

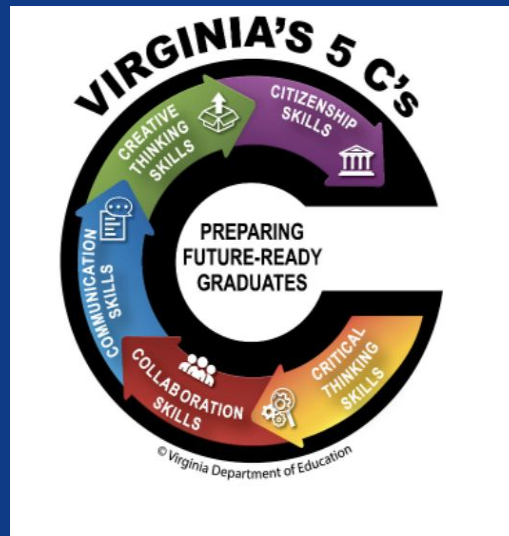


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# SUFFOLK PUBLIC SCHOOLS

## Northern Shores 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 June 2026, the English achievement of 3rd, 4th, and 5th grade students' with disabilities will increase from 44.12% to at least 70% as measured by the English SOL pass rate. This will be achieved through the implementation of individualized reading intervention plans, enhanced collaboration between special education and general education teachers, the use of assistive technology to support diverse learning needs, and regular progress monitoring through formative assessments and data-driven instruction. The total is designed to ensure that 90% of these students receive personalized support and participate in intensive review sessions designed to enhance their reading comprehension and writing skills, with effectiveness evaluated through ongoing formative assessments and adjustments to instruction.

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

## 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. This measure will reflect how well students are grasping the explicitly taught content and progressing toward meeting the standards.
- 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 (con't)

## 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. This can be assessed through regular, structured classroom observations using a rubric that evaluates the quality and adherence to explicit instruction principles, along with follow-up coaching sessions to ensure continuous improvement.
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## 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 2026, the math achievement for students with disabilities will increase from 47.06% to at least 70%, as measured by the math SOL test pass rate, through the implementation of targeted instructional strategies, ongoing formative assessments, and data-driven interventions.

**Evidence-based Intervention:** National Teachers of Mathematics Effective Teaching Practices

**Student Measures:**

- 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.
- 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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# Math (con't)

## 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. This can be assessed through regular, structured classroom observations using a rubric that evaluates the quality and adherence to explicit instruction principles, along with follow-up coaching sessions to ensure continuous improvement.

**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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# Science

**SMART Goal:** By June 2025, the science achievement for students will increase from 78.86 % to at least 80 % , 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:** Explicit Instruction, Data Collection and Analysis, Flexible Grouping, Differentiated Instruction, Training and Support

**Student Measures:** 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.  
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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# Science (con't)

## Staff Measures:

- Consistency and Fidelity of Explicit Instruction Implementation: 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. This can be assessed through regular, structured classroom observations using a rubric that evaluates the quality and adherence to explicit instruction principles, along with follow-up coaching sessions to ensure continuous improvement.
- Data-Driven Instructional Adjustments: Track the percentage of teachers who systematically use student performance data to form and regularly adjust flexible groups, ensuring that instruction is effectively differentiated to meet students' evolving needs. This measure can be strengthened by evaluating the frequency and accuracy of data analysis, the timeliness of group adjustments, and the resulting impact on student achievement, as seen in targeted skill improvement and overall SOL mastery.

**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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# Social Studies

**SMART Goal:** By June 2026, the Virginia Studies SOL scores will increase from 79.51% to at least 85% as measured by the Virginia Studies SOL test pass rate, through the implementation of targeted instructional strategies, ongoing formative assessments, and data-driven intervention

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

**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. This measure will reflect how well students are grasping the explicitly taught content and progressing toward meeting the standards.
- 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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# Social Studies (con't)

## 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. This can be assessed through regular, structured classroom observations using a rubric that evaluates the quality and adherence to explicit instruction principles, along with follow-up coaching sessions to ensure continuous improvement.
- Data-Driven Instructional Adjustments: Track the percentage of teachers who systematically use student performance data to form and regularly adjust flexible groups, ensuring that instruction is effectively differentiated to meet students' evolving needs. This measure can be strengthened by evaluating the frequency and accuracy of data analysis, the timeliness of group adjustments, and the resulting impact on student achievement, as seen in targeted skill improvement and overall SOL mastery.

**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 2026, the school will enhance staff capacity by providing professional development opportunities throughout the school year that focus on mentorship, professional development, and student and staff wellness. The goal is to increase staff retention and job satisfaction.

**Evidence-based Intervention:** Data-Driven Decision Making; Continuous Feedback and Assessment; Ongoing, Job Related Professional Development

**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.
- Monitor student attendance to maintain Level 1 status for student attendance throughout the school year, correlating with a supportive school culture and positive teacher retention.



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# Staffing Supports (con't)

## Staff Measures:

- Administrators will monitor staff participation in mentoring programs, professional development workshops, and wellness activities to gauge the level of engagement and utilization of available resources at the building level.
- The number of teachers at the end of the school year will be compared to the previous year to measure the impact of professional development and supports for teacher retention.

**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 III

# Organizational

# Learning

Logistical & Operational, Instructional Support Cycles,  
Career Development



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# Professional Learning

**SMART Goal:** By June 2016, the school will provide professional learning opportunities with a focus on areas such as differentiated instruction and social/emotional well-being of staff. This will be achieved by offering monthly professional development sessions, and providing access to a digital library of resources. Progress will be monitored through staff surveys, participation rates, and feedback on the relevance and impact of the learning opportunities, with adjustments made as needed to ensure continuous improvement.

**Evidence-based Intervention:** On-Going Job Related Professional Development

**Student Measures:**

- Increase in academic achievement of students with disabilities achievement in all subject areas.
- Decrease in unwanted behaviors due to targeted support



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# Professional Learning

## (con't)

### Staff Measures

- Demonstration of skills learned during targeted professional development
- Improvement in morale and confidence as measured by observations and feedback

**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, the school will enhance school climate supports by implementing at least two new initiatives aimed at promoting a positive, inclusive and supportive environment for all students and staff. These initiatives will include school-wide recognition events for positive behavior, and regular mental health workshops. The effectiveness of these supports will be measured through annual climate surveys, tracking disciplinary incidents, and monitoring attendance rates, with the goal of increasing overall school climate satisfaction by 15%

**Evidence-based Intervention:** PBIS targeted interventions; Restorative practices; data driven decision making; social emotional learning

**Student Measures:**

- Student feedback and surveys; Administer annual surveys to students that specifically assess their perceptions of the school's climate, including feelings of inclusion, support, and safety. To track growth, compare the results of these surveys each year.
- 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

(con't)

**Staff Measures:**

Conduct annual surveys to gather staff feedback on the effectiveness of the new initiatives and overall school climate

- Weekly surveys to staff; Track responses over time to identify trends and measure improvements on weekly survey that staff can complete quickly, focusing on specific aspects of the school climate and the effectiveness of recent initiatives.

**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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