

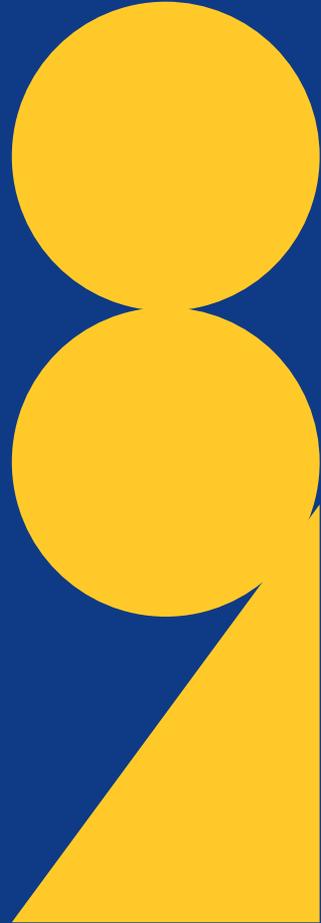
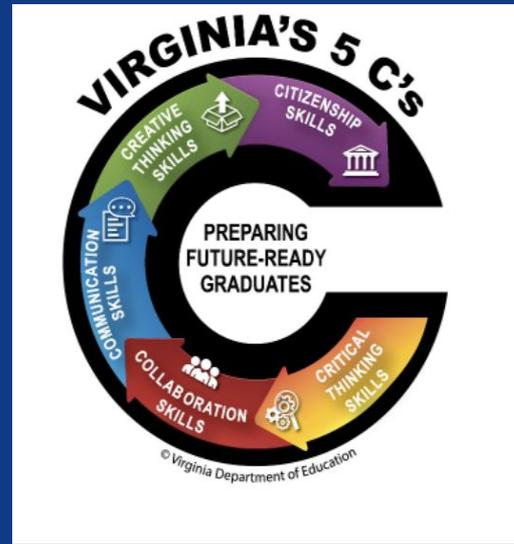


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SUFFOLK PUBLIC SCHOOLS

Mack Benn, Jr. 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 May 2025, the percentage of students scoring below grade level in grades K-5 will decrease by at least 15% as measured by district-level diagnostic screeners, through the implementation of targeted interventions, individualized instructional strategies, and ongoing progress monitoring.

Evidence-based Intervention:

- Explicit Phonics Instruction

Student Measures:

- Track student growth based on screening results and progress monitoring throughout the year.
- Track student achievement using common formative assessment data.



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English (con't)

Staff Measures:

- Monitor and verify that K-5 teachers are consistently using data from diagnostic screeners to inform and adjust their instructional practices.
- Teachers will submit weekly lesson plans that include differentiated instructional strategies tailored to address the needs of students scoring below grade level in reading.

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 May 2025, 60% of students will score on or above grade level on the district-level Math diagnostic, demonstrating measurable progress in Math achievement through targeted interventions and support.

Evidence-based Intervention:

- Cognitive Task Analysis

Student Measures:

- Monitor student performance on formative assessments, quizzes, and classwork that align with the district-level Math standards to ensure students are consistently demonstrating grade-level proficiency.
- Track student progress by comparing Math diagnostic scores from the beginning to the end of the school year to assess growth and identify students who have achieved or exceeded grade-level expectations.



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Math (con't)

Staff Measures:

- Evaluate the implementation of targeted Math interventions and instructional strategies through classroom observations and teacher self-assessments.
- Track staff participation in professional development sessions focused on Math instruction and intervention strategies. Measure the application of learned strategies in the classroom to ensure they are contributing to student progress.

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 May 2025, 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

Student Measures:

- Monitor student performance growth on common assessment data.
- Monitor and track the number of inquiry based activities students are participating in successfully.



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Science (con't)

Staff Measures:

- Track teacher data for Science common assessments.
- Track participation of 5th-grade teachers in monthly collaborative planning sessions focused on creating and refining science lessons that incorporate high-impact instructional strategies and SOL-aligned content.

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 May 2025, 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 pre- and post tests and compare the scores 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: (cont)

- 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 participation of 4th-grade teachers in monthly collaborative planning sessions focused on creating and refining VA History lessons that incorporate high-impact instructional strategies and SOL-aligned content.

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 2025, 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

(con't)

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

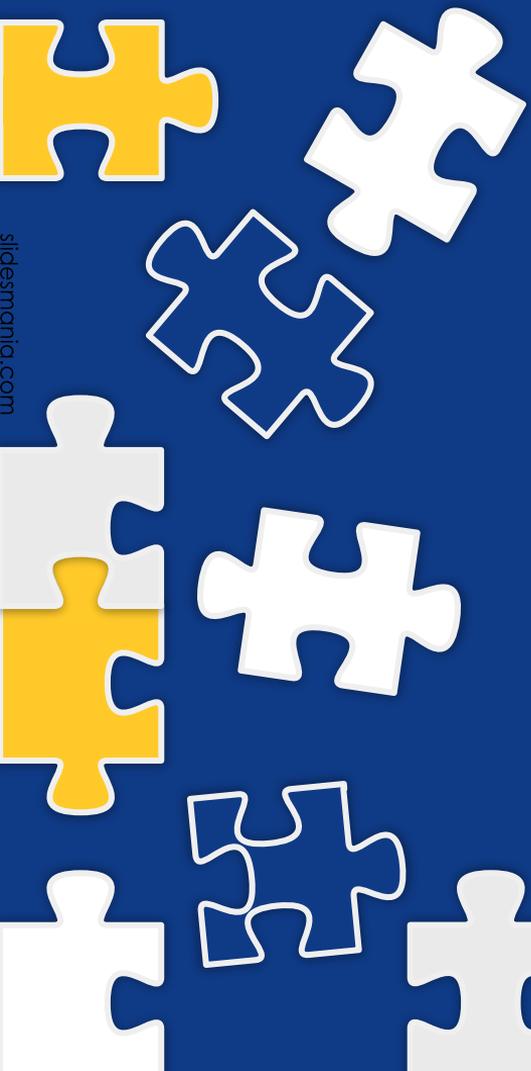
Professional

Learning Supports

Logistical & Operational, Instructional Support Cycles,
Career Development



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Professional Learning

SMART Goal:

- During the 2024-2025 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.





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.





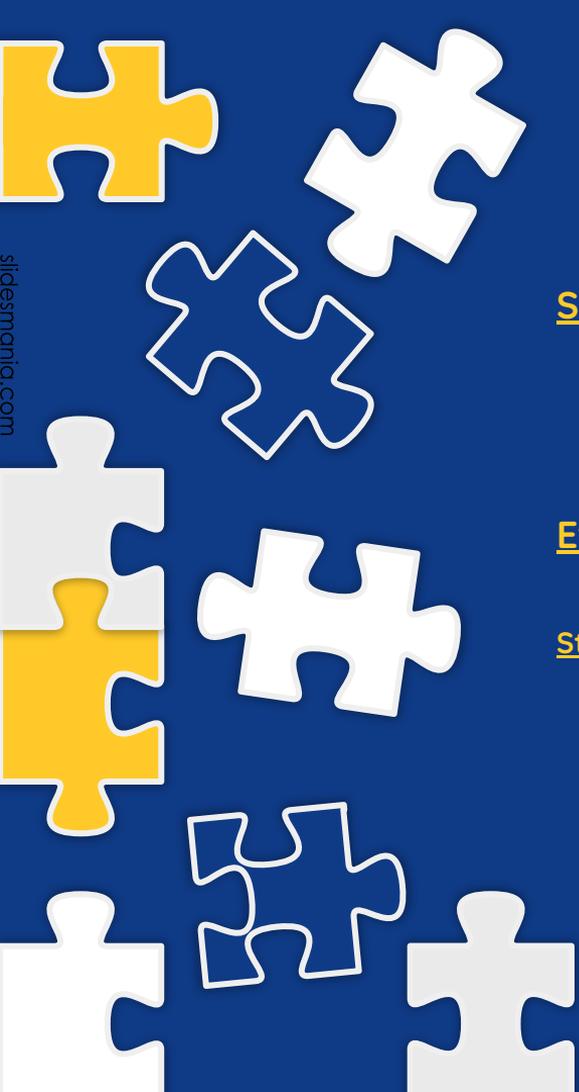
Domain IV

School Climate

Supports



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School Climate Supports

SMART Goal:

- By June 2025, referrals for physical aggression infractions (Push/Fight/Assault, etc) and disrespectful behavior will decrease by 20% (94 physical infractions) through the use of Morning Meetings. **Baseline:** 117 physical aggression fractions (2023-2024 academic year)

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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