

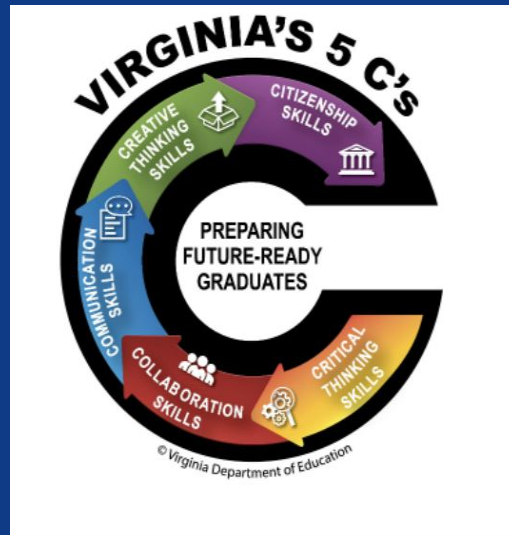


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SUFFOLK PUBLIC SCHOOLS

Mack Benn, Jr. 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 May 2026, the percentage of students scoring on/above grade level in grades K-5 will increase by 15% as measured by district-level assessments, through the implementation of targeted interventions, individualized instructional strategies, and ongoing progress monitoring.

Evidence-based Intervention:

- Explicit Phonics Instruction
 - Teach students to decode word parts, and write and recognize words.
 - Build students' decoding skills so they can read complex multisyllabic words.
- Lexia Core 5- Promising
- 95 Core Phonics- Strong

Student Measures:

- Monitor and track student growth throughout the academic year using a variety of data sources, including district common assessments, universal screeners, diagnostic assessments, progress monitoring tools to inform instruction and evaluate the effectiveness of interventions.
- Track growth of students receiving Tier 2 and Tier 3 reading interventions using progress monitoring assessments and/or data collection aligned to their identified skill deficits.



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English

Staff Measures:

- During PLC & Collaborative Planning, teachers will present, evaluate, and analyze, student work samples, classroom assignments, and lessons for alignment to standards and proficiency criteria.
- Track staff participation in professional development sessions focused on Reading instruction and intervention strategies. Document the application of learned strategies in the classroom to ensure they are contributing to student progress.

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.
- 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 May 2026, 70% of students will meet or exceed a student growth percentile of 40 (SGP 40) on the Spring STAR Math diagnostic, demonstrating measurable progress in Math achievement through targeted interventions and support.

Evidence-based Intervention:

- Provide systematic instruction during intervention to develop student understanding of mathematical ideas.

Student Measures:

- Monitor student performance on district common assessments and checkpoints, teacher-made assessments, and classwork that align in content and rigor with the 2023 Virginia Mathematics Standards of Learning to ensure students are consistently demonstrating grade-level proficiency.
- Track student progress by comparing the STAR Math diagnostic scaled scores and the Student Growth Percentile (SGP40) between the fall, winter and spring assessments to assess growth and identify students who have achieved or exceeded grade-level growth expectations.



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Math

Staff Measures:

- During PLC & Collaborative Planning, teachers will present, evaluate, and analyze, student work samples, classroom assignments, and lessons for alignment to standards and proficiency criteria.
- Track staff participation in professional development sessions focused on Math instruction and intervention strategies. Document the application of learned strategies in the classroom to ensure they are contributing to student progress.

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.
- 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 May 2026, 70% of 5th-grade students will score 400 or above on the Science SOL assessment through the implementation of rigorous science instruction, hands-on lab experiences, and targeted review sessions.

Evidence-based Intervention:

- Explicit teaching strategies-hands-on inquiry based learning.

Student Measures:

- Monitor student performance growth on common assessment data.
- During PLC & Collaborative Planning, teachers will present, evaluate, and analyze, student work samples, classroom assignments, and lessons for alignment to standards and proficiency criteria.



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Science

Staff Measures:

- Track teacher data for Science common assessments.
- During PLC & Collaborative Planning, teachers will present, evaluate, and analyze, student work samples, classroom assignments, and lessons for alignment to standards and proficiency criteria.

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.
- 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 May 2026, 70% of 4th-grade students will achieve a score of 400 or above on the Virginia Studies SOL assessment, demonstrating mastery of the content through targeted instruction, regular progress monitoring, and strategic interventions throughout the school year.

Evidence-based Intervention:

- Explicit Teaching Strategies

Student Measures:

- Monitor student performance on common formative assessments throughout the year to gauge their readiness and identify areas where additional support is needed to achieve a score of 400 or above on the actual SOL assessment.
- Track student progress on district wide-common assessments and compare to their performance on the Virginia Studies SOL to ensure they are consistently mastering the content required for the SOL assessment.



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Social Studies

Staff Measures:

- Evaluate the consistency and effectiveness of teaching the Virginia Studies curriculum through lesson plan reviews, classroom observations, and alignment with state standards to ensure students are being adequately prepared for the SOL assessment.
- Track student progress on district wide-common assessments and compare to their performance on the Virginia Studies SOL to ensure they are consistently mastering the content required for the SOL assessment.

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.
- 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 2026, we will increase teacher retention rates by 10% by implementing targeted retention and recruitment strategies tailored to address the unique challenges posed by the lasting impacts of COVID-19, with the aim of increasing staff stability, enhancing the quality of education, and fostering a supportive learning environment within our school.

Evidence-based Intervention:

- Practices for Data Tracking and Teacher Retention

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.
- Building level administration will 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:

- During the 2025-2026 school year, staff will engage in ongoing professional learning sessions tailored to both school-wide priorities and specific grade-level or teacher needs, as informed by data analysis, to enhance instructional effectiveness and student outcomes.

Evidence-based Intervention:

- Evidence-based professional learning.

Student Measures:

- Track the impact of staff professional learning on student outcomes by measuring improvements in student performance on Common Assessments and Checkpoint Data.
- Monitor changes in student engagement levels, as reflected in participation rates, classroom behavior, and attendance, to assess the indirect effects of improved instructional practices resulting from staff professional learning.



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Professional Learning

Staff Measures:

- Evaluate how effectively teachers are applying the strategies and knowledge gained from professional learning sessions through classroom observations, lesson plan reviews, and teacher self-assessments.
- Record the frequency and extent of staff participation in professional learning sessions, including attendance, engagement, and completion of any follow-up activities or reflections.

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 IV

School Climate

Supports



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School Climate Supports

SMART Goal:

- By June 2026, referrals for physical aggression infractions (Fighting: Push, Shove and Strike-No Injury, BSC14) will decrease by at least 15%.

Evidence-based Intervention:

- Real-time assessments, including effective questioning techniques

Student Measures:

- Students will be able to identify reasons why physical aggression is not safe, respectful, and/or responsible.
- Students will complete reflection sheets/exit slips to measure growth.



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School Climate Supports

Staff Measures:

- Staff will demonstrate an understanding of the social skills (safe, respectful, and responsible) needed by the lesson and questions asked during morning meetings.
- Assigned staff will allocate a time to ensure Morning Meetings are implemented in teachers' classrooms.

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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