SUFFOLK PUBLIC SCHOOLS

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Kilby Shores Elementary

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 May 2027, increase the English Reading SOL proficiency rate for students with disabilities from 29% to 36%, resulting in a 10% reduction in the percentage of students not meeting proficiency. This improvement will be achieved through consistent implementation of SDI Profiles, targeted specially designed instruction, ongoing progress monitoring, and inclusive Tier I instructional practices.

Evidence-based Intervention: Explicit Tier 1 instruction, progress monitoring, differentiated instruction, embedding of SDI profiles into lesson planning, flexible grouping, explicit reading strategies (Literacy Jots, During Reading Annotation, and QAR after reading).

Student Measures:

- Improvements in Standards of Learning (SOL) Mastery: Monitor the percentage of students demonstrating improvement in mastering the Standards of Learning through regular formative assessments, quizzes, and practice tests.
- Progress in Targeted Skill Groups: Track the percentage of students who show measurable progress in their specific skill areas after engaging in targeted, data-driven skill-based groups.

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English

Staff Measures:

- Consistency in Explicit Instruction:Teachers will participate in regular coaching walkthroughs to monitor consistent implementation of explicit Tier 1 and Tier 2 instruction using UFLI/Core95, Wonders, and Benchmark Phonics/Steps to Advance.
- Data-Driven Decisions: Teachers will use student performance data to create and adjust flexible groups, ensuring instruction meets changing needs and builds on student strengths.

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 May 2027, increase the Math SOL proficiency rate for students with disabilities from 35% to 44%, resulting from a 10% reduction in the percentage of students not meeting proficiency. This improvement will be achieved through consistent implementation of SDI Profiles, targeted specially designed instruction, ongoing progress monitoring, and inclusive Tier I instructional practices.

Evidence-based Intervention: Explicit Tier 1 instruction, progress monitoring, differentiated instruction, embedding of SDI profiles into lesson planning, flexible grouping.

Student Measures:

- Improvements in Standards of Learning (SOL) Mastery: Monitor the percentage of students demonstrating improvement in mastering the Standards of Learning through regular formative assessments, quizzes, and practice tests.
- Progress in Targeted Skill Groups: Track the percentage of students who show measurable progress in their specific skill areas after engaging in targeted, data-driven skill-based groups.

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Math

Staff Measures:

- Implementation of Individualized Instructional Strategies: Teachers will use strategies such as fact fluency, number routines, and manipulatives to support student learning. Walkthroughs and observations will track how consistently and accurately these strategies are implemented.
- Conduction of Observations and Modeling: Teachers will use SDI profiles to plan math lessons that build on student strengths and address their needs.

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 May 2027, the Science achievement for students will increase from 58% to 70% , as measured by the Science SOL test pass rate, through the implementation of targeted instructional strategies, ongoing progress monitoring.

Evidence-based Intervention: Explicit Tier 1 instruction, progress monitoring, and "Inquiry-Based Learning (IBL) with Lab Experiences."

Student Measures:

- Improvement Assessment Scores: Track student growth through the use of formative/summative assessments.
- Increase in Student Engagement and Inquiry Projects: Evaluate students' understanding through lab reports and inquiry projects where they apply through conducting experiments, analyzing data, and drawing conclusions.

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Science

Staff Measures:

- Increase in Student Engagement and Inquiry Projects: Evaluate students' understanding through lab reports and inquiry projects where they apply through conducting experiments, analyzing data, and drawing conclusions.
- Professional Development and Follow-Up Coaching: Provide targeted professional development on science best practices, including explicit instruction, inquiry-based learning, and progress monitoring.

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 May 2027, the Social Studies achievement for students will increase from 56% to at least 70%, as measured by the Social Studies SOL test pass rate, through the implementation of targeted instructional strategies and ongoing progress monitoring.

Evidence-based Intervention: Use of primary sources, project-based learning, cooperative learning, and differentiated instruction.

Student Measures:

- Improvement Assessment Scores: Track student growth through the use of pre/post assessments, checkpoints, and unit tests.
- Increase in Student Engagement and Understanding: Monitor students' understanding of social studies through participation in inquiry projects, role-playing, and group activities.

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Social Studies

Staff Measures:

- Implementation of Inquiry-Based and Project-Based Learning: Monitor how teachers use inquiry-based and project-based strategies in social studies.
- Use of Primary Sources and Literacy Strategies: Monitor how teachers use primary sources and content-area literacy in social studies.

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, 100% of new teachers (8) and paraprofessionals (4) will participate in a structured mentoring and onboarding program, including monthly check-ins, professional learning sessions, and peer support opportunities. Success will be measured by mid-year and end-of-year surveys showing at least 85% of participants reporting they feel supported, confident in their roles, and integrated into the school community, as well as retention of at least 90% of new staff for the following school year.

Evidence-based Intervention: Structured Mentoring Programs, Regular Check-Ins with Administration, Professional Development Opportunities, Social and Team-Building Activities, and Clear Communication

Student Measures:

- Student Engagement and Growth: Track student engagement, participation, and academic growth in classrooms supported by new teachers and paraprofessionals through formative assessments, student work, and classroom engagement indicators.
- Classroom Climate and Behavior Observations: Conduct regular observations of classroom climate and student behavior to assess how effectively new teachers/paraprofessionals are managing classrooms/groups.

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Staffing Supports

Staff Measures:

- Implementation of Mentoring Best Practices: Evaluate the extent to which mentors are implementing best practices in mentoring, such as providing timely feedback, offering support, and engaging in collaborative planning.
- Staff Feedback: Create surveys for mentors to gather feedback on the effectiveness of the mentoring program and the integration of new teachers/paraprofessionals.

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

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Organizational Learning

SMART Goal:

- By May 2027, KSES will maintain at least 90% total agreement of staff who indicate that "Professional development activities connect directly to my work with students in the classroom" by providing targeted professional development that directly supports and enhances classroom instruction.

Evidence-based Intervention: Modeling/Demonstration Lessons, Follow-Up Reflection Sessions, Coaching and Feedback, and Data-Driven PD.

Student Measures:

- Student Engagement and Performance: Track the percentage of students demonstrating growth in targeted instructional areas (e.g., reading comprehension, SOL-aligned skills) through classroom assessments, benchmark tests, and formative data.
- Application of Instructional Strategies: Monitor student performance on assessments and class activities that directly reflect strategies introduced during PD (e.g., comprehension strategies, culturally responsive practices) to measure how effectively students benefit from enhanced instruction.

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Organizational Learning

Staff Measures:

- PD Relevance and Implementation: Teacher survey results on the relevance and impact of PD will be compared with evidence of classroom implementation gathered from coaching observations, lesson plans, and peer feedback.
- PD Relevance and Implementation: Teacher survey results on the relevance and impact of PD will be compared with evidence of classroom implementation gathered from coaching observations, lesson plans, and peer 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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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, teachers will implement consistent, evidence-based behavior management strategies in their classrooms, reducing the number of classroom disciplinary incidents by 10% as measured by monthly discipline reports and classroom observation data (Baseline - 50% of referrals are from the classroom).

Evidence-based Intervention: Positive Behavior Interventions and Supports (PBIS), Restorative Practices, Social-Emotional Learning (SEL) Programs, Classroom Management Training (Based on need), Relationship Building

Student Measure

- Reduction in Disciplinary Referrals: Track the percentage decrease in the number of disciplinary referrals or incidents reported per student over each grading period.
- Increase in Positive Behavior Acknowledgments: Track the percentage increase in positive behavior acknowledgments or rewards given to students (e.g., praise, points, certificates) over each grading period.

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School Climate Supports

Staff Measures:

- Consistency in Behavior Management Implementation: Track the percentage of teachers who consistently apply behavior management strategies, such as Positive Behavior Interventions and Supports (PBIS) or restorative practices, as observed through classroom walk-throughs and evaluations.
- Decrease in Classroom-Based Referrals: Evaluate the percentage decrease in the number of classroom-based disciplinary actions (e.g., shark warning, referrals, etc.) initiated by teachers over a specified period.

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: TBD

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

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