

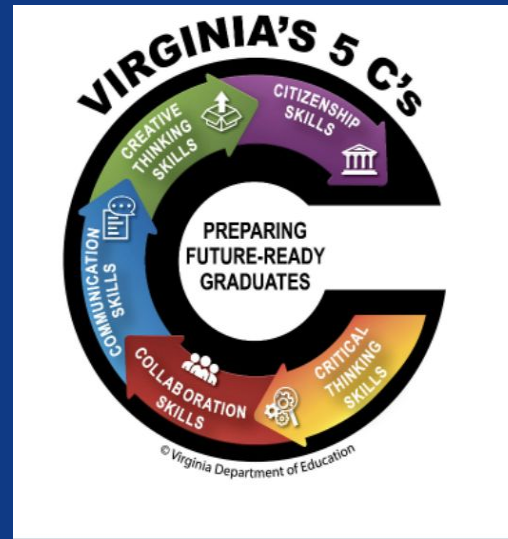


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# SUFFOLK PUBLIC SCHOOLS

## Hillpoint Elementary School Performance Plan

2024-2025





# Domain I: Academics

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



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# English

**SMART Goal:** By June 2025, Economically Disadvantaged and Students with disabilities will increase their overall achievement by 10% as measured by the English SOL test pass rate.

**Evidence-based Intervention:** Differentiated instruction combined with formative assessments.

**Student Measures:**

- The percentage increase in the pass rate for students in the identified subgroups on the English SOL test by June 2025.
- The percentage of students in the identified subgroups who achieve proficiency or higher on the English SOL test by June 2025.



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# English (con't)

## Staff Measures:

- **Consistency and Fidelity of Differentiated Instruction and Formative Assessments.** Engage in data analysis discussions to refine instructional strategies. Track the percentage of teachers implementing explicit instruction with high fidelity and consistency. Use regular classroom observations and a rubric to assess quality and adherence, followed by coaching sessions for continuous improvement.
- **Data-Driven Instructional Adjustments.** Track the percentage of teachers who use student performance data to form and adjust flexible groups. Evaluate the frequency, accuracy of data analysis, timeliness of adjustments, and the impact on student achievement, focusing on targeted skill improvement and SOL mastery.

**Alignment to the Strategic Plan: GOAL 1:** Students will develop characteristics of a Virginia graduate to include critical thinking, creative thinking, collaboration, communication, citizenship and growth in order to demonstrate academic excellence.



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# Math

**SMART Goal:** By June 2025, students with disabilities will increase their Mathematics SOL test pass rate by 10%, as evidenced by achieving a 10% higher pass rate compared to the baseline rate established at the start of the school year, through targeted interventions and support.

**Evidence-based Intervention:** National Teachers of Mathematics Effective Teaching Practices

## Student Measures:

- **Growth in Individualized Learning Goals:** Track the percentage of students with disabilities 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 10% increase.
- **Performance Improvement in Common Formative Assessments.** Track the percentage increase in scores on key math formative assessments. This will gauge progress toward the 10% improvement goal for students with disabilities by assessing their understanding and application of critical skills.



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# Math (con't)

## Staff Measures:

- **Implementation of Individualized Instructional Strategies:** Track the percentage of teachers who are effectively implementing individualized instructional strategies and interventions for students with disabilities, as observed through lesson plans, classroom observations, and teacher self-reports.
- **Completion of Professional Development:** Monitor the percentage of mathematics teachers who complete professional development sessions focused on differentiated instruction and best practices for teaching students with disabilities. 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 1:** Students will develop characteristics of a Virginia graduate to include critical thinking, creative thinking, collaboration, communication, citizenship and growth in order to demonstrate academic excellence.



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# Science

**SMART Goal:** By June 2025, the Science achievement for students will increase from 50% to at least 70%, as measured by the Science SOL test pass rate, through the implementation of targeted instructional strategies, ongoing formative assessments, and data-driven interventions.

**Evidence-based Intervention:** Inquiry-Based Learning (IBL) with Lab Experiences.

## **Student Measures:**

- **Improvement Assessment Scores:** Track student growth through the use of CFA's and other formative/summative assessments.
- **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:

- **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.
- **Professional Development on Inquiry-Based Instruction:** Monitor the percentage of science 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 1:** Students will develop characteristics of a Virginia graduate to include critical thinking, creative thinking, collaboration, communication, citizenship and growth in order to demonstrate academic excellence.



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# Social Studies

**SMART Goal:** By June 2025, the History achievement for students will increase from 55% to at least 70%, as measured by the History SOL test pass rate, through the implementation of targeted instructional strategies, data-driven interventions, and enhanced student support systems, ensuring a more robust understanding of historical concepts and skills across the student body

**Evidence-based Intervention:** Data-Driven Instruction and Differentiated Learning

**Student Measures:**

- Track the percentage of students demonstrating improvement in their formative assessment scores throughout the year.
- Measure student engagement through classroom participation rates, completion of assignments, and involvement in interactive activities such as debates, projects, and discussions. Increased engagement is often a precursor to improved academic performance.



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# Social Studies

## Staff Measures:

- Track the percentage of teachers consistently applying differentiated instructional strategies in their history lessons, as observed through classroom observations, lesson plan reviews, and teacher self-reports.
- Monitor the percentage of history teachers who complete targeted professional development sessions focused on data-driven instruction, differentiated learning, and effective history teaching practices. Ensure that the acquired strategies are being implemented in the classroom, with follow-up observations or surveys to gauge impact.

**Alignment to the Strategic Plan:** GOAL 1: Students will develop characteristics of a Virginia graduate to include critical thinking, creative thinking, collaboration, communication, citizenship and growth in order to demonstrate academic excellence.



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# Domain II

# Staffing Supports

Teacher Recruitment, Prioritized Placement



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# Staffing Supports

**SMART Goal:** Increase teacher retention rates by 10% compared to the previous school year by implementing targeted support programs and initiatives focused on mentorship, professional development, and student and staff wellness, thereby fostering a stable and positive school culture and climate by the end of the 2024-2025 academic year.

**Evidence-based Intervention:** Comprehensive Induction and Mentorship Programs

## **Student Measures:**

- Track and compare data on student disciplinary incidents, such as suspensions, detentions, and behavioral referrals, before and after implementing support programs to evaluate any changes in student behavior.
- Increase student attendance rates throughout the school year, correlating with a supportive school culture and positive teacher retention, by monitoring attendance data and identifying improvements by the end of the academic year.



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# Staffing Supports

## Staff Measures:

- 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.
- 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**

# **Professional**

# **Learning Supports**

Logistical & Operational, Instructional Support Cycles,  
Career Development



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# Professional Learning

**SMART Goal:** By June 2025, the teachers will attend 4 targeted professional learning opportunities focused on effective classroom management, time management, Tier 1 instruction and small group instruction.

**Evidence-based Intervention:** Coaching and Feedback Cycles.

## Student Measures:

- **Improvement in Academic Performance:** Track the percentage of students with disabilities who show measurable improvement in their academic performance, as indicated by assessments, progress reports, or standardized test scores, following the implementation of specially designed instruction.
- **Increase in IEP Goal Achievement:** Monitor the percentage of students with disabilities meeting or exceeding their Individualized Education Program (IEP) goals by the end of the 2024-2025 school year, indicating the effectiveness of the instruction provided.



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# Professional Learning

## Staff Measures:

- 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.
- 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 2025, referrals occurring in the classroom will decrease by 10% as measured by office disciplinary referrals reported in eSchool.

**Evidence-based Intervention:** School leadership teams and Tier I PBIS teams will utilize the Determining School Wide Problems and data reports from Unified Insights to identify the top three problem areas, possible reasons, and possible solutions.

## Student Measures:

- Decrease in the number of incidents in the top three areas after identifying problem areas, reasons, and solutions.
- Track and compare data on student disciplinary incidents, such as suspensions, detentions, and behavioral referrals, before and after implementing support programs to evaluate any changes in student behavior.



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# School Climate Supports

## Staff Measures:

- Increase in teacher presence in the top three areas to assist in the reduction of incidents as assigned duty and monitored daily by administration.
- Track the implementation of PBIS 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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