

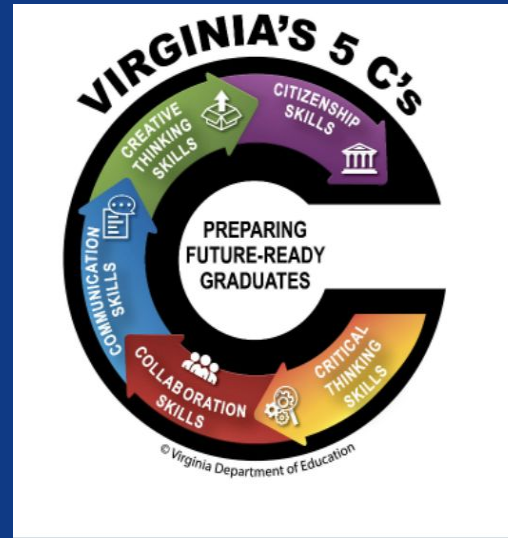


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SUFFOLK PUBLIC SCHOOLS

Southwestern Elementary School Performance Plan

2025-2026





Domain I: Academics

High Quality Instructional Materials, High-Quality Instructional Routines,
High-Quality Prioritized Placement



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English

SMART Goal:

- By June 2026, students with disabilities in grades 3-5, will reduce the failure rate on the state reading test by 10%, through the use of SDI Profiles , progress monitoring and Inclusive Tier I practices. The 2024-2025 school year the failure rate for reading was 50%.

Evidence-based Intervention:

- Using SDI profiles, teachers will capitalize on students strengths with continued progress monitoring.
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Student Measures:

- **#1 Improvement in Standards of Learning (SOL) Mastery:** Track the percentage of students showing improvement in mastery of the 2024 Standards of Learning as measured by regular formative assessments, quizzes, and practice tests. This measure will reflect how well students are grasping the explicitly taught content and progressing toward meeting the standards.
- **#2 Progress in Targeted Skill Groups:** Monitor the percentage of students who demonstrate measurable improvement in their specific skill areas after participating in targeted, data-driven skill-based groups. This can be assessed through pre- and post-group assessments, tracking individual growth in the identified skills.



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English (con't)

Staff Measures:

- **#1 Consistency and Fidelity of Explicit Instruction Implementation:** Participate in data analysis discussions to demonstrate their ongoing commitment to refining instructional strategies. Measure the percentage of teachers who not only implement explicit instruction techniques but do so with high fidelity and consistency. This can be assessed through regular, structured classroom observations using a rubric that evaluates the quality and adherence to explicit instruction principles, along with follow-up coaching sessions to ensure continuous improvement.
- **#2 Data-Driven Instructional Adjustments:** Track the percentage of teachers who systematically use student performance data to form and regularly adjust flexible groups, ensuring that instruction is effectively differentiated to meet students' evolving needs. This measure can be strengthened by evaluating the frequency and accuracy of data analysis, the timeliness of group adjustments, and the resulting impact on student achievement, as seen in targeted skill improvement and overall SOL mastery.

Alignment to the Strategic Plan:

GOAL 2: Create a dynamic learning environment that promotes high student achievement, stimulates student engagement, supports staff creativity, ensures school safety, and reinforces positive staff and student relationships.



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Math

SMART Goal:

- By June 2026 students in grades 3-5 will reduce the failure rate by 10% on the math SOL by implementing high yield math strategies. The 2024-2025 school year the failure rate for math was 19.13%.

Evidence-based Intervention:

Implement high-yield math strategies.

Student Measures:

- #1 Growth in Individualized Learning Goals:** Track the percentage of students who meet or exceed their individualized learning goals set in their instructional plans. This can be measured through progress reports and assessments tailored to each student's specific needs and objectives, demonstrating their advancement toward achieving the 75% pass rate target.
- #2 Performance Improvement in Common Formative Assessments:** Measure the percentage increase in scores on common formative assessments administered throughout the year, specifically designed to gauge progress in key mathematical concepts. This measure will provide insights into how well students are progressing towards the 75% pass rate goal by assessing their understanding and application of critical skills.



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Math

Staff Measures:

#1 Implementation of Individualized Instructional Strategies: Track the percentage of teachers who are effectively implementing individualized instructional strategies and interventions for students as observed through lesson plans, classroom observations, and teacher self-reports.

#2 Completion of Professional Development: Monitor the percentage of teachers who complete professional development sessions focused on differentiated instruction and best practices for teaching. Additionally, assess how well these teachers apply the new strategies in their classrooms, as evaluated through follow-up observations and feedback.

Alignment to the Strategic Plan:

GOAL 2: Create a dynamic learning environment that promotes high student achievement, stimulates student engagement, supports staff creativity, ensures school safety, and reinforces positive staff and student relationships.



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Science

SMART Goal:

By June 2026, students in grade 5 will reduce the SOL failure rate by 10% by implementing targeted instructional strategies, providing tailored interventions for struggling students, and regularly monitoring progress to ensure continuous improvement. The 2024-2025 school year the failure rate for science was 19.64%.

Evidence-based Intervention:

Inquiry based labs at all grade levels.

Student Measures:

#1 Improvement Assessment Scores: Track student growth through the use of benchmarks and other formative/summative assessments.

#2 Increase in Student Engagement in Inquiry Activities: Measure the level of student participation and engagement in hands-on inquiry activities. This could be tracked through observation checklists, student reflections, or self-assessments where students report their involvement and interest in the experiments and investigations conducted during class.



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Science

Staff Measures:

#1 Implementation of Hands-on Inquiry based Strategies: Track the percentage of science teachers who consistently integrate hands-on inquiry based learning strategies into their lesson plans and classroom activities. This can be monitored through lesson plan reviews, classroom observations, and teacher self-assessments.

#2 Professional Development on Inquiry-Based Instruction: Monitor the percentage of teachers who complete professional development sessions focused on inquiry-based learning and hands-on science instruction. Additionally, track how many of these teachers apply the strategies learned in their classrooms, as observed through classroom implementation or teacher feedback surveys.

Alignment to the Strategic Plan:

GOAL 2: Create a dynamic learning environment that promotes high student achievement, stimulates student engagement, supports staff creativity, ensures school safety, and reinforces positive staff and student relationships.



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Social Studies

SMART Goal:

By June 2026, fourth-grade students will decrease their failure rate on the Virginia Studies state test by 10% through focused instructional strategies, regular practice assessments, and targeted interventions for areas of weakness. The 2024-2025 school year the failure rate for VA Studies was 30%.

Evidence-based Intervention:

Employ text dependent assessments that require critical thinking and analysis for determining answers about VA Studies.

Student Measures:

#1 Improvement in Standards of Learning (SOL) Mastery: Track the percentage of students showing improvement in mastery of the 2024 Standards of Learning as measured by regular formative assessments, quizzes, and practice tests. This measure will reflect how well students are grasping the explicitly taught content and progressing toward meeting the standards.

#2 Progress in Targeted Skill Groups: Monitor the percentage of students who demonstrate measurable improvement in their specific skill areas after participating in targeted, data-driven skill-based groups. This can be assessed through pre- and post-group assessments, tracking individual growth in the identified skills.



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Social Studies

Staff Measures:

#1 Consistency and Fidelity of Explicit Instruction Implementation: Participate in data analysis discussions to demonstrate their ongoing commitment to refining instructional strategies. Measure the percentage of teachers who not only implement explicit instruction techniques but do so with high fidelity and consistency. This can be assessed through regular, structured classroom observations using a rubric that evaluates the quality and adherence to explicit instruction principles, along with follow-up coaching sessions to ensure continuous improvement.

#2 Data-Driven Instructional Adjustments: Track the percentage of teachers who systematically use student performance data to form and regularly adjust flexible groups, ensuring that instruction is effectively differentiated to meet students' evolving needs. This measure can be strengthened by evaluating the frequency and accuracy of data analysis, the timeliness of group adjustments, and the resulting impact on student achievement, as seen in targeted skill improvement and overall SOL mastery.

Alignment to the Strategic Plan:

GOAL 2: Create a dynamic learning environment that promotes high student achievement, stimulates student engagement, supports staff creativity, ensures school safety, and reinforces positive staff and student relationships.



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Domain II

Staffing Supports

Teacher Recruitment, Prioritized Placement



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Staffing Supports

SMART Goal:

By June of 2026, SWES will retain highly qualified instructional and support personnel as evidenced by staff turnover of less than 5 % by implementing comprehensive retention strategies.

Evidence-based Intervention:

Comprehensive Induction and Mentorship Programs

Student Measures:

#1 The percentage of students meeting or exceeding academic growth targets on district-wide or state-mandated assessments.

#2 The average daily attendance rate and the percentage of students with chronic absenteeism (missing 10% or more of school days). This can be complemented with qualitative data from student engagement surveys.



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Staffing Supports

Staff Measures:

#1 Building level administration will monitor staff participation in mentorship programs, professional development workshops, and wellness activities to gauge the level of engagement and utilization of available support resources at the building level.

#2 Track the number of teachers who remain at the school throughout the academic year and compare it to previous years to measure the impact of implemented support programs on teacher retention.

Alignment to the Strategic Plan:

GOAL 3: Ensure the effective and efficient management of capital and human resources for the development and retention of high-quality staff, sustainable operations, and systems.



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Domain III

Organizational

Learning

Logistical & Operational, Instructional Support Cycles,
Career Development



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Professional Learning

SMART Goal:

By the end of the 2025-2026 school year, all teachers and long-term substitutes will have completed a series of at least 4 professional learning sessions focused on inclusive tier 1 instruction, with the goal of improving student achievement. Participation will be tracked to ensure 100% completion, with sessions offered in various formats to accommodate all staff, and progress monitored quarterly.

Evidence-based Intervention:

"Coaching and Feedback Cycles."

Student Measures:

#1 Improvement in Academic Performance: Track the percentage of students who show measurable improvement in their academic performance, as indicated by assessments, progress reports, or standardized test scores, following the implementation of inclusive tier 1 instruction.

#2 Monitor the percentage of students who are meeting and exceeding their anticipated growth goals by the end of 2024-2025 school year.



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Professional Learning

Staff Measures:

#1 Completion Rate of Professional Learning Sessions: Track the percentage of teachers and long-term substitutes who complete all required professional learning sessions on specially designed instruction by the end of the school year, with a target of 100% participation.

#2 Application of Learned Strategies: Assess the extent to which teachers and long-term substitutes are applying the strategies learned during the professional learning sessions in their classrooms, using classroom observations, lesson plan reviews, or self-assessments.

Alignment to the Strategic Plan:

GOAL 3: Ensure the effective and efficient management of capital and human resources for the development and retention of high-quality staff, sustainable operations, and systems.



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Domain IV

School Climate

Supports



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School Climate Supports

SMART Goal: By June 2026, the survey results from SWES staff perception survey results, "Instructional time is protected from interruptions and non-instructional activities", will increase from 63% to 75% by the use of a schoolwide Protected Instructional Time Framework.

Evidence-based Intervention:

School Leadership will Implement a Schoolwide "Protected Instructional Time Framework" that reduces non-essential interruptions, streamlines communication, and maximizes engaged learning time.

Student Measures:

- #1** Audit current Interruptions by collecting baseline data on frequency and types of classroom interruptions (announcements, pull-outs, unscheduled visits, non-instructional requests.)
- #2** Track and compare data on student achievement as a reflection of uninterrupted instructional time.



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School Climate Supports

Staff Measures:

#1 Audit current Interruptions by collecting baseline data on frequency and types of classroom interruptions (announcements, pull-outs, unscheduled visits, non-instructional requests).

#2 Implementation of “Protected Instructional Time Framework” and streamlines communication strategies with fidelity and consistency

Alignment to the Strategic Plan:

GOAL 2: Create a dynamic learning environment that promotes high student achievement, stimulates student engagement, supports staff creativity, ensures school safety, and reinforces positive staff and student relationships.



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