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PUBLIC SCHOOLS

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Creekside Elementary 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 Reading Index score for the State Standards of Learning Assessment will increase from 20.09 to at least 20.59. This will happen through implementation of targeted strategies, individualized support plans, and ongoing progress monitoring to ensure sustained academic growth.

Evidence-based Intervention:

Small Group Instruction, Flexible Grouping, Differentiated Instruction, Explicit Instruction, Science of Reading (phonemic awareness, phonics, fluency, vocabulary, comprehension)

Student Measures:

- Impact of Small Group Instruction: Continuous progress monitoring of student growth with targeted small group instruction aligned to VALLSS assessment data and skills.
- Impact of High Quality Instructional Materials/Cognitive Process Strategies: Track proficiency on Common Formative Assessments aligned to the VDOE standards, specifically designed to gauge progress in key reading concepts. This measure will provide insights into how well students are progressing towards the 73% pass rate goal by assessing their understanding and application of critical skills.



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English

Staff Measures:

- Implementation of Small Group Instructor - Conduct brief, focused observations during small group time. 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.
- Classroom Observation and Audit - Conduct scheduled or unannounced classroom walk-throughs using a structured observation checklist. The checklist would assess the extent to which a teacher is implementing HQIM with integrity.

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.

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 Math Index score for the State Standards of Learning Assessment will increase from 20.70 to at least 21.20. This will happen through the implementation of targeted instructional strategies, individualized support, and ongoing progress monitoring to ensure sustained academic growth.

Evidence-based Intervention:

Explicit Instruction, CRA (Concrete, Representational, Abstract), Math Discourse, Math Manipulatives, Kiddom Math VA Program

Student Measures:

- Impact of Assessment Validation: Track student proficiency on VDOE standards using aligned Common Formative Assessments and Benchmark Assessments.
- Impact of Increased Rigor and Exploration: Track student proficiency on VDOE standards using aligned Common Formative Assessments and Benchmark Assessments.



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Math

Staff Measures:

- Implementation of Assessment Validation: Conduct assessment reviews to measure alignment, rigor and format.
- Implementation of Increased Rigor and Exploration: Conduct targeted observations of Tier 1 instruction to include math discourse, Kiddom Program and math manipulatives.

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.

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 2027, the overall science proficiency rate for the State Standards of Learning Assessments will increase from 73.77% to 78.77%. This will happen through the implementation of targeted instructional strategies focusing on the skills of predicting, inferencing, applying, comparing, analyzing, describing, and evaluating.

Evidence-based Intervention:

- Question-Answer Relationships (QAR) in Science
- Claim-Evidence-Reasoning (CER) framework
- 5E Instruction Model (Engage, Explore, Explain, Elaborate, Evaluate)

Student Measures:

- Impact of Tier 1 Alignment: Student data will be tracked through the use of checkpoints and other formative and summative assessments
- Impact of Student Written Response to Text and Inquiry-Based Experiences
Measure student understanding through written responses to science text and inquiry-based classroom experiences.



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Science

Staff Measures:

- Alignment of Tier 1 Instruction to VDOE Standards: Track teacher implementation of rigorous tier 1 instruction through lesson plans, observation, and gradebook.
- Implementation of Written Response to Text and Inquiry-Based Instruction: Track teacher implementation of student written response to science text and inquiry based activities through lesson plans, observation, and gradebook.

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 overall VA Studies proficiency rate on the State Standards of Learning Assessment will increase from 67.9% to 72.9%. This will be achieved through the implementation of targeted instructional strategies focusing on the skills of predicting, inferencing, applying, comparing, analyzing, describing, and evaluating.

Evidence-based Intervention:

Graphic Organizers

DBQ Document Based-Questions

5E Instruction Model (Engage, Explore, Explain, Elaborate, Evaluate)

Student Measures:

- Performance Improvement on Assessments Student data will be tracked through the use of checkpoints and other formative and summative assessments.
- Increase Student Written Response to Text and Inquiry-Based Experiences Measure student understanding through written responses to history text and inquiry-based classroom experiences.



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Social Studies

Staff Measures:

- Tier 1 Alignment: Track teacher alignment of the written, taught, and tested curriculum through weekly lesson planning meetings.
- Implementation of Written Response to Text: Track teacher implementation of student written response to history text through lesson plans, observation and gradebook.

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 staff serving students with disabilities will receive targeted professional learning, coaching, and ongoing support in the implementation of Tier 1 behavior interventions, proactive classroom management strategies, and individualized behavioral supports. Effective implementation of these staffing supports will contribute to a 10% reduction in SPED classroom discipline referrals, from 78 referrals in 2025–2026 to 70 or fewer referrals in 2026–2027.

Evidence-based Intervention:

Positive Behavioral Interventions and Supports (PBIS) – Tier 1 Implementation



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Staffing Supports

Student Measures:

- SPED Discipline Referral Reduction: By June 2027, the number of classroom discipline referrals for students receiving special education services will decrease by at least 10%, from 78 referrals in 2025–2026 to 70 or fewer referrals in 2026–2027, as measured through monthly discipline data.
- Reduction in Repeat Referrals: By June 2027, the percentage of students receiving special education services who receive three or more classroom discipline referrals will decrease by at least 10% from the 2025–2026 baseline, as measured through quarterly discipline data reviews.



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Staffing Supports

Staff Measures:

- Professional Learning and Coaching: By June 2027, 100% of staff serving students with disabilities will participate in targeted professional learning and/or coaching focused on Tier 1 behavior interventions, proactive classroom management, de-escalation, and strategies for supporting students with behavioral needs, as measured by training attendance, coaching logs, and professional learning documentation.
- Implementation of Behavioral Supports: By June 2027, at least 90% of staff serving students with disabilities will demonstrate consistent implementation of identified Tier 1 behavior interventions and proactive classroom management strategies, as measured through classroom walkthroughs, implementation checklists, coaching observations, and quarterly data reviews.



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Staffing Supports

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 III: Organizational Learning

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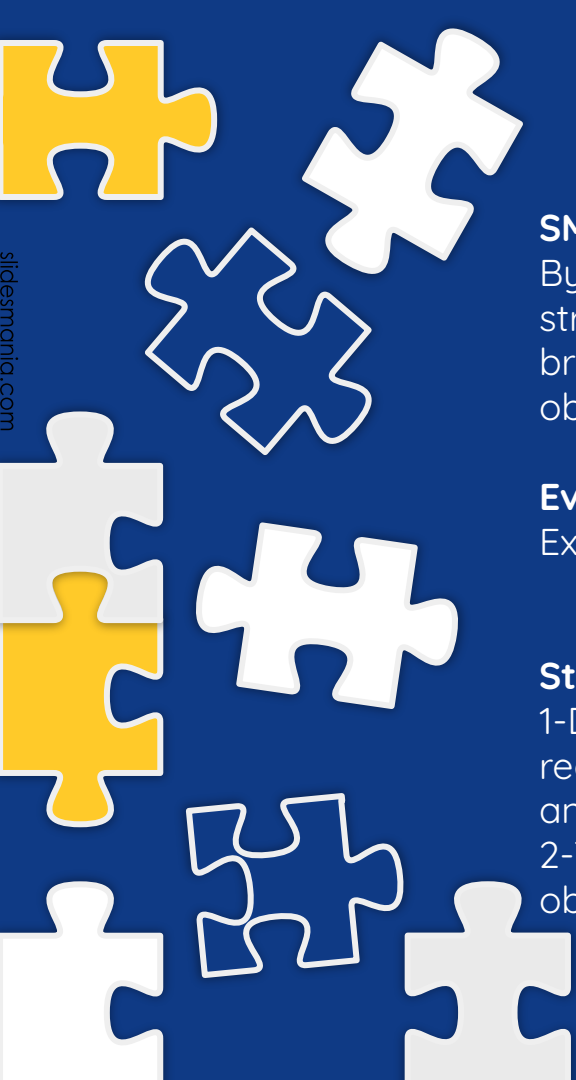
Logistical & Operational, Instructional Support Cycles,
Career Development

2026-2027 SY

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Professional Learning

SMART Goal:

By June 2027, 80% of teachers will consistently use executive functioning strategies (calendar, task lists, timers, schedules, procedures and routines, and brain breaks) in their classrooms, as measured through classroom observations, lesson plans, or teacher self-assessments.

Evidence-based Intervention:

Explicit Instruction in Executive Functioning Skills

Student Measures:

- 1-Decrease in executive functioning-related meltdowns among students receiving special education services, as measured by behavior documentation and classroom observations.
- 2-Track student on-task behavior and task completion through classroom observations or behavior/engagement checklists.



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Professional Learning

Staff Measures:

1-Classroom Observation Data: Administrators/coach will use an observation checklist to track teachers' consistent use of the six executive functioning strategies.

2-Teacher Self-Assessment: Teachers complete a quarterly self-assessment indicating which strategies they use consistently and how frequently they use them.

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 the end of the 2026-2027 school year, 95% of students will be present for at least 90% of the enrolled school days.

Evidence-based Intervention:

- Attendance Support Group
- Check-In, Check-Out (CICO)

Student Measures:

- Attendance Intervention Groups: Measure student understanding of the importance of consistent attendance.
- Attendance Incentive Program: Review and track student attendance data.



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School Climate Supports

Staff Measures:

- Attendance Monitoring: Complete daily attendance reporting by the established school deadline, as measured through monthly attendance records and reporting audits.
- Attendance Intervention Groups: Log student participation in small intervention group sessions.

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, CES 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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