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SUFFOLK PUBLIC SCHOOLS

Creekside Elementary
School Performance Plan

2025-2026

VIRGINIA'S 5 C'S

CREATIVE THINKING SKILLS

CITIZENSHIP SKILLS

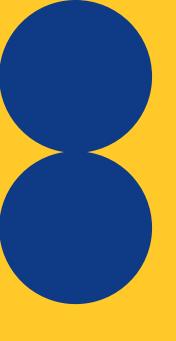COMMUNICATION SKILLS

PREPARING FUTURE-READY GRADUATES

COLLABORATION SKILLS

CRITICAL THINKING SKILLS

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Domain I: Academics

High Quality Instructional Materials, High-Quality Instructional Routines, High-Quality Prioritized Placement

English

SMART Goal: By the end of the 2025-2026 school year, the overall Reading proficiency rate on the State Standards of Learning Assessment will increase from 67% to at least 73%. This will happen through implementation of targeted strategies, individualized support plans, and ongoing progress monitoring to ensure sustained academic growth.

Evidence-based Intervention: Small Group Instruction, Flexible Grouping, Differentiated Instruction, Explicit Instruction, Science of Reading (phonemic awareness, phonics, fluency, vocabulary, comprehension), John Hattie's Visible Learning Strategies, 5E Instruction Model (Engage, Explore, Explain, Elaborate, Evaluate)

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English

Student Measures:

- Continuous progress monitoring of student growth with targeted small group instruction aligned to VALLSS assessment data and skills.
- Track proficiency on Common Formative Assessments aligned to the VDOE standards, specifically designed to gauge progress in key reading concepts.

Staff Measures:

- Conduct scheduled or unannounced classroom walk-throughs using a structured observation checklist. The checklist would assess the extent to which a teacher is implementing HQIM with integrity.
- Conduct brief, focused observations during small group time. 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

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English

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 the end of the 2025-2026 school year, the overall Math proficiency rate on the State Standards of Learning Assessment will increase from 76% to at least 80%. This will happen through the implementation of targeted instructional strategies, individualized support, and ongoing progress monitoring to ensure sustained academic growth.

Evidence-based Intervention: Math Fact Fluency, Explicit & Systematic Instruction, CRA (Concrete, Representational, Abstract), Math Discourse, Math Manipulatives, and John Hattie's Visible Learning Strategies, 5E Instruction Model (Engage, Explore, Explain, Elaborate, Evaluate)

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Math

Student Measures:

- Track student proficiency on VDOE standards using aligned Common Formative Assessments.
- Monitor student progress on fact fluency rates using Reflex math growth reports.

Staff Measures:

- Conduct targeted observations of Tier 1 instruction to include cognitive process strategies, the use of math aids, and alignment to VDOE standards.
- Track fact fluency instruction through Reflex Math usage reports.

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Math

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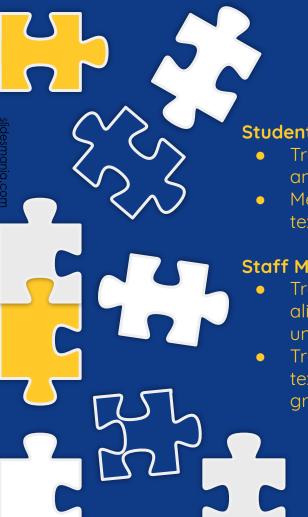
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Science

SMART Goal: By the end of the 2025-2026 school year, the overall Science proficiency rate on the State Standards of Learning Assessments will increase from 75% to 79%. This will happen through the implementation of targeted instructional strategies focusing on the skills of predicting, inferencing, applying, comparing, analyzing, describing, and evaluating.

Evidence-based Intervention: Question-Answer Relationships (QAR) in Science and Claim-Evidence-Reasoning (CER) framework, 5E Instruction Model (Engage, Explore, Explain, Elaborate, Evaluate)

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Science

Student Measures:
- Track student data through the use of checkpoints and other formative and summative assessments
- Measure student understanding through written responses to science text and inquiry-based classroom experiences.

Staff Measures:
- Track student performance on performance assessment questions aligned to the hands-on science exploration labs to monitor understanding.
- Track teacher implementation of student written response to science text and inquiry based activities through lesson plans, observation and gradebook.

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Science

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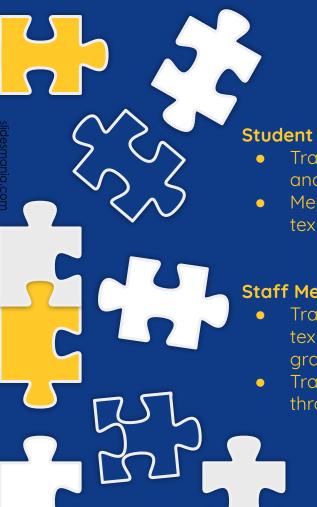
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Social Studies

SMART Goal: By the end of the 2025-2026 school year, the overall Va Studies proficiency rate on the State Standards of Learning Assessment will increase from 61% to 67%. This will be achieved through the implementation of targeted instructional strategies focusing on the skills of predicting, inferencing, applying, comparing, analyzing, describing, and evaluating.

Evidence-based Intervention: Graphic Organizers, Explicitly Teaching Historical Thinking, Document Based Questions, 5E Instruction Model (Engage, Explore, Explain, Elaborate, Evaluate)

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Social Studies

Student Measures:

- Track student data through the use of checkpoints and other formative and summative assessments
- Measure student understanding through written responses to history text and inquiry-based classroom exeriences.

Staff Measures:

- Track teacher implementation of student written response to science text and inquiry based activities through lesson plans, observation and gradebook.
- Track teacher alignment of the written, taught, and tested curriculum through weekly lesson planning meetings.

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Social Studies

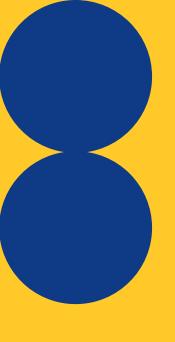**Alignment to the Strategic Plan:**

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Domain II
Staffing Supports

Teacher Recruitment, Prioritized Placement

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Staffing Supports

SMART Goal: By June 2026, the number of office discipline referrals will decrease by 10%, from 156 referrals in 2024–2025 to 140 referrals in 2025–2026, through the consistent implementation of Tier 1 behavior interventions, proactive classroom management strategies, and ongoing monitoring of student behavior data.

Evidence-based Intervention: Positive Behavioral Interventions and Supports (PBIS)

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Staffing Supports

Student Measures:

- Students will demonstrate mastery of school wide behavior expectations, as measured by behavior rubrics, PBIS point data, or teacher feedback forms.
- The percentage of students receiving three or more referrals will decrease by 15% compared to the 2024–2025 school year, as measured through referral data in the student information system and monitored through monthly discipline reports.

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Staffing Supports

Staff Measures:

- A key measure is a quantitative increase in staff members who feel the school is a safe and orderly environment. This will be measured using a school climate survey that asks staff to rate their perception of student behavior and school-wide discipline. An increase in positive responses will show that the Tier 1 behavior interventions are having a noticeable effect on the school's climate.

- Implementation Fidelity of Tier 1 Interventions: This measures the consistency and accuracy with which staff are using the specified behavior management strategies. It will be tracked through observations, walkthroughs, or a checklist completed by an instructional leader. The goal isn't just to see a drop in referrals, but to ensure that the staff are consistently and correctly implementing the agreed-upon strategies. A high fidelity rate (e.g., 90% of observed staff using the strategies correctly) will be a strong indicator that the system is working as intended.
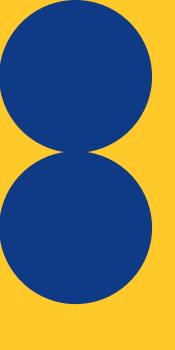
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Staffing Supports

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
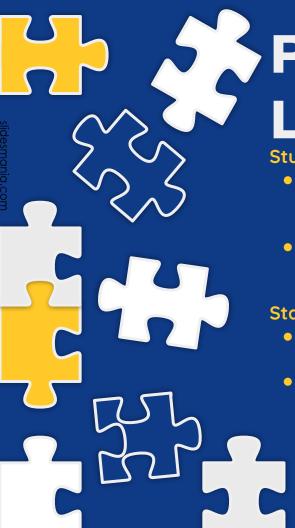
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Professional Learning

SMART Goal: By the end of the 2025-2026 school year, our school will establish a data-driven feedback cycle that increases the quality and consistency of Tier 1 instruction. This will be measured by an increase in the alignment of our written, taught, and tested curriculum, and a corresponding improvement in student performance.

Evidence-based Intervention: Explicit Instruction
John Hattie's Visible Learning Strategies

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Professional Learning

Student Measures:

- Measure increased proficiency in student mastery of SOLs as tracked through the use of checkpoints, common formative assessments, VALLSS and other assessments.
- Track alignment of the written, taught, and tested curriculum through student data collection.

Staff Measures:

- Measure increased ratings for Tier 1 instruction through targeted observations.
- Track teacher participation in weekly PLC reviews of student data to adjust and align instruction.
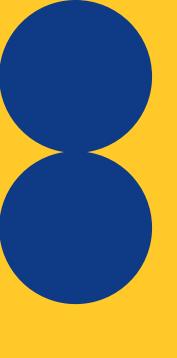
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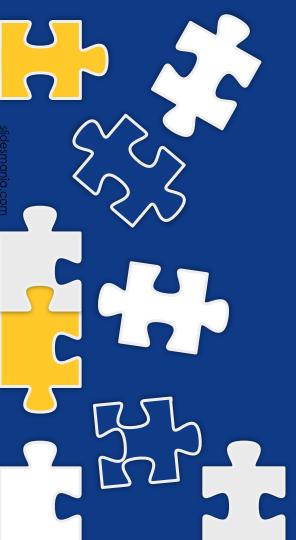
Professional Learning

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, staff morale will increase 10% as measured by the annual school climate survey. We will achieve this through the implementation of targeted strategies including structured support systems, positive feedback or recognition, and team building activities.

Evidence-based Intervention: Shared/Collective Leadership
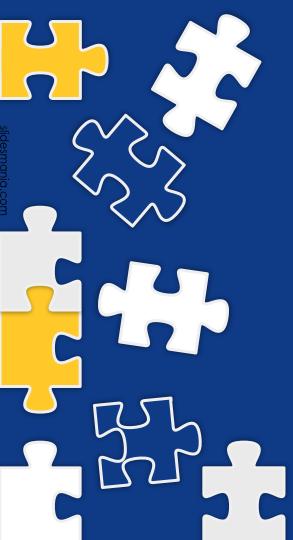
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School Climate Supports

Student Measures:
- Measure an increase in student survey satisfaction indicating higher perceptions of staff positivity and support.
- Track improved student attendance rates (as higher staff morale correlates with positive classroom climate).

Staff Measures:
- Track the number of staff participating in shared decision making.
- Measure improved staff morale using staff climate survey scores.

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School Climate Supports

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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