

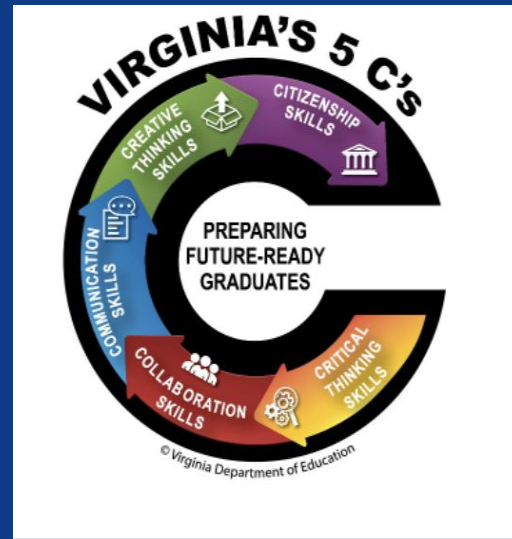


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# SUFFOLK PUBLIC SCHOOLS

## Southwestern Elementary 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, students with disabilities in grades 3-5, will increase their performance on the state reading test by 10%, 46.7% to 56.7%, through the use of SDI Profiles, progress monitoring, and Inclusive Tier I practices.

## Evidence-based Intervention:

Using SDI profiles, teachers will capitalize on students strengths with continued progress monitoring.

## Student Measures:

- **Improvement in Standards of Learning (SOL) Mastery:** 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.
- **Progress in Targeted Skill Groups:** 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:

- **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.
- **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.

**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 students in grades k-5 will demonstrate growth in the areas of number and number sense, as measured by SOL data and STAR math diagnostic result.

**Evidence-based Intervention:** Implement high-yield math strategies.

**Student Measures:**

- **Growth in Individualized Learning Goals:** Track the percentage of students who meet or exceed their individualized learning goals set in their instructional plans.
- **Performance Improvement in Common Formative Assessments:** 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:

- **Implementation of Individualized Instructional Strategies:** Track the percentage of teachers who are effectively implementing individualized instructional strategies and interventions for students as observed through lesson plans, classroom observations, and teacher self-reports.
- **Completion of Professional Development:** Monitor the percentage of teachers who complete professional development sessions focused on differentiated instruction and best practices for teaching.

**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, students in grade 5 will increase their SOL pass rate from 72% to 75% by implementing targeted instructional strategies, providing tailored interventions for struggling students, and regularly monitoring progress to ensure continuous improvement.

**Evidence-based Intervention:** Inquiry based labs at all grade levels.

## **Student Measures:**

**Improvement Assessment Scores:** Track student growth through the use of CFA's and other formative/summative assessments

**Increase in Student Engagement in Inquiry Activities:** Measure the level of student participation and engagement in hands-on inquiry activities.



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# Science (con't)

## Staff Measures:

**Implementation of Hands-on Inquiry based Strategies:** Track the percentage of science teachers who consistently integrate hands-on inquiry based learning strategies into their lesson plans and classroom activities.

**Professional Development on Inquiry-Based Instruction:** Monitor the percentage of teachers who complete professional development sessions focused on inquiry-based learning and hands-on science instruction.

**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, fourth-grade students will increase their performance on the Virginia Studies state test by 10% through focused instructional strategies, regular practice assessments, and targeted interventions for areas of weakness.

**Evidence-based Intervention:** Employ text dependent assessments that require critical thinking and analysis for determining answers about VA Studies.

## Student Measures:

- **Improvement in Standards of Learning (SOL) Mastery:** 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.
- **Progress in Targeted Skill Groups:** 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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# Social Studies (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.
- **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.

**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 II

# Staffing Supports

Teacher Recruitment, Prioritized Placement



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# Staffing Supports

**SMART Goal:** By June of 2025, SWES will retain highly qualified instructional and support personnel as evidenced by staff turnover of less than 5% by implementing comprehensive retention strategies.

**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.
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- 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 the end of the 2024-2025 school year, all teachers and long-term substitutes will have completed a series of at least 4 professional learning sessions focused on inclusive tier 1 instruction, with the goal of improving student achievement. Participation will be tracked to ensure 100% completion, with sessions offered in various formats to accommodate all staff, and progress monitored quarterly.

**Evidence-based Intervention:** "Coaching and Feedback Cycles."

## 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 inclusive tier 1 instruction.
- **Monitoring of Goals:** Monitor the percentage of students who are meeting and exceeding their anticipated growth goals by the end of 2024-2025 school year.



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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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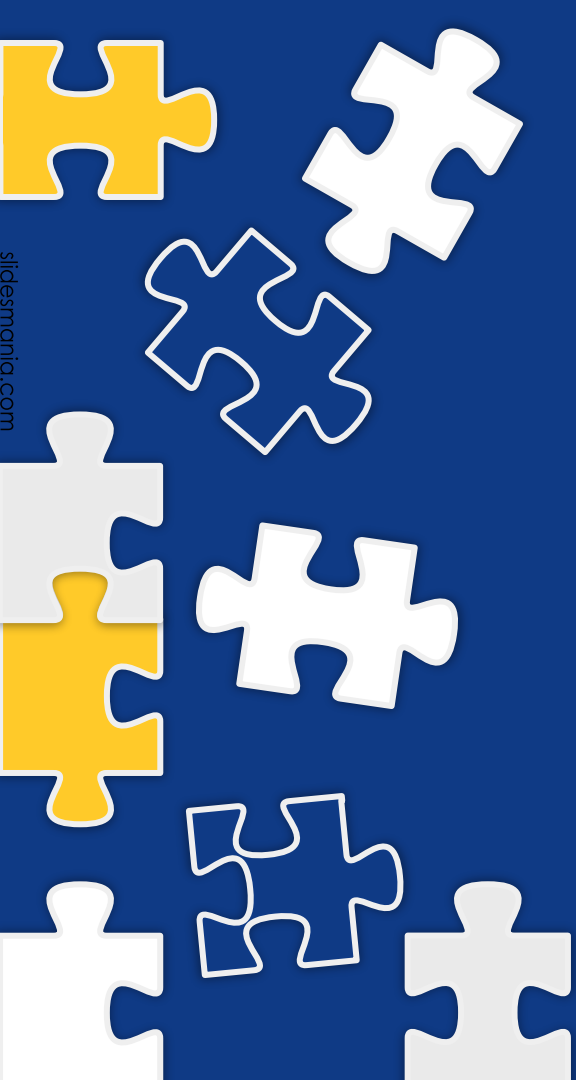
# **Domain IV**

# **School Climate**

# **Supports**



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# School Climate Supports

**SMART Goal:** By June 2025, the survey results from SVE's staff perception survey results, "Discipline policies at my school are effective in addressing unwanted student behaviors", will increase from 71% to 78%

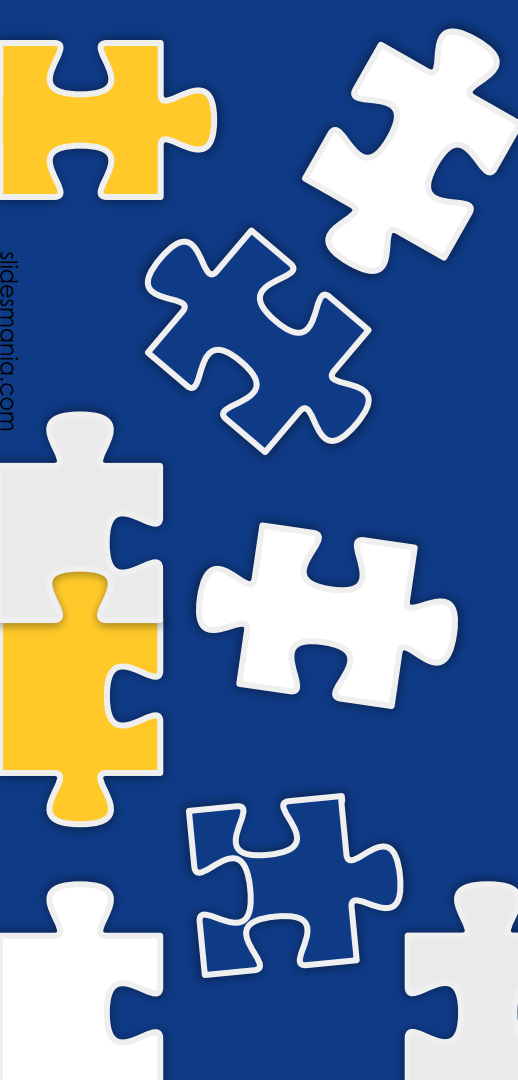
**Evidence-based Intervention:** School leadership teams and Tier I and Tier 2 PBIS teams will analyze student behaviors and needs and provide supports and interventions for students as needed.

## Student Measures:

- Decrease unwanted student behaviors for teachers by increasing classroom and school-wide expectation supports
- 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 areas for unwanted behaviors (hallway, playground, etc.) and provide support for classroom expectations/management.
- 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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