

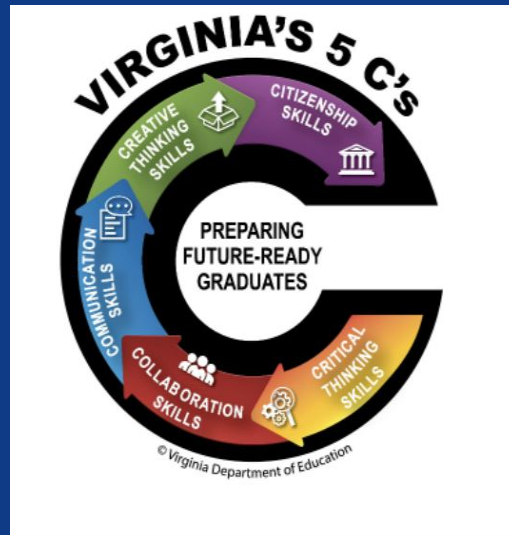


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SUFFOLK PUBLIC SCHOOLS

Forest Glen Middle School School Performance Plan

2023-2024





Student Achievement and Instruction



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English

Problem Statement: English pass rate for students with disabilities for the 22-23 school year is 39% (level 3). This student group will need to move to a level one in year 24-25. Therefore, target pass rate will split the difference of the level one pass rate and current pass rate (75% and 39%). Writing pass rate for all students is currently 58%, with SWD having a significant gap in achievement (11% pass rate).

- **SMART Goal:**
By June 2024, the Reading SOL pass rate will increase from 73% to 80%.
- By June 2024, the Reading SOL pass rate for students with disabilities will increase from 43% in grades 6 and 7 to 75%.
- By June 2024, the Reading SOL pass rate for students with disabilities will increase from 30% in grade 8 to 75%.

Essential Action/Research Based Strategy/Evidence-based Intervention (Change Idea):

Building phonemic awareness, phonics, fluency, vocabulary and comprehension skills of SWD will increase academic confidence and performance for students with disabilities.

Alignment to the Strategic Plan: Goal 1



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Math

Problem Statement: Students with disabilities are not showing proficiency as measured by Virginia SOL's due to a lack of targeted interventions.

SMART Goal: By June 2024, we will increase the Math SOL pass rate from 69% to 72% and decrease the the achievement gap for students with disabilities by 10%.

Essential Action/Research Based Strategy/Evidence-based Intervention (Change Idea): 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.

Alignment to the Strategic Plan: Goal 1



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Science

Problem Statement: Students with disabilities are not showing proficiency in science as measured by the Virginia Standards of Learning Assessments due to lack of high quality science instruction and targeted support.

SMART Goal: By June 2024, the SOL Science failure rate of 60% for students with disabilities will decrease by 10%.

Essential Action/Research Based Strategy/Evidence-based Intervention (Change Idea): Implement and monitor hands-on inquiry (division-made labs) & common assessments to provide targeted support.

Alignment to the Strategic Plan: Goal 1



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School Climate and Culture



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Climate and Safety

Problem Statement: As it relates to school atmosphere, but staff and students have a moderately low perception of our schools atmosphere over a two year time frame (students 4.0, staff 3.6).

SMART Goal: By June 2024, student and staff perception of school atmosphere will increase by 1 point (students 5, staff 4.6).

Essential Action/Research Based Strategy/Evidence-based Intervention (Change Idea): Providing public recognition of students and staff on a frequent basis will increase their overall perception of the school's atmosphere.

Alignment to the Strategic Plan: Goal 2



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Discipline/PBIS

Problem Statement: The total number of disciplinary infractions of black students to white students is disproportionate 25 to 7 (198 total infractions by black students, 56 total infractions by white students)

SMART Goal: By the end of 2023-2024, KFHS will increase the positive relationship of black females and males with instructional staff which will reduce the number of referrals of black males by 15%.

Essential Action/Research Based Strategy/Evidence-based Intervention (Change Idea): Providing students with leadership opportunities and active student participation in school (academically and non-academically) will decrease behavioral infractions caused by this particular subgroup of students.

Alignment to the Strategic Plan: Goal 2



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Attendance/Graduation

Problem Statement: The school community has not emphasized the connection between academic success and attendance. Chronic absenteeism (3 year average-19.72%) is a level two. During the 22-23 school year, 19.72% of students were chronically absent. This metric must turn to a level green by the 2023-2024 school year.

SMART Goal: By June 2024, the chronic absenteeism rate will decrease from 19.72% to 15%.

Essential Action/Research Based Strategy/Evidence-based Intervention (Change Idea): Increase student engagement in classroom as well as in extracurricular activities offered at FGMS. Design and implement a campaign promoting attendance by emphasizing the connection between attendance and a success SPS student.

Alignment to the Strategic Plan: Goal 2



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Family Engagement

Problem Statement: Responses to questions centered around student attendance at school-sponsored events indicate negative perception (3.7). Teacher perception of encouragement of family engagement programs is low (48%).

SMART Goal: By June 2024, student responses towards connectedness will increase by 1 (4.7) and teacher perception of encourage of family engagement will increase by 5%, from 48% to 53%.

Essential Action/Research Based Strategy/Evidence-based

Intervention (Change Idea): Increasing opportunities for families to volunteer and attend school sponsored events will increase overall teacher and student positive perception of school climate and culture, resulting in an increase in academic performance and decrease in student undesired behaviors.

Alignment to the Strategic Plan: Goal 4



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SOL PARTICIPATION

Problem Statement: Students are not participating in testing because of adequate preparation, communication, and attendance.

SMART Goal: The numbers of students not participating in SOL testing will decrease by 10% for the 23-24 SY.

Essential Action/Research Based Strategy/Evidence-based Intervention (Change Idea): Design and implement a communication plan to early identify students, who are participating in programs such as Home Services, and provide them support services to encourage participation in testing, clear misconceptions and misinformation, and to increase communication/support with families.

Alignment to the Strategic Plan: Goal 4



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