



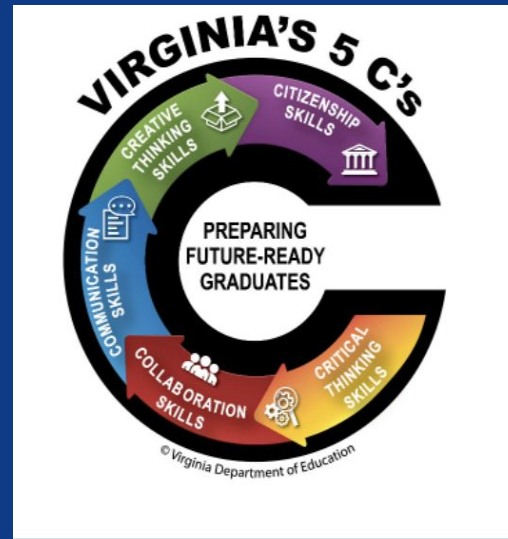
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SUFFOLK PUBLIC SCHOOLS

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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 May 2026, the English achievement for students with disabilities will decrease in failure rate by 10%, as measured by the English SOL test pass rate. This will be achieved by implementing individualized instructional strategies and interventions, providing targeted support such as specialized reading and writing programs, and conducting bi-monthly progress reviews.

Evidence-based Intervention: 90-90 Reading Instructional Model, Small Group Instruction, Individual Reading Plans-identified students.

Student Measures: Track the percentage of students showing improvement in mastery of the 2025 Standards of Learning as measured by regular formative assessments, quizzes, and practice tests. Monitor the percentage of students who demonstrate measurable improvement in their specific skill areas after participating in targeted, data-driven skill-based groups.



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English

Staff Measures: 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.

Alignment to the Strategic Plan: 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 May 2026, the Mathematics achievement for students with disabilities will decrease in failure rate by 10%, as measured by the Mathematics SOL test pass rate, through the implementation of individualized instructional strategies, targeted interventions, and regular progress monitoring.

Evidence-based Intervention: Implement and monitor high-quality mathematics instruction based on the National Teachers of Mathematics effective teaching practices and utilize small group instruction to provide targeted interventions.

Student Measures: Track the percentage of students with disabilities who meet or exceed their individualized learning goals set in their instructional plans. Measure the percentage increase in scores on common formative assessments administered throughout the year, specifically designed to gauge progress in key mathematical concepts.



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Math

Staff Measures: Monitor the percentage of mathematics teachers who focus 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. 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.

Alignment to the Strategic Plan: 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 May 2026, the Science achievement for students in Physical Science classes will increase from 63% to at least 70%, as measured by the Science SOL test pass rate, through the implementation of targeted instructional strategies, benchmarks, and data-driven interventions.

Evidence-based Intervention: "Inquiry-Based Learning (IBL) with Lab Experiences." Students who engage in hands-on inquiry activities develop a deeper understanding of scientific concepts, improve their critical thinking skills, and perform better on standardized assessments. IBL aligns with the Next Generation Science Standards (NGSS), which emphasize the importance of students engaging in scientific practices to learn content.

Student Measures: Track student growth through the use of benchmarks, teacher tests and other formative/summative assessments. Measure the level of student participation and engagement in hands-on inquiry activities.



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Science

Staff Measures: 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. Monitor the percentage of science teachers who focus 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: 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 May 2026, the History achievement for students with disabilities will decrease in failure rate by 10%, as measured by the History SOL test pass rate, through the implementation of targeted instructional strategies, data-driven interventions, and enhanced student support systems.

Evidence-based Intervention: By using data to inform instruction and tailoring learning experiences to meet the needs of all students, these strategies help ensure that each student is supported in mastering the required historical content and skills.

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: Monitor the percentage of history teachers who focus on data-driven instruction, differentiated learning, and effective history teaching practices as observed through classroom observations, lesson plan reviews, and teacher self-reports.

Alignment to the Strategic Plan: 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 2025-2026 academic year.

Evidence-based Intervention: Comprehensive Induction and Mentorship Programs



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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: 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 2025-26 school year, all teachers and long-term substitutes will have participated in professional learning sessions focused on specifically designed instruction which impacts students' achievement. Participation will be tracked to ensure 100% completion, with sessions offered in various formats to accommodate all staff, and progress monitored monthly.

Evidence-based Intervention: Coaching and Feedback cycles

Student Measures: 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 specially designed instruction. Monitor the percentage of students meeting or exceeding their Individualized goals by the end of the 2025-26 school year, indicating the effectiveness of the instruction provided.



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Professional Learning

Staff Measures: 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. 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: 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 May 2026, we will decrease classroom-based office discipline referrals by 10%, as measured by data in eSchool. This will be achieved by the school's leadership and PBIS teams using Unified Insights data to identify the top three problem areas, their root causes, and develop targeted solutions.

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. Implementation of PBIS strategies with fidelity and consistency - reinforce teacher presence in identified "hotspots" especially during student arrival, transition, lunch periods, and dismissal time.

Alignment to the Strategic Plan: 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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