

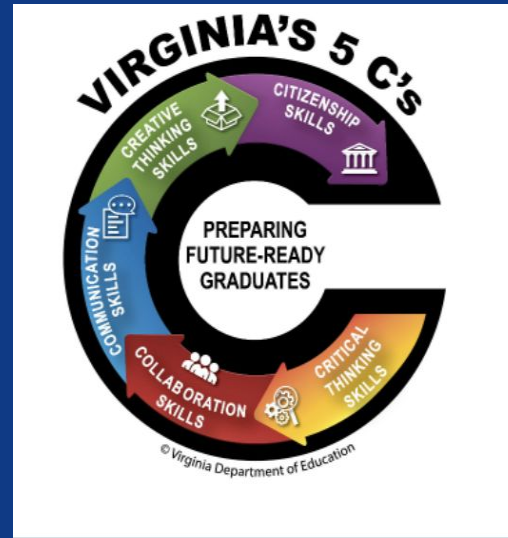


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SUFFOLK PUBLIC SCHOOLS

King's Fork High School 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, the English achievement for students with disabilities will increase from 45% to at least 65%, as measured by the English SOL test pass rate.

Evidence-based Intervention: Explicit Instruction, Data Collection and Analysis, Flexible Grouping, Differentiated Instruction, Training and Support.

Student Measures:

- 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.
- 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 (continued)

Staff Measures:

- Implementation of Differentiated Instruction: Assess the percentage of English teachers consistently applying differentiated instructional strategies, as observed through classroom observations, instructional plans, and lesson materials. Aim for a significant increase in the number of teachers effectively using these strategies.
- Professional Development Participation: Track the number and percentage of English teachers participating in targeted professional development focused on differentiated instruction and data-driven interventions, ensuring that a high percentage of staff engage in these learning opportunities.

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, increase Math SOL proficiency scores at KFHS from 76% to 86% by implementing aggressive monitoring strategies and fostering high levels of student engagement, with a targeted focus on students with disabilities.

Evidence-based Intervention: Aggressive Monitoring & High Student Engagement.

Student Measures:

- 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.
- Growth in Individualized Learning Goals: Track the percentage of students with disabilities who meet or exceed their individualized learning goals set in their IEP or 504 instructional plans.



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Math (continued)

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 collaborations.
- 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.

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 2025, the Science achievement for students will increase from 56% 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 with 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 (continued)

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 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 2024, we will increase the History SOL pass rate from 49% to at least 70% as measured by the History and Social Science SOL test pass rate through implementation of differentiated targeted instructional strategies and practices, student support systems, and data-driven interventions across the student body.

Evidence-based Intervention: Implement and monitor inquiry-based learning by engaging students to ask questions, conduct research, and explore historical events or social issues through primary sources such as critical thinking and contextualization. In addition to using flexible grouping, data collection and flipped classroom which allows students to engage in more interactive and differentiated learning in the classroom learning through data-driven instruction.

Student Measures:

- Pre/post assessments, formative assessments, quizzes and tests which tracks the percentage of students demonstrating mastery and improvement in each area throughout the 2024-2025 school year.
- Measure student engagement through reflections, discussions, group activities (i.e., debates, projects) completion of daily assignments and classroom participation which will increase academic performance.



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Social Studies (continued)

Staff Measures:

- Provide actionable feedback and offer collaboration among teachers in sharing resources, ideas and best practices during PLC sessions. In addition to tracking the percentage of students demonstrating improvement on their formative assessment scores throughout the year. Moreover, track the percentage of teachers applying differentiated instructional strategies in their history lessons as observed through the Instructional Innovation Plans submission, assignments/lessons and teacher self-reports and reflections.
- Ongoing support and professional development trainings through monitoring of sessions focused primarily on data-driven instruction, differentiated learning as well as effective teaching pedagogy.

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: By June 2025, decrease the number of personnel at King's Fork High School who lack licensure or proper endorsement by at least 10% through targeted professional development and support, as measured by a reduction in the count of unlicensed or improperly endorsed staff members in annual HR reports.

Evidence-based Intervention: Meaningful Professional Development Opportunities

Student Measures #1: Academic Performance Data: Analyze student performance data to assess any improvements or changes in academic outcomes related to teachers who obtain proper licensure or endorsements. Compare test scores and overall student achievement before and after the reduction in unlicensed or improperly endorsed staff.

Student Measures #2: Student Feedback Surveys: Use surveys to collect student feedback on their educational experience and the perceived effectiveness of their teachers. Measure any improvements in student satisfaction and perceived quality of instruction as unlicensed staff are reduced.



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Staffing Supports (continued)

Staff Measures:

- Licensure and Endorsement Status Tracking: Monitor and compare the number of staff members who lack licensure or proper endorsements through annual HR reports, ensuring a reduction of at least 10% by June 2025.
- Professional Development Participation: Track the participation rates and completion of professional development programs designed to support staff in obtaining necessary licensure and endorsements, aiming for a significant increase in staff meeting licensure requirements.

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, King's Fork High School will ensure that 100% of teachers participate in professional learning focused on formative assessment strategies, leading to effective real-time feedback and adjustments in teaching methods, with the goal of improving student engagement and achieving a 10% increase in SOL test pass rates.

Evidence-based Intervention: Feedback for Learning

Student Measures:

- SOL Test Pass Rates: Track the percentage change in SOL test pass rates in core subjects, aiming for a 10% increase by June 2025.
- Student Engagement Surveys: Use pre- and post-surveys to measure changes in student engagement and perceived effectiveness of feedback, targeting a 15% improvement in positive student responses.



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Professional Learning

Staff Measures:

- Professional Learning Completion: Record the participation rates of teachers in the formative assessment professional learning sessions, ensuring 100% completion by June 2025.
- Classroom Implementation: Conduct regular classroom observations to assess the application of formative assessment strategies, aiming for at least 90% of teachers demonstrating effective implementation and adjustments based on real-time feedback.

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, King's Fork High School will reduce its number of discipline referrals by 15% by utilizing Positive Behavior and Intervention Supports (PBIS).

Evidence-based Intervention: Positive Behavior and Intervention Supports (PBIS)

Student Measures:

- Reduction in Discipline Referrals: Track the number of discipline referrals through the Year to Date Incident Count Crosstab by School.
- Monitoring School's Clubs and Activities: This could be measured in the number of students we have participating in the school's clubs and activities with sign-in sheets and agendas from meetings. In addition, KFHS will track behavioral incidents and academic performance of students involved in clubs, activities, and teams to evaluate the impact.



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School Climate Supports

Staff Measures:

- Utilizing PBIS strategies: Teachers will implement positive behavior interventions and support strategies (PBIS) to reduce student discipline referrals.
- Increase Family Engagement: The King's Fork High School staff will create and promote initiatives that involve families in understanding and supporting the school's academic, social, and behavior expectations.

Alignment to the Strategic Plan: GOAL 4: Increase engagement opportunities for families, school communities, and business partnerships.



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