



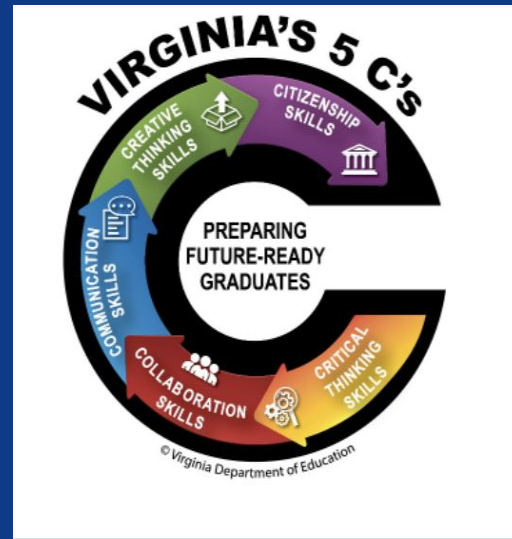
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# SUFFOLK PUBLIC SCHOOLS

Colonel Fred Cherry  
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, we will increase the percentage of students with disabilities passing the reading SOL assessment from 52% to 70% through the use of Explicit Instruction, Data Collection and Analysis, Flexible Grouping, Differentiated Instruction, Training and Support

**Evidence-based Intervention:** Teachers will provide explicit instruction, collect and analyze data, provide flexible grouping and differentiated instruction while being provided continuous training and support.

**Student Measures:**

- Track the percentage of students with disabilities who meet or exceed benchmark goals by using the Specially Designed Instruction profile tracker.
- Track the percentage of students with disabilities who meet or exceed their individualized learning goals set in their instructional plans.



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# English (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 and classroom observations.
- Monitor the opportunities for tier II and Tier III supports offered to students who are not meeting academic expectations, through observations, lesson plans and data tracking forms.

**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, we will increase the percentage of students with disabilities passing the Math SOL assessment from 62% to 70%, through the implementation of individualized instructional strategies, targeted interventions, and regular progress monitoring.

**Evidence-based Intervention:** Implement and monitor high quality, tier I, mathematics instruction based on the National Teachers of Mathematics effective teaching practices and utilize small group instruction to provide targeted interventions.

**Student Measures:**

- Track the percentage of students with disabilities who meet or exceed benchmark goals by using the Specially Designed Instruction profile tracker.
- Track the percentage of students with disabilities who meet or exceed their individualized learning goals set in their instructional plans.



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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 and classroom observations.
- Monitor the opportunities for tier II and Tier III supports offered to students who are not meeting academic expectations, through observations, lesson plans and data tracking forms.

**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, students will increase their knowledge of Earth and Space Systems by increasing their mastery of this reporting category from 58% to 65% on the SOL assessment. This will be achieved through hands-on inquiry labs and common assessments, with progress monitored quarterly to adjust support as needed.

**Evidence-based Intervention:** Teachers will implement and monitor hands-on inquiry (division-made labs) & common assessments to provide targeted support.

**Student Measures:**

- Teachers will track student growth on Common Formative Assessments in the category of Earth and Space Systems, specifically.
- Track student participation in hands-on inquiry through observation and performance as outlined in the teacher gradebook.



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# Science (con't)

## Staff Measures:

- We will Track the percentage of science teachers who consistently integrate hands-on inquiry based learning strategies into their lesson plans and classroom activities.
- Teachers will monitor students who fail to meet at least 70 on CFA's and provide opportunities for reteaching and remediation.

**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, students will increase their knowledge of Structure of American Government by increasing their mastery of this reporting category from 60% to 70% on the SOL assessment. through the use of Data-Driven Instruction and Differentiated Learning.

**Evidence-based Intervention:** Teachers will use data-driven Instruction and differentiated learning to inform instruction and tailoring learning experiences to meet the needs of all students.

**Student Measures:**

- Teachers will 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 (con't)

## Staff Measures:

- We will 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:** By the end of the 2024-2025 school year, increase teacher retention by 10% through effective communication, increased opportunity for autonomy and staff team building thereby fostering a stable and positive school culture and climate by the end 24-25 academic year.

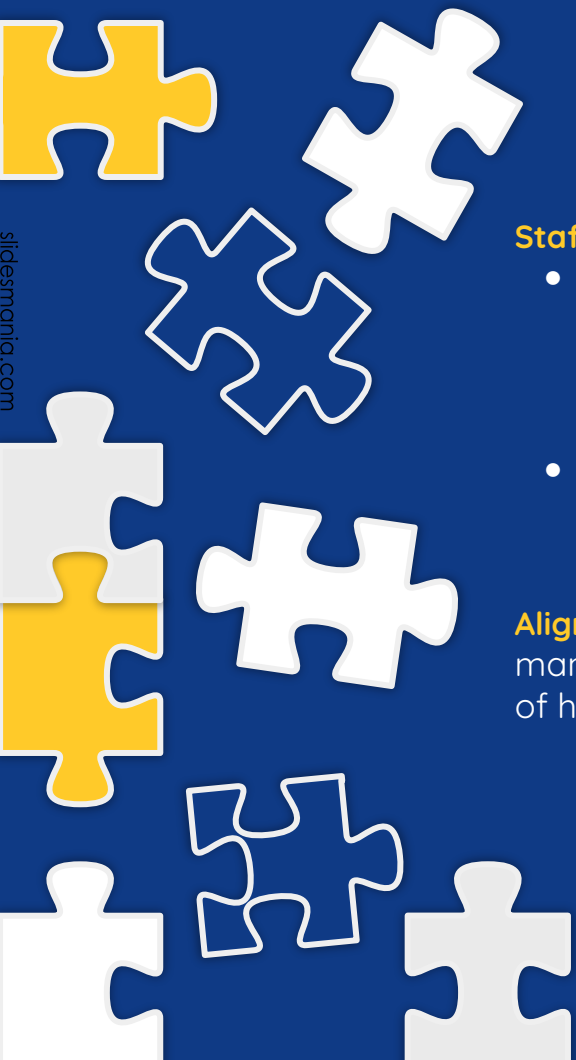
**Evidence-based Intervention:** Teachers will participate in the Teacher Mentor Program which is designed to support the professional growth and development of teachers.

**Student Measures:**

- Teachers who are supported will yield students with proficient academic performance. We will track student common formative assessment data to assess teacher needs for support.
- Improved classroom environment as indicated by a decrease in discipline referrals resulting in out of school suspensions.



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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 6 professional learning sessions focused on specially designed instruction, with the goal of improving student achievement for students with disabilities. 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 will be utilized to promote the sustained implementation of new teaching strategies. This approach ensures that professional learning is not just a one-time event but an ongoing process that leads to meaningful changes in instructional practice, ultimately improving outcomes for students with disabilities.

## Student Measures:

- We will 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 specially designed instruction.
- Increase in IEP Goal Achievement: Monitor the percentage of students with disabilities meeting or exceeding their Individualized Education Program (IEP) 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:

- We will 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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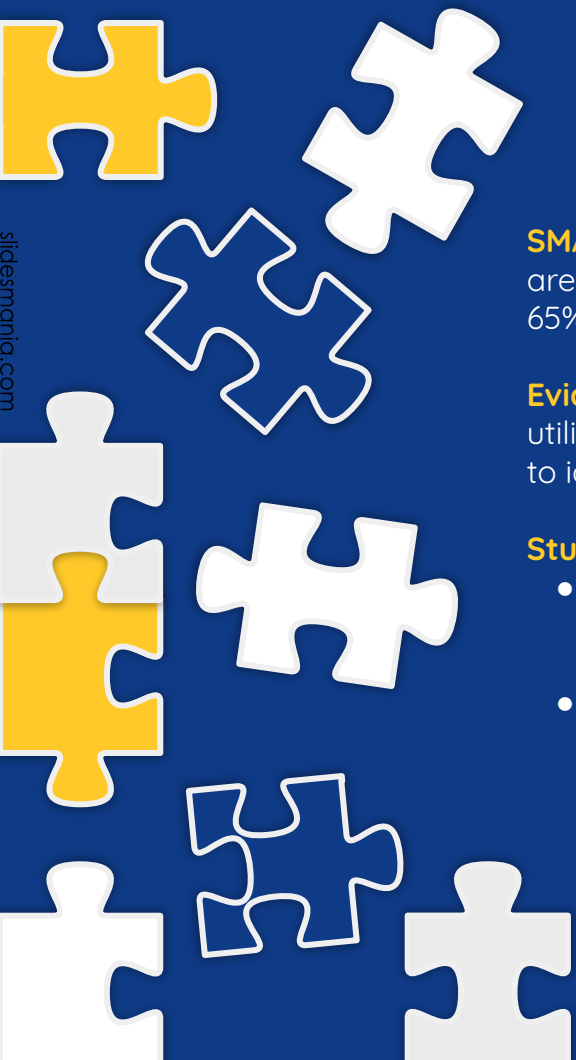
# **Domain IV**

# **School Climate**

# **Supports**



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# School Climate Supports

**SMART Goal:** By June 2025, the percentage of staff members that discipline policies are effective in addressing unwanted student behaviors will increase from 50% to 65%

**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:**

- There will be a decrease in the number of student incidents in the top three problem areas.
- 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:

- We will Increase teacher presence in the top three problem areas to assist in the reduction of incidents.
- 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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