Coach and Math Coach, School Admin	This process began August 2025 and has been ongoing. PD will be reevaluated after survey results March 2026	Use of calendar due dates Planning Meeting: Mar 12, 2026 to review survey and plan revisions or additions to PD	Meeting Minutes PD Planning Document	Varies **We have a contract with 2Teach Global that totals \$72,000 for 3rd-12th grade PD. **PCPS is seeking additional funds to expand these services	CLSD Grant ** Possible SIG Funds
Create a co-teaching walkthrough look-for tool aligned to delivery of ELA and Math EBIs, including indicators for	Office of Student Services, School Administration, Reading Coach and Math Coach	March 2-March 6, 2026	Use of calendar due dates Planning Meeting: March 5, 2026	Completed walkthrough tool	NA	NA

shared instructional responsibility and effective paraeducator utilization.						
Provide monthly progress monitoring data as appropriate for Lexia, IXL, VALLS and math/ELA common assessments.	Instructional Tech Team, Reading Coach, Math Coach and Special Edu & General Edu Teachers	This has occurred monthly since September 2025 and will continue to occur monthly	Use of calendar due dates/ set data release days	Data sheets Reports from Lexia/ IXL	Data analysis services	Varies- depending on assessment- currently paid by PCPS through grants/local funds
Establish PLC protocols to guide regular discussion of co-teaching practices, instructional implementation, and student progress data.	Office of Student Services, School Admin, Reading Coach, Math Coach,	March 2- March 6, 2026	Use of calendar due dates Planning Meeting: March 5, 2026	Revised PLC agenda template	NA	NA
Provide facilitated PLC time for Specialist and SPED staff to review EBI best practices & co-teaching, implementation, and data. (Note- grade level PLC time is already provided, but not one specific for	Office of Student Services & Building Principal	Monthly: March, April, May	Use of calendar due dates	Completed PLC agenda	\$7747.36 **This is not a cost that would be duplicated for each goal, this cost would cover all three goals.	Seeking SIG Funds **We are seeking to use the services of 2Teach Global to facilitate these sessions and provide after hours pay for teachers working out of contract

specialist and SPED)						
Conduct two walkthroughs per co-teaching team	Office of Student Services, School Admin, Reading Coach, Math Coach	March 16- July 23, 2026 (allows for summer academy for some teams)	Use of calendar due dates Will be coordinated with building admin and school calendar	Completed walkthrough forms	NA	NA
Provide para-educator training on effective use of EBIs and other supports needed for students to access Tier 1 and Tier 2 instruction	Office of Student Services, School Admin, Reading Coach, Math Coach	March- July 2026	PD planning meetings Calendar invites	PD Agendas PD sign-in sheets	Staff hourly pay Facilitator Pay \$4069.17 Materials & Supplies \$97.83 **This is not a cost that would be duplicated for each goal, this cost would cover all three goals.	***Seeking SIG Funds Training will be provided by PCPS staff
Administer post-professional learning co-teaching surveys, including para-educators, to measure growth in staff confidence and skill.	Office of Student Services	September 2026 (Year 1) June 2027 (Year 2) June 2028 (Year 3)	Use of calendar due dates	Email showing it was sent Staff responses Email reminder midweek for staff to complete	NA	NA
Targeted small group or 1:1 tutoring provided	Tutoring Coordinator	March-June 2026	Attendance records	Attendance Records	Staff hourly pay Coordinator Pay	**Seeking SIG Funds

to SWD by special educators, general education staff, and para-educators using co-teaching and SDI skills. **See Goal #2 Small group tutoring is offered at PES for 3rd-5th for ALL students, this would be SWD specific to make smaller more targeted groups.			Data Reports from Lexia/IXL/Common Assessments	Increased student performance using Lexia, IXL, Common Assessments and IEP progress reports	Approx. \$7685.00 Materials & Supplies \$1621.68 **This is not a cost that would be duplicated for each goal, this cost would cover both goals.	
**Create takehome kits to provide support at home that align with selected EBIs for Math and Reading, for selected students	Tutoring Coordinator Reading Coach, Reading Specialist, Math Interventionist	March 1-March 16, 2026 (will be sent home after all materials are purchased and organized.	Mar 10, 2026 meeting to organize and package materials	Increased student performance on assessments listed in goal	Materials and Supplies \$205.20 **This is not a cost that would be duplicated for each goal, this cost would cover all goals.	Seeking SIG Funds

****Take-home literacy and mathematics kits will include manipulatives, along with additional printed materials and clear guidance for families on how to support student practice at home. These kits extend the division's Evidence-Based Interventions by providing structured opportunities for students to practice foundational reading and mathematics skills outside the school day. Literacy materials reinforce explicit instruction in phonological awareness, phonics, and reading practice aligned with the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide and complement the individualized learning pathways supported through Lexia Core5 Reading. Mathematics materials provide hands-on practice with mathematical vocabulary and structured problem-solving strategies aligned with the Assisting Students Struggling with Mathematics practice guide and reinforce skills addressed through IXL Math. By providing manipulatives, practice materials, and clear family directions, PCPS ensures students, including students with disabilities, have equitable access to meaningful, standards-aligned practice that strengthens classroom instruction and supports mastery of key literacy and mathematics skills.**

Multi-year School Support Plan

Goal #2

3-Year Goal Statement Include the goal statement completed as part of the needs assessment process.	By June 2028, reading growth for SWD will increase to 68 from 60.52 in the 24/25 SY. (Year 1= 64, Year 2= 66, Year 3= 68)		
School Performance and Support Framework Alignment Select indicator that the goal addresses.	Reading Growth		
Measurable Objectives Define objectives that support accomplishing the goal.	<u>Measurable Objective Year 1:</u> By August 2026: • Reading Growth for SWD will increase to 64 • Provide at least 2 professional development sessions focused on SDI aligned to ELA and Math EBIs; • Conduct at least one instructional walkthrough and feedback cycles using a SDI look-for tool aligned to ELA and Math EBIs	<u>Measurable Objective Year 2:</u> By August 2027: • Reading Growth for SWD will increase to 66 • Provide at least 3 professional development sessions focused on SDI in delivering ELA and Math EBIs; and • Conduct at least two instructional walkthroughs and feedback cycles using a SDI look-for tool aligned to ELA and Math EBIs	<u>Measurable Objective Year 3:</u> By August 2028: • Reading Growth for SWD will increase to 68 • Sustain at least 3 SDI focused professional learning opportunities annually, including coaching or job-embedded support; • Conduct at least three instructional walkthroughs and feedback cycles using a SDI look-for tool aligned to ELA

	At least 70% of participating staff will report increased confidence in SDI practices, as measured by pre- and post-professional learning surveys. <i>Overall Goal: shared language, basic models and buy-in!</i> Confidence + Knowledge	At least 80% of participating staff will report increased confidence and knowledge in SDI practices, as evidenced by survey data and walkthrough/observation evidence aligned to SDI look-fors. <i>Overall Goal: Moving from “I understand” to “I can do this with support”!</i> Confidence + Knowledge	and Math EBIs At least 85% of participating staff will report increased confidence and knowledge of SDI practices, and demonstrate effective implementation of SDI practices that support the delivery of ELA and Math EBIs, as measured by walkthrough/observation data and staff confidence surveys. <i>Overall Goal: Refine our systems.</i> Confidence + Knowledge + Implementation
Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify the evidence tier.	Poquoson City Public Schools will implement the following EBIs: PCPS was identified in the area of Students with Disabilities. Across both schools, Lexia Core5 Reading is implemented as an evidence-based intervention meeting ESSA Tier 2 (Moderate Evidence). Lexia Core5 provides explicit, systematic, and personalized literacy instruction through adaptive learning pathways and embedded assessments that generate actionable data to guide targeted offline instruction. PCPS wants to note that the IES What Works Clearinghouse Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade (WWC Practice Guide No. 21), which meets ESSA Tier 2, was reviewed. PCPS currently implements all noted strategies during instruction and through the use of our HQIM which was selected due to the Virginia Literacy Act. While we are not identifying this Practice Guide as an EBI for this school improvement process, we consistently implement this EBI as part of our normal instruction. PCPS currently uses this LEXIA for ALL students, including SWD. These EBIs are currently delivered during the regular school day. Teachers use the data from LEXIA to inform their small groups and daily intervention. LEXIA provides resources to be used for face to face instruction, not just on the platform. PCPS is seeking SIG funds to further extend the use of this EBI during small groups and 1/1 tutoring		

for SWD before and after school and on select Saturdays. We would like to note that we currently offer tutoring to ALL students, including SWD, in small groups at the elementary school. Any awarded SIG funds would be used to expand these tutoring supports for SWD. PCPS is also seeking SIG funds to extend the use of this EBI for summer academy and into the 26/27 SY as it is currently funded by a grant that is expiring (ALL IN).

While Poquoson City Public Schools has implemented strong evidence-based literacy and mathematics practices for all students, including students with disabilities, reading growth data indicate a need to accelerate progress for students with disabilities. In the 2024–2025 school year, reading growth for SWD was 60.52, demonstrating that although students are making progress, the current rate of growth is insufficient to close achievement gaps and ensure sustained improvement. As a result, the division established a goal to increase reading growth for SWD to 66 by June 2028.

The division's goal to increase reading growth for SWD directly supports strengthened and expanded implementation of this evidence-based intervention. By extending the use of Lexia Core5 through targeted small-group and one-to-one tutoring before and after school, select Saturday sessions, and summer academy programming, PCPS increases instructional time and provides intensified intervention for students who require additional support. Sustaining implementation beyond the regular school day and school year is necessary to accelerate growth and prevent regression, particularly as current grant funding supporting this work is expiring.

Data indicates a need to strengthen staff understanding and implementation of specially designed instruction (SDI) to ensure consistent, high-fidelity delivery of these EBIs within Tier 1 and Tier 2 instruction. Findings from the **2024–2025 Special Education Federal Monitoring process** identified a need to strengthen instructional practices to ensure that students with disabilities receive instruction that is intentionally designed to address individual learning needs while accessing grade-level content. As a result, federal monitoring recommendations emphasized the need for targeted professional learning and coaching focused on improving the delivery of SDI.

The division's goal to increase staff confidence and instructional skill in specially designed instruction directly supports effective implementation of the identified EBIs by strengthening differentiation, instructional adaptations, and alignment to IEP requirements within core literacy and mathematics

	instruction. By investing in targeted professional learning and job-embedded coaching, PCPS strengthens the primary instructional delivery system through which students with disabilities access evidence-based instruction, ensuring improved access to Tier 1 and Tier 2 instruction and greater instructional coherence across classrooms.
Intended Outcomes Describe how student outcomes will improve as a result implementing the evidence-based strategy.	As a result of increased professional learning and job-embedded coaching focused on specially designed instruction, Poquoson City Public Schools anticipates improved instructional outcomes for students, particularly students with disabilities. Strengthened staff capacity in designing and delivering SDI will support higher-fidelity implementation of evidence-based literacy and mathematics interventions within Tier 1 and Tier 2 instruction, ensuring instruction is intentionally aligned to individual student needs while maintaining access to grade-level content. Students with disabilities will experience more consistent and purposeful instructional adaptations, scaffolds, and supports embedded within core literacy and mathematics instruction. Improved implementation of SDI will increase the effectiveness of instructional decision-making, reduce variability in service delivery, and ensure instructional supports outlined in students' IEPs are implemented with fidelity across instructional settings. Students are expected to demonstrate improved academic progress in literacy and mathematics, as measured by progress monitoring data, classroom-based assessments, and local benchmarks. Strengthened SDI practices will also support increased instructional coherence across classrooms and improved access to Tier 1 and Tier 2 instruction for students with disabilities, contributing to improved academic outcomes and more equitable learning experiences. Student data points that will be measured will include: Lexia growth, IXL growth, VALLSS growth and growth on division level common assessments (pre/post).
Lead person (Who is responsible for ensuring the work gets	Kimberly Gryszko, Principal Kristen Lamm, AP

done?)						
Team Members (Who are responsible for doing the work?)	General Education Teachers, Special Education Teachers, Reading Specialists, Para-Educators, Special Education Coordinator, Director of Student Services, School Administrators					
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?)
Develop and finalize a SDI staff self-assessment survey to measure confidence, knowledge, and	Office of Student Services, Reading Coach and Math Coach	February 23-February 27, 2026	Use of calendar due dates Meeting to Finalize: 2/26/26	Completed survey	NA	NA

use of SDI and selected EBIs ** Will be combined with co-teaching survey in Goal #1						
Deploy survey to staff regarding SDI confidence and skills.	Office of Student Services	March 2-March 6, 2026 (Year 1) October 2027 (Year 2) October 2028 (Year 3)	Use of calendar due dates	Email showing it was sent Staff responses Email reminder midweek for staff to complete	NA	NA
Plan and implement professional learning for SDI for staff, from survey	Office of Student Services, Reading Coach and Math Coach, School Admin	This process began August 2025 and has been ongoing. PD will be reevaluated after survey results March 2026	Use of calendar due dates Planning Meeting: Mar 12, 2026 to review survey and plan revisions or additions to PD	Meeting Minutes PD Planning Document	Varies **We have a contract with 2Teach Global that totals \$72,000 for 3rd-12th grade PD. **PCPS is seeking additional funds to expand these services	CLSD Grant
Create a SDI walkthrough look-for tool aligned to delivery of ELA and Math EBIs. **Will be combined with co-teaching look	Office of Student Services, School Administration, Reading Coach and Math Coach	March 2-March 6, 2026	Use of calendar due dates Planning Meeting: March 5, 2026	Completed walkthrough tool	NA	NA

fors from Goal #1						
Provide monthly progress monitoring data as appropriate for Lexia, IXL, VALLS and math common assessments.	Instructional Tech Team, Reading Coach, Math Coach and Classroom Teachers	This has occurred monthly since September 2025 and will continue to occur.	Use of calendar due dates/ set data release days	Data sheets Reports from Lexia/ IXL	Data analysis services	Varies- depending on assessment- currently paid by PCPS through grants funds
Establish PLC protocols to guide regular discussion of SDI practices, instructional implementation, and student progress data.	Office of Student Services, School Principals, Reading Coach, Math Coach	March 2- March 6, 2026	Use of calendar due dates Planning Meeting: March 5, 2026	Revised PLC agenda template	NA	NA
Provide facilitated PLC time for Specialist and SPED staff to review EBI best practices & SDI, implementation, and data. (Note- grade level PLC time is already provided, but not one specific for specialist and SPED)	Office of Student Services & Building Principal	Monthly: March, April, May	Use of calendar due dates	Completed PLC agenda	\$7747.36 **This is not a cost that would be duplicated for each goal, this cost would cover all three goals.	Seeking SIG Funds **We are seeking to use the services of 2Teach Global to facilitate these sessions and provide after hours pay for teachers working out of contract
Conduct at least one walkthrough focused on SDI	Office of Student Services, School Admin, Reading	March 16- July 23, 2026 (allows for	Use of calendar due dates	Completed walkthrough forms	NA	NA

service providers	Coach, Math Coach	summer academy for some teams)	Will be coordinated with building principal and school calendar			
Administer post-professional learning SDI surveys to measure growth in teacher confidence and skill. **Will be combined with survey from Goal #1	Office of Student Services	September 2026 (Year 1) June 2027 (Year 2) June 2028 (Year 3)	Use of calendar due dates	Email showing it was sent Staff responses Email reminder midweek for staff to complete	NA	NA
Provide para-educator training on effective use of EBIs and other supports needed for students to access Tier 1 and Tier 2 instruction	Office of Student Services, School Admin, Reading Coach, Math Coach	March- July 2026	PD planning meetings Calendar invites	PD Agendas PD sign-in sheets	Staff hourly pay Facilitator Pay \$4069.17 Materials & Supplies \$97.83 **This is not a cost that would be duplicated for each goal, this cost would cover all three goals.	***Seeking SIG Funds Training will be provided by PCPS staff
Targeted small group or 1:1 tutoring provided to SWD by special educators, general education staff, and	Tutoring Coordinator	March-June 2026	Attendance records Data Reports from Lexia/IXL/Common Assessments	Attendance Records Increased student performance using Lexia, IXL,	Staff hourly pay Coordinator Pay Approx. \$7685.00 Materials & Supplies	**Seeking SIG Funds

para-educators using co-teaching and SDI skills. **See Goal #2 Small group tutoring is offered at PES for 3rd-5th for ALL students, this would be SWD specific to make smaller more targeted groups.				Common Assessments and IEP progress reports	\$1621.68 **This is not a cost that would be duplicated for each goal, this cost would cover both goals.	
**Create takehome kits to provide support at home that align with selected EBIs for Math and Reading, for selected students	Tutoring Coordinator Reading Coach, Reading Specialist, Math Interventionist	March 1-March 16, 2026 (will be sent home after all materials are purchased and organized.	Mar 10, 2026 meeting to organize and package materials	Increased student performance on assessments listed in goal	Materials and Supplies \$205.20 **This is not a cost that would be duplicated for each goal, this cost would cover all goals.	Seeking SIG Funds

***Take-home literacy and mathematics kits will include manipulatives, along with additional printed materials and clear guidance for families on how to support student practice at home. These kits extend the division's Evidence-Based Interventions by providing structured opportunities for students to practice foundational reading and mathematics skills outside the school day. Literacy materials reinforce explicit instruction in phonological awareness, phonics, and reading practice aligned with the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide and complement the individualized learning pathways supported through Lexia Core5 Reading. Mathematics materials provide hands-on practice with mathematical vocabulary and structured problem-solving strategies aligned with the Assisting Students Struggling with Mathematics practice guide and reinforce skills addressed through IXL Math. By providing manipulatives, practice materials, and clear family directions, PCPS ensures students, including students with disabilities, have equitable access to meaningful, standards-aligned practice that strengthens classroom instruction and supports mastery of key literacy and mathematics skills.*

Multi-year School Support Plan

Goal #3

3-Year Goal Statement
Include the goal statement completed as part of the needs assessment process.

By June 2028, math growth for SWD will increase to 71 from 63.81 in the 24/25 SY.
(Year 1= 67, Year 2= 69, Year 3= 71)

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:

By August 2026:

- Math Growth for SWD will increase to 67
- Provide at least 1 professional development session focused on knowledge of effective and appropriate accommodations and how to implement/provide them.

Measurable Objective Year 2:

By August 2027:

- Math Growth for SWD will increase to 69
- Provide at least 2 professional development sessions focused on implementation of accommodations and data collection that support the ELA and Math EBIs;

Measurable Objective Year 3:

By August 2028:

- Math Growth for SWD will increase to 71
- Sustain at least 2 professional development sessions focused on implementation of accommodations and data collection that support the ELA and Math EBIs;

	• Conduct at least one instructional walkthrough and feedback cycle using an accommodation look-for tool to collect baseline data of current accommodation use. • At least 70% of participating staff will report increased knowledge of accommodations and how to use them, as measured by pre- and post-professional learning surveys. <i>Overall Goal: shared language, basic models and buy-in!</i> Knowledge	• Conduct at least two instructional walkthroughs and feedback cycles using an accommodation look-for tool to measure data collection, fidelity, and effectiveness of implemented/provided accommodations that support the ELA and Math EBIs. • At least 80% of participating staff will report increased knowledge of accommodations, how to use them, and how to collect and monitor data related to accommodations that support ELA and Math EBIs as evidenced by survey data and walkthrough/observation. <i>Overall Goal: Moving from “I understand” to “I can do this with support”!</i> Knowledge+ Implementation	• Conduct at least three instructional walkthroughs and feedback cycles using an accommodation look-for tool to measure data collection, fidelity, and effectiveness of implemented/provided accommodations that support the ELA and Math EBIs. • At least 85% of participating staff will report increased knowledge of accommodations, how to use them, and how to collect and monitor data related to accommodations that support ELA and Math EBIs as evidenced by survey data and walkthrough/observation. <i>Overall Goal: Refine our systems.</i> Knowledge+ Implementation+ Sustain
Evidence-Based Strategy Describe the evidence-based strategy and the rationale for selection. Identify the evidence tier.	Poquoson City Public Schools will implement the following EBIs: To address mathematics needs identified through state assessment results, local benchmarks, and formative assessment data, both schools implement evidence-based strategies aligned with the WWC Practice Guide Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades (Practice Guide No. 26), which meets ESSA Tier 1 (Strong Evidence), Recommendations #2 regarding mathematical language and #5 regarding word problems. This EBI is currently used with ALL students, including SWD at both the primary and elementary school. The Primary school delivers		

this EBI during classroom instruction with the general education teacher, special education teacher and para-professionals, during the regular school day. At the Elementary school, this EBI is delivered by the general education and special education teachers, para-professionals, during the regular school day, however, the elementary school also has two math interventionists that support additional small groups, all students, including SWD. These strategies are further supported through implementation of IXL Math at both the primary and elementary school, an evidence-based intervention meeting ESSA Tier 1 (Strong Evidence), which provides adaptive, standards-aligned instruction supported by real-time diagnostic data and analytics to guide instructional decision-making and targeted intervention (grades 3-5). We are proposing we add before and after school tutoring supports to further extend these EBIs with small groups and 1/1 as needed (delivered by teachers and paras) using School Improvement Grants funds, for SWD. We would like to note that we currently offer tutoring to ALL students, including SWD, in small groups at the elementary school. Any awarded SIG funds would be used to expand these tutoring supports for SWD. PCPS is also seeking SIG funds to extend the use of IXL for summer academy and into the 26/27 SY as it is currently funded by a grant that is expiring (ALL IN).

While Poquoson City Public Schools has implemented strong evidence-based literacy and mathematics practices for all students, including students with disabilities, math growth data indicate a need to accelerate progress for students with disabilities. In the 2024–2025 school year, math growth for SWD was 63.81, demonstrating that although students are making progress, the current rate of growth is insufficient to close achievement gaps and ensure sustained academic improvement. As a result, the division established a goal to increase math growth for SWD to 69 by June 2028.

The division's goal to increase math growth for SWD directly supports strengthened and expanded implementation of these evidence-based practices. By extending mathematics intervention through targeted before- and after-school tutoring, small-group and one-to-one instruction, and summer academy programming, PCPS increases instructional time and intensifies support for students who require additional acceleration. Although tutoring is currently available to all students, including SWD, School Improvement Grant funds will allow the division to expand and prioritize these supports specifically for SWD. Additionally, SIG funds will sustain implementation of IXL beyond the expiration of the current ALL IN grant, ensuring continuity of intervention into the 2026–2027 school year and

	preventing regression in student learning. The division's goal to increase professional learning and job-embedded coaching focused on understanding, implementing, and monitoring IEP accommodations directly supports high-fidelity implementation of the identified EBIs. Strengthening staff knowledge of accommodations and their purpose, along with improving the ability to collect and use data related to accommodation fidelity and effectiveness, ensures instructional supports are intentionally applied within core literacy and mathematics instruction rather than inconsistently or informally. By investing in targeted professional learning, coaching, and systematic data collection processes, PCPS strengthens staff capacity to implement IEP accommodations as designed, monitor their impact on student access and performance, and make data-informed adjustments to instruction. This approach strengthens the primary instructional delivery system through which students with disabilities access evidence-based literacy and mathematics instruction, ensuring improved access to Tier 1 and Tier 2 instruction, increased instructional consistency across classrooms, and improved academic outcomes for students with disabilities.
Intended Outcomes Describe how student outcomes will improve as a result implementing the evidence-based strategy.	As a result of increased professional learning and job-embedded coaching focused on understanding, implementing, and monitoring IEP accommodations, Poquoson City Public Schools anticipates improved instructional outcomes for students, particularly students with disabilities. Strengthened staff knowledge of accommodations and improved capacity to implement and monitor them with fidelity will support more consistent access to evidence-based literacy and mathematics instruction within Tier 1 and Tier 2 settings. Students with disabilities will experience more consistent and intentional use of accommodations during daily instruction and assessments, ensuring barriers to learning are reduced while maintaining instructional rigor and alignment to grade-level expectations. Improved staff understanding of the purpose of accommodations, along with systematic data collection on their implementation and effectiveness, will support instructional decision-making and timely adjustments to better meet individual student needs. Students with disabilities are expected to demonstrate improved academic progress in literacy

	and mathematics, as measured by progress monitoring data, classroom-based assessments, and local benchmarks. Strengthened implementation and monitoring of IEP accommodations will also contribute to increased instructional consistency across classrooms, improved access to Tier 1 and Tier 2 instruction, and more equitable learning experiences for students with disabilities. Student data points that will be measured will include: Lexia growth, IXL growth, VALLSS growth and growth on division level common assessments (pre/post).					
Lead person (Who is responsible for ensuring the work gets done?)	Kimberly Gryszko, Principal Kristen Lamm, AP					
Team Members (Who are responsible for doing the work?)	General Education Teachers, Special Education Teachers, Reading Specialists, Para-Educators, Special Education Coordinator, Director of Student Services, School Administrators					
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	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?)

			track.			
Develop and finalize an accommodations staff self-assessment survey to measure knowledge of accommodations ** Will be combined with co-teaching/ SDI survey in Goal #1 & 2	Office of Student Services, Reading Coach and Math Coach	February 23-February 27, 2026	Use of calendar due dates Meeting to Finalize: 2/26/26	Completed survey	NA	NA
Deploy survey to staff regarding accommodations	Office of Student Services	March 2-March 6, 2026 (Year 1) October 2027 (Year 2) October 2028 (Year 3)	Use of calendar due dates	Email showing it was sent Staff responses Email reminder midweek for staff to complete	NA	NA
Plan and implement professional learning for accommodations for staff (to include data tracking sheets),from survey	Office of Student Services, Reading Coach and Math Coach, School Admin	This process began August 2025 and has been ongoing. PD will be reevaluated after survey results March 2026	Use of calendar due dates Planning Meeting: Mar 12, 2026 to review survey and plan revisions or additions to PD	Meeting Minutes PD Planning Document	Varies **We have a contract with 2Teach Global that totals \$72,000 for 3rd-12th grade PD. **PCPS is seeking additional funds to expand	CLSD Grant

					these services	
Create an accommodation walkthrough look-for tool **Will be combined with co-teaching/SDI look fors from Goal #1 & 2	Office of Student Services, School Administration, Reading Coach and Math Coach	March 2-March 6, 2026	Use of calendar due dates Planning Meeting: March 5, 2026	Completed walkthrough tool	NA	NA
Establish PLC protocols to guide regular discussion of accommodations, instructional implementation, and student progress data.	Office of Student Services, School Principals, Reading Coach, Math Coach	March 2- March 6, 2026	Use of calendar due dates Planning Meeting: March 5, 2026	Revised PLC agenda template	NA	NA
Provide facilitated PLC time for Specialist and SPED staff to review EBI best practices & accommodations, implementation, and data. (Note-grade level PLC time is already provided, but not one specific for specialist and SPED)	Office of Student Services & Building Principal	Monthly: March, April, May	Use of calendar due dates	Completed PLC agenda	\$7747.36 **This is not a cost that would be duplicated for each goal, this cost would cover all three goals.	Seeking SIG Funds **We are seeking to use the services of 2Teach Global to facilitate these sessions and provide after hours pay for teachers working out of contract
Conduct at least	Office of Student	March 16- July	Use of calendar	Completed	NA	NA

one walkthrough focused on accommodations provided by service providers	Services, School Admin, Reading Coach, Math Coach	23, 2026 (allows for summer academy for some teams) Year 2 = 2 walkthroughs Year 3= 3 walkthroughs	due dates Will be coordinated with building principal and school calendar	walkthrough forms		
Conduct IEP audits to review accommodation documentation, implementation fidelity, and alignment to instructional practice.	Office of Student Services, Special Education Teachers and external partner**	Spring 2026- initial Fall 2026- follow up	Scheduled audit dates Summary findings & feedback	Scheduled audit dates Summary findings & feedback	\$12000	**Seeking grant funding for this action step. Services would be provided by 2Teach Global.
Provide para-educator training on effective use of EBIs and other supports needed for students to access Tier 1 and Tier 2 instruction	Office of Student Services, School Admin, Reading Coach, Math Coach	March- July 2026	PD planning meetings Calendar invites	PD Agendas PD sign-in sheets	Staff hourly pay Facilitator Pay \$4069.17 Materials & Supplies \$97.83 **This is not a cost that would be duplicated for each goal, this cost would cover all three goals.	***Seeking SIG Funds Training will be provided by PCPS staff

**Create takehome kits to provide support at home that align with selected EBIs for Math and Reading	Tutoring Coordinator Reading Coach, Reading Specialist, Math Interventionist	March 1-March 16, 2026 (will be sent home after all materials are purchased and organized.	Mar 10, 2026 meeting to organize and package materials	Increased student performance on assessments listed in goal	Materials and Supplies \$205.20 **This is not a cost that would be duplicated for each goal, this cost would cover all goals.	Seeking SIG Funds
Administer post-professional learning accommodations surveys to measure growth in staff confidence and skill. **Will be combined with survey from Goal #1 & #2	Office of Student Services	September 2026 (Year 1) June 2027 (Year 2) June 2028 (Year 3)	Use of calendar due dates	Email showing it was sent Staff responses Email reminder midweek for staff to complete	NA	NA

***Take-home literacy and mathematics kits will include manipulatives, along with additional printed materials and clear guidance for families on how to support student practice at home. These kits extend the division's Evidence-Based Interventions by providing structured opportunities for students to practice foundational reading and mathematics skills outside the school day. Literacy materials reinforce explicit instruction in phonological awareness, phonics, and reading practice aligned with the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade practice guide and complement the individualized learning pathways supported through Lexia Core5 Reading. Mathematics materials provide hands-on practice with mathematical vocabulary and structured problem-solving strategies aligned with the Assisting Students Struggling with Mathematics practice guide and reinforce skills addressed through IXL Math. By providing manipulatives, practice materials, and clear family directions, PCPS ensures students, including students with disabilities, have equitable access to meaningful, standards-aligned practice that strengthens classroom instruction and supports mastery of key literacy and mathematics skills.*