

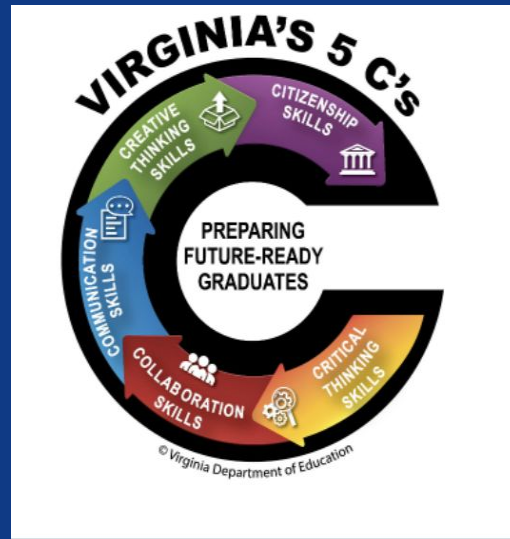


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SUFFOLK PUBLIC SCHOOLS

King's Fork Middle School 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 June 2025, there will be an increase of at least 10% for each focus subgroup in the area of English with emphasis on Tier 1 instruction, Differentiated Instruction (DI), targeted interventions, and vocabulary.

Evidence-based Intervention: Tier 1 instruction and Differentiated Instruction (DI).

Student Measures:

- Track and support student growth using both formative and summative classroom assessments (informal observations, quizzes, and class activities) throughout the academic year; Provide ongoing feedback that helps us understand each student's learning process and adjust instruction to meet their individual needs.
- Track and support student progress through checkpoints, interim reports, and report cards; Checkpoints (periodic quizzes and assessments), provide immediate feedback on student understanding and allow for timely adjustments in instruction to address learning needs; Obtaining a snapshot of student progress at key intervals with checkpoints; Gauging academic performance and identifying areas for improvement with interim reports; Reflecting overall performance and progress through report cards.



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English (con't)

Staff Measures:

- Utilize walkthroughs and observations; Active participation in Professional Learning Communities (PLCs) and targeted professional development; Providing tailored feedback and support to enhance instructional effectiveness.
- Sharing insights, strategies, and resources to improve instructional practices and address common challenges; Aligning curriculum and instructional strategies to ensure continuity and progression in student 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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Math

SMART Goal: By June 2025, achieve 70% student proficiency in mathematical concepts by enhancing skill levels, improving familiarity with the Desmos calculator, and incorporating vocabulary through exploration within high-yield routines and small group instructional strategies.

Evidence-based Intervention:

Small group instruction involves dividing students into smaller, focused groups to provide personalized attention, address specific learning needs, and facilitate targeted support that enhances understanding and skill development.

Student Measures:

- Track student performance on regular mathematics proficiency assessments that align with key concepts and skills. This includes both formative assessments throughout the year and summative assessments at key points to measure progress toward the 70% proficiency goal.
- Monitor students' usage and proficiency with the Desmos calculator through assignments, quizzes, and practice activities. Assess how well students apply the calculator to solve mathematical problems and complete tasks.



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Math (con't)

Staff Measures:

- Evaluate the frequency and quality of high-yield routines and small group instructional strategies used by teachers through classroom observations, lesson plan reviews, and teacher self-reports.
- Track teacher participation in professional development sessions focused on using the Desmos calculator, high-yield routines, and effective vocabulary instruction. Assess how teachers apply these strategies in their classrooms through 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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Science

SMART Goal: By June 2025, increase student proficiency in science by 10% by enhancing foundational skills through small group vocabulary sessions, increasing academic rigor, and addressing skill deficits from previous grades.

Evidence-based Intervention: Small group instruction involves dividing students into smaller, focused groups to provide personalized attention, address specific learning needs, and facilitate targeted support that enhances understanding and skill development.

Student Measures:

- Track changes in student proficiency levels on science assessments, including formative, summative, and standardized tests.
- Assess students' understanding and application of key science vocabulary through quizzes, written assignments, and oral presentations.



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Science (con't)

Staff Measures:

- 1) Evaluate the level of academic rigor and the adjustments made to address skill deficits through classroom observations and review of instructional materials.
- 2) Monitor the frequency and effectiveness of small group vocabulary sessions through lesson plans, classroom observations, and feedback from teachers.

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 June 2025, we aim to raise the social studies student achievement rate for students by 10% by strategically implementing instructional best practices, including building vocabulary and small group instruction, conducting progress monitoring through data disaggregation and discussions, and focusing on targeted interventions.

Evidence-based Intervention: Vocabulary involves the use and development of a broad range of words and terms to enhance students' language skills and comprehension. It includes teaching new words, their meanings, pronunciations, and proper usage in context. Research shows building vocabulary helps students better understand and express ideas, improving their reading, writing, and communication abilities across all subjects.

Student Measures:

- Track the percentage of students who meet or exceed proficiency levels on social studies assessments, including formative, summative, and standardized tests.
- Evaluate students' understanding and application of key social studies vocabulary and concepts through quizzes, written responses, and class discussions.



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Social Studies (con't)

Staff Measures:

- 1) Conduct regular observations and review lesson plans to assess how consistently teachers are implementing instructional strategies such as vocabulary building, small group instruction, and targeted interventions.
- 2) Monitor the frequency and quality of data disaggregation meetings and progress monitoring sessions among staff. Review how effectively teachers are using data to adjust instruction and interventions.

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: (Evidence-based) Strategy Name: Best practices in K-12 HR.

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.
- 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: By June 2025, the teachers will attend 4 targeted professional learning opportunities focused on effective classroom management, time management, Tier 1 instruction and small group instruction.

Evidence-based Intervention: Coaching and Feedback Cycles

Student Measures:

- Improvement in Academic Performance: Track the percentage of students with disabilities who show measurable improvement in their academic performance, as indicated by assessments, progress reports, or standardized test scores, following the implementation of strategies learned during PD.
- Monitor changes in student engagement levels as reported by teachers and observed through student feedback and classroom assessments.



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Professional Learning (con't)

Staff Measures:

- Track the number of teachers who complete the four targeted professional learning opportunities by the end of the specified period.
- Evaluate how teachers apply the skills and strategies learned from the professional learning opportunities in their classroom practices. This can be assessed through classroom observations and self-reports.

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 2025, referrals occurring in the classroom will decrease by 10% as measured by office disciplinary referrals reported in eSchool.

Evidence-based Intervention: Decrease in the number of incidents in the top three areas after identifying problem areas, reasons, and 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)

SMART Goal: By June 2025, we will implement a structured mentorship program for new hires, collaborate with experienced staff members to provide guidance and support, and identify and offer relevant professional development opportunities tailored to the new hires' needs.

Evidence-based Intervention: Teacher Mentorship Program

Staff Measures:

- Track the participation rates of new hires in the mentorship program. This can be done by monitoring attendance at scheduled mentorship meetings and tracking engagement through feedback forms.
- Conduct surveys or interviews with new hires to assess their satisfaction with the mentorship program and the perceived value of the guidance and support they received.

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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