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King's Fork High 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 SOL pass rate for students with disabilities will increase to at least 60%, and the overall English SOL pass rate will rise to 90%. These improvements will be driven by the implementation of individualized instructional strategies, targeted interventions, and specialized reading and writing programs. Progress will be monitored through bi-monthly reviews. Effectiveness will be measured through ongoing formative assessments and instructional adjustments based on student progress.

Evidence-based Intervention: Explicit Instruction, Data Collection and Analysis, Flexible Grouping, Differentiated Instruction, Training and Support

Student Measures:

Improvement in Standards of Learning (SOL) Mastery: Monitor the percentage of students demonstrating growth in mastery of the current Standards of Learning through ongoing formative assessments, quizzes, and practice tests. This metric will indicate student understanding of explicitly taught content and progress toward meeting grade-level standards.

Progress in Targeted Skill Groups: Track the percentage of students demonstrating increased mastery of the current Standards of Learning, as measured by routine formative assessments, quizzes, and practice tests. This data will provide insight into how effectively students are understanding explicitly taught content and advancing toward proficiency in the standards.



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English

Staff Measures:

Consistency and Fidelity of Explicit Instruction Implementation: Participate in data analysis discussions to demonstrate their ongoing commitment to refining instructional strategies. 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.

Data-Driven Instructional Adjustments: Monitor the percentage of teachers who consistently utilize student performance data to create and routinely adjust flexible instructional groups, ensuring that differentiation is responsive to students' changing academic 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 2027, the Mathematics SOL pass rates for students with disabilities will increase from 70% to at least 75%. This improvement will be achieved through the use of individualized instructional strategies, targeted interventions, and consistent progress monitoring.

Evidence-based Intervention: "Show Me" with Monitoring and Feedback Loops

Student Measures:

Growth in Individualized Learning Goals: Track the percentage of students with disabilities who meet or exceed their individualized learning goals set in their instructional plans. This can be measured through progress reports and assessments tailored to each student's specific needs and objectives, demonstrating their advancement toward achieving the 60% pass rate target.

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. This measure will provide insights into how well students with disabilities are progressing towards the 60% pass rate goal by assessing their understanding and application of critical skills.



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Math

Staff Measures:

Performance Improvement in Common Formative Assessments: Measure the percentage increase in scores on common formative assessments (students with disabilities) administered throughout the year, specifically designed to gauge progress in key mathematical concepts.

Completion of Professional Development: Monitor the percentage of teachers effectively implementing individualized instructional strategies and interventions for students with disabilities, as evidenced through lesson plans, classroom observations, and teacher self-reflections.

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 2027, student proficiency rates on the Virginia Science Standards of Learning (SOL) Assessments are expected to increase by at least 10% through the consistent use of high-quality, phenomena-based instruction, structured student discourse, data-driven practices, and targeted interventions at King's Fork High School.

Evidence-based Intervention: The 5E Instructional Model (Engage, Explore, Explain, Elaborate, Evaluate), Claim-Evidence-Reasoning (CER), Data-driven flexible grouping

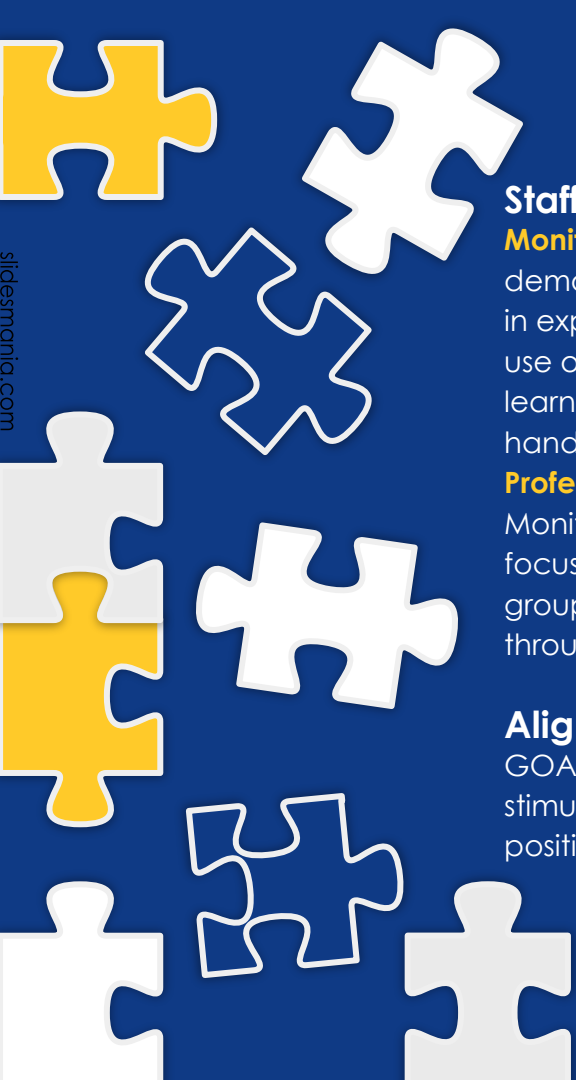
Student Measures:

Assessment Score Improvement: Student growth will be monitored using district-developed formative and summative assessments. Assessment data will be analyzed to track progress, identify learning gaps, and inform targeted instructional support

Increase in Student Engagement and Scientific Reasoning Through CER and the 5E Instructional Model: Student engagement during hands-on investigations and the effectiveness of students' application of the Claim-Evidence-Reasoning (CER) framework to explain scientific phenomena and support conclusions with evidence will be systematically monitored. Engagement and scientific reasoning will be evaluated using classroom observation checklists, student reflections and self-assessments, CER rubrics, writing samples, and classroom discussions. Indicators of growth will include increased participation in scientific investigations and enhanced ability to accurately connect claims to evidence and scientific reasoning.



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Science

Staff Measures:

Monitoring 5E, Grouping, and Inquiry: Classroom walkthroughs and lesson plan evaluations must demonstrate clear integration of the 5E instructional model and emphasize student engagement in exploration and sense-making activities. Evidence of flexible grouping is indicated by teachers' use of formative assessment data to adjust groupings and differentiate instruction. Inquiry-based learning is reflected in student-led investigations, purposeful questioning, and the application of hands-on materials and scientific tools.

Professional Development for Effective Science Instruction:

Monitor the proportion of science teachers participating in professional development sessions focused on the 5E Instructional Model, inquiry-based learning, and data-informed flexible grouping. Additionally, assess the implementation of these instructional strategies in classrooms through lesson plan reviews, classroom observations, and analysis of teacher feedback surveys.

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 2027, student achievement in History is projected to increase from 55% to at least 65%. This improvement will be achieved through targeted instructional strategies, data-driven interventions, and enhanced student support systems, thereby fostering a more comprehensive understanding of historical concepts and skills among students.

Evidence-based Intervention: Inquiry-based learning will be implemented and monitored by encouraging students to formulate questions, conduct research, and examine historical events or social issues using primary sources. Strategies such as flexible grouping, systematic data collection, and flipped classrooms further promote interactive and differentiated learning through data-driven instruction.

Student Measures:

Increase with Assessment Scores: Weekly formative assessments, such as exit tickets and teacher-led quizzes, should be implemented to monitor the percentage of students demonstrating mastery and improvement in each area throughout the 2026-2027 school year.

Increase in Student Engagement: Student engagement should be assessed through reflections, discussions, group activities such as debates and projects, completion of daily assignments, and classroom participation. These measures are expected to enhance academic performance.



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Social Studies

Staff Measures:

Implementation of Differentiated Instruction: Monitor the proportion of teachers who align unit and lesson plans with established standards and pacing guides by employing differentiated instructional strategies.

Completion of Professional Development: Quarterly professional learning sessions will be implemented to address historical inquiry, literacy across content areas, and culturally responsive pedagogy.

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

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Teacher Recruitment & Prioritized Placement

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Staffing Supports

SMART Goal: By June 2027, King's Fork High School will partner with the School Administrative Offices and the iTeach program and utilize Associate Teacher placements to increase the number of qualified candidates in the building by 5%.

Evidence-based Intervention: Comprehensive Induction and Mentorship Programs

Student Measures:

Monitor and analyze data on student disciplinary incidents--including suspensions, detentions, and behavior referrals--before and after the implementation of support programs to assess their impact on student behavior.

Track formative assessment performance (exit tickets, quizzes, tests) to monitor day-to-day learning progress of those teachers with mentors/iTeach teachers vs. traditionally certified teachers.



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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 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: Organizational Learning

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Logistical & Operational, Instructional Support Cycles,
Career Development

2026-2027 SY

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Organizational Learning

SMART Goal: By the end of the 2026-2027 school year, 100% of teachers will consistently and accurately use formative assessments to guide instruction and planning, as measured by lesson plan reviews and classroom observations.

Evidence-based Intervention: By the end of the 2026-2027 school year, 100% of teachers will consistently and accurately use formative assessments to guide instruction and planning, as measured by lesson plan reviews and classroom observations.

Student Measures:

Student academic growth as evidenced by improved performance on formative and summative assessments during the 2026-2027 school year.

Increased student engagement and ownership of learning, as evidenced by increased participation in classroom activities aligned to formative assessment data.



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Organizational Learning

Staff Measures:

Percentage of teachers consistency using student assessment data to plan, adjust, and differentiate instruction.

Percentage of teachers actively participating in structured data discussions to identify trends, gaps, and next steps.

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, classroom-related office disciplinary referrals recorded in eSchool will decrease by 12% based on baseline data from the 2025-2026 school year. This reduction will be supported through the revision and reinforcement of classroom expectations, along with the implementation of clear and structured learning environments for students.

Evidence-based Intervention: School leadership teams and the Administrative team will use the SPS Problem Solving Tier I agenda and data reports from the Unified Insights to identify the top three areas of concern, analyze potential causes, and develop targeted solutions.

Student Measures:

Decrease in the number of incidents in the top three areas after identifying problem areas, reasons, and solutions through Unified Insight data.

Track and compare quarterly data on student disciplinary incidents (e.g., suspensions, detentions, and eSchool behavioral referrals) before and after implementing targeted support programs to evaluate positive shifts in student behavior.



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School Climate Supports

Staff Measures:

Increase teacher presence in the top three identified areas to help reduce incidents, with staff assigned to these locations and daily monitoring conducted by administration.

Consistent and faithful implementation of PBIS strategies, monitored through administrative walkthroughs and climate feedback surveys.

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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Three E Readiness: Enrollment, Employment, and Enlistment

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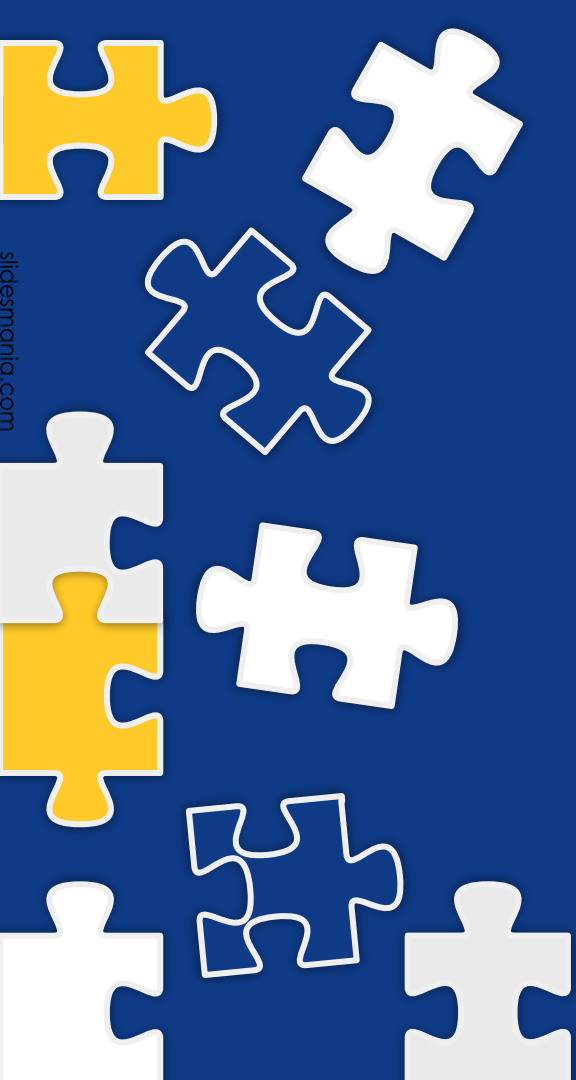
Enrollment, Employment, and Enlistment
High School Only

2026-2027 SY

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Three E Readiness

SMART Goal: By the end of the 2026–2027 school year, CTE teachers will ensure that 100% of their enrolled students achieve a score of 80% or higher on their Student Competency Rating Sheets.

Student Measures:

The percentage of enrolled students who achieve 80% or higher on interim skill assessments or task checklists evaluated each grading period.

The individual student gap (in percentage points) between current rating sheet performance and the target 80% threshold, tracked monthly to flag students requiring targeted intervention.



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Three E Readiness

Staff Measures:

Every 4.5 weeks teachers will have updated all task competencies in the CTE Rated sheets taught during that pacing period for targeted remediation for specific task competencies

The percentage of students scoring below 80% on rating sheets who have a documented re-teaching or skill-remediation plan implemented by the CTE teacher within the 4.5 week time frame.

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, KFHS will focus on obtaining “On Track” status for the 26-27 school year and strive for “Distinction” for the the 27-28 school year.

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