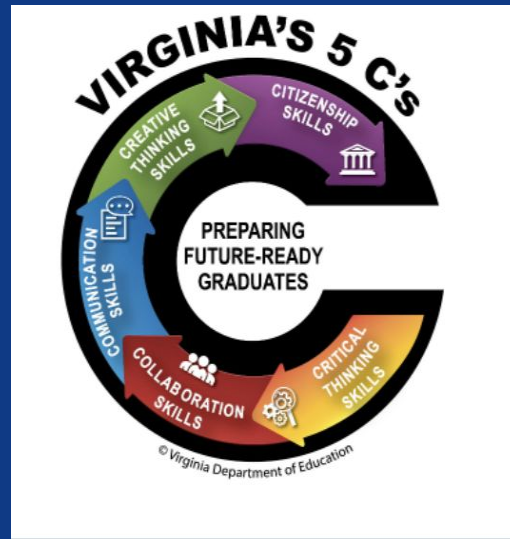




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SUFFOLK PUBLIC SCHOOLS School Performance Plan

John Yeates Middle School
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 June 2025, the English achievement for students with disabilities will increase in the pass rate to 75%, as measured by the English SOL test pass rate. This will be achieved by implementing individualized instructional strategies and interventions, providing targeted support such as specialized reading and writing programs, and conducting bi-monthly progress reviews.

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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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.
- 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.

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 2025, the Mathematics achievement for students with disabilities will decrease in failure rate by 10%, as measured by the Mathematics SOL test pass rate, through the implementation of individualized instructional strategies, targeted interventions, and regular progress monitoring.

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

Student Measures:

- Track the percentage of students with disabilities who meet or exceed their individualized learning goals set in their instructional plans.
- Measure the percentage increase in scores on common formative assessments administered throughout the year, specifically designed to gauge progress in key mathematical concepts.



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Math (con't)

Staff Measures:

- Track the percentage of teachers who are effectively implementing individualized instructional strategies and interventions for students with disabilities, as observed through lesson plans, classroom observations, and teacher self-reports.
- Monitor the percentage of mathematics teachers who complete professional development sessions focused on differentiated instruction and best practices for teaching students with disabilities. Additionally, assess how well these teachers apply the new strategies in their classrooms, as evaluated through follow-up observations and feedback.

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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Science

SMART Goal: By June 2025, the Science achievement for students in Physical Science classes will increase from 69% to at least 75%, 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: "Inquiry-Based Learning (IBL) with Lab Experiences."

Student Measures:

- Track student growth through the use of CFA's and other formative/summative assessments
- Measure the level of student participation and engagement in hands-on inquiry activities.



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Science

Staff Measures:

(con't)

- Track the percentage of science teachers who consistently integrate hands-on inquiry based learning strategies into their lesson plans and classroom activities.
- Monitor the percentage of science teachers who complete professional development sessions focused on inquiry-based learning and hands-on science instruction. Additionally, track how many of these teachers apply the strategies learned in their classrooms, as observed through classroom implementation or teacher feedback surveys.

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 2025, the History achievement for students with disabilities will increase from 27% to at least 70%, as measured by the History SOL test pass rate, through the implementation of targeted instructional strategies, data-driven interventions, and enhanced student support systems, ensuring a more robust understanding of historical concepts and skills across the student body

Evidence-based Intervention: "Data-Driven Instruction and Differentiated Learning."

Student Measures:

- Track the percentage of students demonstrating improvement in their formative assessment scores throughout the year.
- Measure student engagement through classroom participation rates, completion of assignments, and involvement in interactive activities such as debates, projects, and discussions. Increased engagement is often a precursor to improved academic performance.



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Social Studies

(cont)

Staff Measures:

Track the percentage of teachers consistently applying differentiated instructional strategies in their history lessons, as observed through classroom observations, lesson plan reviews, and teacher self-reports.

- Monitor the percentage of history teachers who complete targeted professional development sessions focused on data-driven instruction, differentiated learning, and effective history teaching practices. Ensure that the acquired strategies are being implemented in the classroom, with follow-up observations or surveys to gauge impact.

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: Increase teacher retention rates by 10% compared to the previous school year by implementing targeted support programs and initiatives focused on mentorship, professional development, and student and staff wellness, thereby fostering a stable and positive school culture and climate by the end of the 2024-2025 academic year.

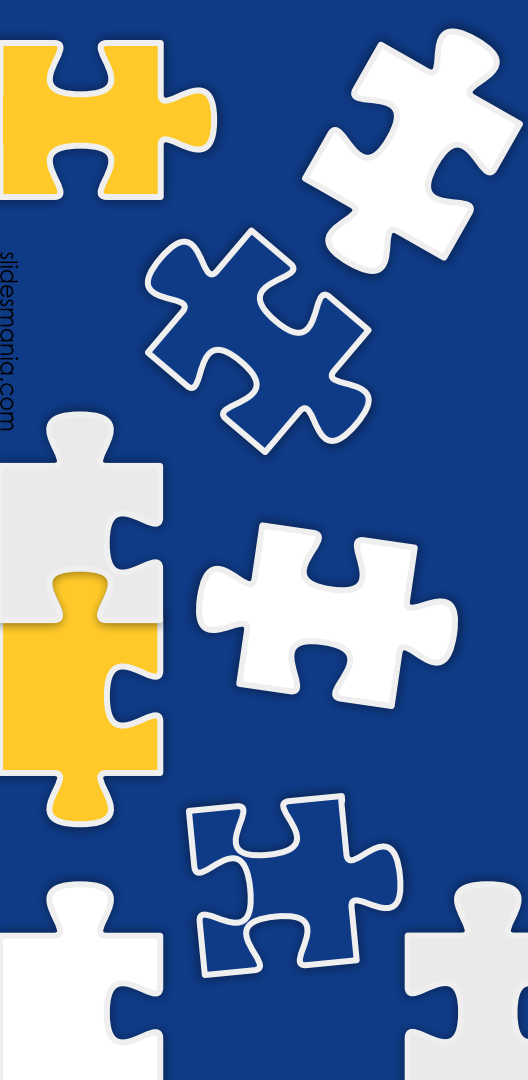
Evidence-based Intervention: Comprehensive Induction and Mentorship Programs

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. 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.

- Monitor the percentage of students meeting or exceeding their Individualized goals by the end of the 2024-2025 school year, indicating the effectiveness of the instruction provided.

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

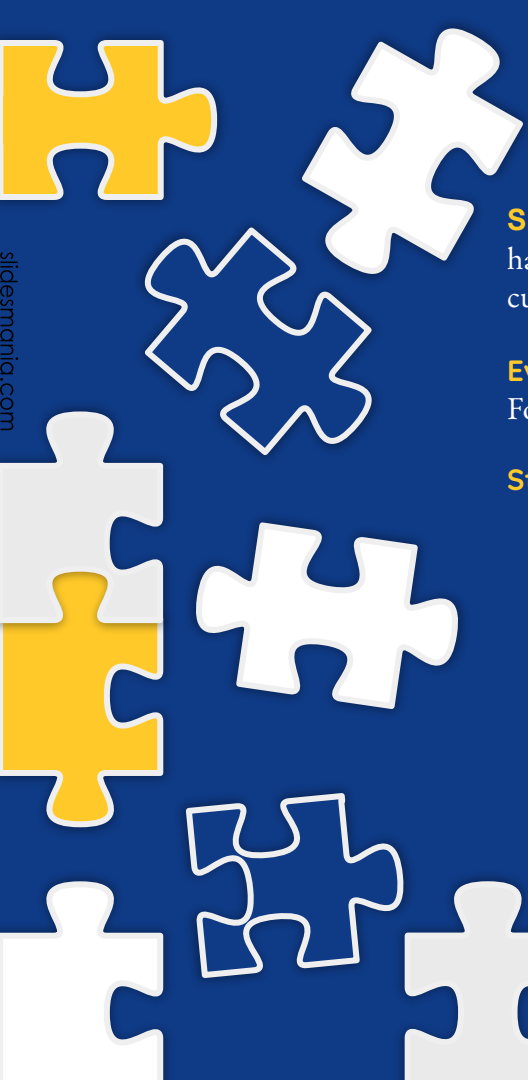
Professional

Learning Supports

Logistical & Operational, Instructional Support Cycles,
Career Development



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Professional Learning

SMART Goal: By the end of the 2024-2025 school year, all teachers and long-term substitutes will have completed a series of at least 6 professional learning sessions focused on a positive school culture which impacts students' achievement.

Evidence-based Intervention: Implementation of a school wide book discussion "Energy Bus For Schools"

Student Measures:

- Improvement in Academic Performance: Track the percentage of students who show measurable improvement in their academic performance, as indicated by assessments, progress reports, or standardized test scores, following the implementation of specially designed instruction.
- Increase Goal Achievement: Monitor the percentage of students meeting or exceeding their Individualized goals by the end of the 2024-2025 school year, indicating the effectiveness of the instruction provided.



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Professional Learning

(con't)

Staff Measures:

- **Completion Rate of Professional Learning Sessions:** Track the percentage of teachers and long-term substitutes who complete all required professional learning sessions on specially designed instruction by the end of the school year, with a target of 100% participation.
- **Application of Learned Strategies:** Assess the extent to which teachers and long-term substitutes are applying the strategies learned during the professional learning sessions in their classrooms, using classroom observations, lesson plan reviews, or self-assessments.

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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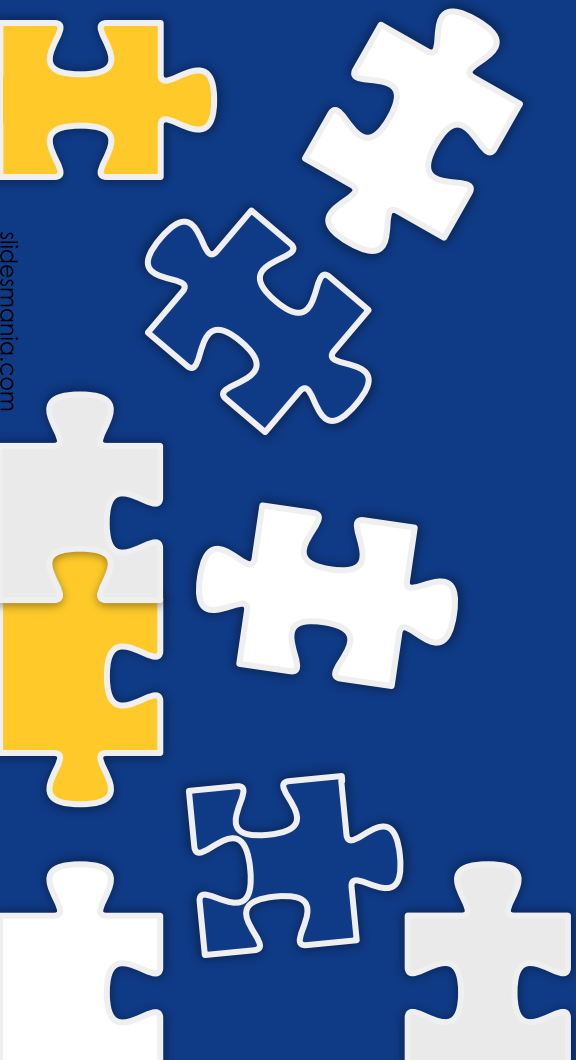
Domain IV

School Climate

Supports



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School Climate Supports

SMART Goal: By June 2020, referrals occurring in the classroom will decrease by 10% as measured by office disciplinary referrals reported in eSchool.

Evidence-based Intervention: School leadership teams and Tier I PBIS teams will utilize the Determining School Wide Problems and data reports from Unified Insights to identify the top three problem areas, possible reasons, and possible solutions.

Student Measures:

- Decrease in the number of incidents in the top three areas after identifying problem areas, reasons, and solutions.
- 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:

- Increase in teacher presence in the top three areas to assist in the reduction of incidents as assigned duty and monitored daily by administration.
- Track and monitor the implementation of PBIS strategies with fidelity and consistency

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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