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PUBLIC SCHOOLS

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John Yeates Middle School

School Performance Plan

2026-2027 SY

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Domain I: Academics

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

2026-2027 SY

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English

SMART Goal: By June 2027, the English achievement for students with disabilities will decrease in failure rate by 10%, 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: 90-90 Reading Instructional Model, Small Group Instruction, Individual Reading Plans-identified students.

Student Measures:

- Track the percentage of students showing improvement in mastery of the 2026 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.
- By June 2027, 100% of students in grades 6-8 will demonstrate improved reading comprehension by completing a minimum of 48 Lexia units per month, with 80% of students reaching or exceeding grade-level benchmarks.



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English

Staff Measures:

- Participate in data analysis discussions to demonstrate their ongoing commitment to refining instructional strategies.
- Track the percentage of teachers who monitor and use student Lexia data to form and regularly adjust flexible groups, ensuring that instruction is effectively differentiated to meet students' evolving needs. This will be monitored through lesson plan observation and identified intervention groups.

Alignment to the Strategic Plan: Goal 2: 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 2027, 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: Implement and monitor high-quality mathematics instruction based on the National Council of 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 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

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 focus 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: 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 2027, the Science achievement for students in Physical Science classes will decrease in failure rate by 10%, as measured by the Physical Science SOL test pass rate, through the implementation of targeted instructional strategies, benchmarks, and data-driven interventions.

Evidence-based Intervention: "Inquiry-Based Learning (IBL) with Lab Experiences."

Student Measures:

- Track student growth through the use of benchmarks, teacher tests and other formative/summative assessments. Measure the level of student participation and engagement in hands-on inquiry activities.
- Track the fidelity of student participation in and attainment of knowledge and skill through inquiry-based activities. This could be tracked through student performance data, observation checklists, student reflections, (and/or) self-assessments.



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Science

Staff Measures:

- Track the frequency and effectiveness of the integration of inquiry based learning into lesson plans and lab-based instructional activities, using an observable instructional practices checklist. This can be monitored through lesson plan reviews, classroom observations, and teacher self-assessments.
- Offer participation in and follow-up support for relevant staff development initiatives including collaborative planning, lesson plan review, and content-specialist support. Track the frequency and effectiveness of inquiry-based learning strategies through classroom observations, lesson plan review, and 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 2027, the History achievement for students with disabilities will decrease in failure rate by 10%, as measured by the History SOL test pass rate, through the implementation of targeted instructional strategies, data-driven interventions, and enhanced student support systems.

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

Staff Measures:

- Track the consistency of differentiated instructional strategy integration in history lessons, as observed through classroom observations, lesson plan reviews, and teacher self-assessments.
- 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.

Alignment to the Strategic Plan: Goal 2: 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

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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 2026-27 academic year.

Evidence-based Intervention: Comprehensive Induction and Mentorship Programs

Student Measures:

- Track the percentage of all students showing improvement in mastery of the 2026 Standards of Learning as measured by regular formative assessments, quizzes, and practice tests. This measure will reflect how well students are grasping the explicitly taught content and progressing toward meeting the standards.
- By June 2027, 100% of students in grades 6-8 will demonstrate improved reading comprehension by completing a minimum of 48 Lexia units per month, with 80% of students reaching or exceeding grade-level benchmarks.



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Staffing Supports

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 2: 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: Organizational Learning

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Logistical & Operational, Instructional Support Cycles,
Career Development

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Organizational Learning

SMART Goal: By the end of the 2026-2027 school year, all teachers and long-term substitutes will have participated in professional learning sessions focused on effective Tier 1 instruction, which impacts students' achievement. Participation will be tracked to ensure 100% completion, with sessions offered in various formats to accommodate all staff, and progress monitored monthly.

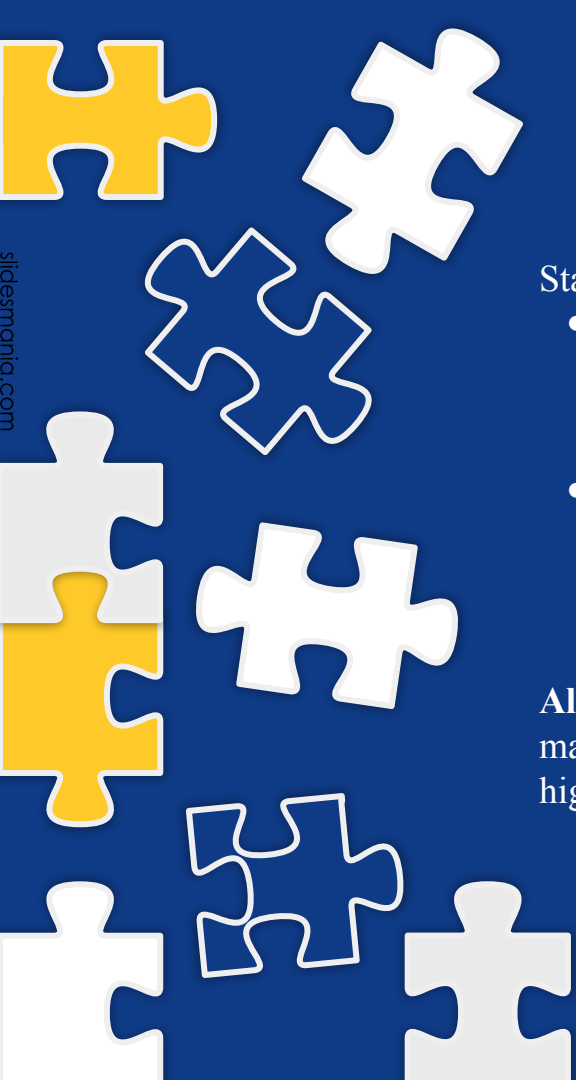
Evidence-based Intervention: Tier 1 Instructional Practice

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 tier 1 instruction.
- Tier 1 Behavior Metrics: Student response to universal behavioral expectations and overall classroom engagement. High rates of disciplinary referrals or absenteeism signal a need to strengthen universal (Tier 1) classroom management and climate routines.



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Organizational Learning

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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Stakeholder Engagement, Student Attendance,
Behavior and Discipline

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School Climate Supports

SMART Goal: By June 2027, we will decrease classroom-based office discipline referrals by 10%, as measured by data in eSchool. This will be achieved by the school's leadership and PBIS teams using Unified Insights data to identify the top three problem areas, their root causes, and develop targeted solutions.

Evidence-based Intervention: School leadership teams and Tier I PBIS teams will utilize the Determining School Wide Problems tool 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

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.
- Implementation of PBIS strategies with fidelity and consistency - reinforce teacher presence in identified "hotspots" especially during student arrival, transition, lunch periods, and dismissal time.

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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Defining Distinction

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Current Status: On Track

As a result of changing cut scores and standards, JYMS will focus on maintaining “On Track” status for the 26-27 school year and strive for “Distinction” for the the 27-28 school year.

2026-2027 SY

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