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Northern 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 June 2027, Northern Shores Elementary School's overall Reading Growth Index will increase from 10.28 to 12.00, and reading achievement among students with disabilities in grades 3-5 will increase from 33.33% to 50.0% through the implementation of effective, targeted Tier II and Tier III instruction.

Evidence-based Intervention: Implementation of effective Tier II and Tier III instruction based on student need, enhanced collaboration between special education and general education teachers, and regular progress monitoring through formative assessments and data-driven instruction.

Student Measures:
Improvement in Standards of Learning (SOL) Mastery (Reading Growth Index): Track the overall percentage of students showing improvement in mastery of the 2025 Reading Standards of Learning as measured by summative and diagnostic assessments. This measure will reflect how well students are grasping the explicitly taught content and progressing toward meeting the standards.

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English

Progress in Targeted Skill Groups: Evaluate the effectiveness of data-driven skill groups by monitoring the percentage of students who achieve growth in their identified skill deficits. This measurable improvement and the students' overall growth rate will be verified through a rigorous analysis of assessment data.

Staff Measures:
Consistency and Fidelity of Tier II and Tier III Instruction Implementation:
Participate in data analysis discussions to demonstrate their ongoing commitment to small group instruction. Measure the percentage of teachers who not only implement small group instruction techniques but do so with high fidelity and consistency. This will be assessed through regular, structured classroom observations and with follow-up coaching sessions to ensure continuous improvement.

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 2027, Northern Shores Elementary School's overall Math Growth Index will increase from 10.25 to 12.00, and math achievement among students with disabilities in grades 3-5 will increase from 29.17% to 40.0% through the implementation of effective, targeted Tier II and Tier III instruction.

Evidence-based Intervention:
Implementation of effective Tier II and Tier III instruction based on student need, enhanced collaboration between special education and general education teachers, and regular progress monitoring through formative assessments and data-driven instruction.

Student Measures:
Improvement in Standards of Learning (SOL) Mastery (Math Growth Index): Track the overall percentage of students showing improvement in mastery of the 2025 Math Standards of Learning as measured by summative and diagnostic assessments. This measure will reflect how well students are grasping the explicitly taught content and progressing toward meeting the standards.

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Math

Progress in Targeted Skill Groups:
Evaluate the effectiveness of data-driven skill groups by monitoring the percentage of students who achieve growth in their identified skill deficits. This measurable improvement and the students' overall growth rate will be verified through a rigorous analysis of assessment data.

Staff Measures:
Consistency and Fidelity of Tier II and Tier III Instruction Implementation:
Participate in data analysis discussions to demonstrate their ongoing commitment to small group instruction. Measure the percentage of teachers who not only implement small group instruction techniques but do so with high fidelity and consistency. This will be assessed through regular, structured classroom observations and with follow-up coaching sessions to ensure continuous improvement.

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Math

Data-Driven Instructional Adjustments:
Track the percentage of teachers who utilize student performance data to create and consistently modify flexible instructional groups, thereby ensuring differentiated instruction meets evolving student needs. Evaluate the success of this practice by measuring the frequency of data use, the precision of group adjustments, and the subsequent improvement in targeted skills and SOL mastery.

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 2027, 80% or more fifth grade students will achieve a pass rate of at least 400 on the 5th Grade Science SOL Assessment, through the implementation of Observed Instructional Practices, hands-on learning labs, continuous formative assessments, and data analysis to drive instruction.

Evidence-based Intervention:
Teachers will plan using, and students will engage in, Science Content using the Observable Instructional Practices (K-12)

Student Measures:
Standards of Learning (SOL) Mastery: Track and monitor the measurable improvement of students in mastering explicitly taught Science content using formative and summative assessments to reflect their progress toward proficiency on the 2024 5th Grade Science Standards of Learning (SOLs).

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Science

Formative & Summative Assessments:
Teachers, along with the administrative team and instructional coach, will monitor student mastery of Science standards through classroom assessments, district-made assessments, and pre- and post-test data.

Staff Measures:
Consistency and Fidelity of Observable Instructional Practices Implementation: Monitor and track the fidelity of implementing Observable Instructional Practices in Science instruction by ensuring all lesson plans incorporate such practices.

Formative & Summative Assessment Data Analysis: Teachers, along with the administrative team and instructional coach, will analyze data from classroom assessments, district-made assessments, and pre- and post-tests in order to determine where student deficits are and drive instruction forward.

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, 80% or more fourth grade students will achieve a pass rate of at least 400 on the Virginia Studies SOL Assessment, through the implementation of Observed Instructional Practices, continuous formative assessments, and data analysis to drive instruction.

Evidence-based Intervention:
Teachers will plan using, and students will engage in, Virginia Studies Content using the Observable Instructional Practices (K-12)

Student Measures:
Standards of Learning (SOL) Mastery: Track and monitor the measurable improvement of students in mastering explicitly taught Virginia Studies content using formative and summative assessments to reflect their progress toward proficiency on the 2024 Virginia Studies Standards of Learning (SOLs).

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Social Studies

Formative & Summative Assessment Data Analysis: Teachers, along with the administrative team and instructional coach, will analyze data from classroom assessments, district-made assessments, and pre- and post-tests in order to determine where student deficits are and drive instruction forward.

Staff Measures:
Consistency and Fidelity of Observable Instructional Practices Implementation: Monitor and track the fidelity of implementing Observable Instructional Practices in Virginia Studies instruction by ensuring all lesson plans incorporate such practices.

Formative & Summative Assessment Data Analysis: Teachers, along with the administrative team and instructional coach, will analyze data from classroom assessments, district-made assessments, and pre- and post-tests in order to determine where student deficits are and drive instruction forward.

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.
Alignment to the Strategic Plan:

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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, the school will enhance staff capacity by providing coaching cycles, targeted observations, quality feedback, and mentorship of new teachers, as measured by pre- and post- coaching cycle surveys.

Evidence-based Intervention:
Coaching Cycles
Continuous Feedback of Observations

Student Measures:
Student engagement, as measured through walkthrough data, will increase, with classrooms demonstrating evidence of active participation, academic discourse, and on-task behavior during instruction.

Students in classrooms of teachers receiving coaching support will demonstrate improved behavioral outcomes, as evidenced by a reduction in classroom-managed referrals or disruptions.

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Staffing Supports

Staff Measures:
Staff members will complete a pre-coaching cycle survey and a post-coaching cycle survey, in order to determine the effectiveness of the coaching cycle.

The administrative team, along with the instructional coach and/or reading specialist, will conduct targeted observations in the identified area before, during, and after the coaching cycle to determine growth in staff.

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 June 2027, we will increase the percentage of staff who perceive that "Professional Development activities connect directly to my work with students in the classroom," from 75% to 80% by implementing a a comprehensive professional development plan that aligns with our school's academic goals, as measured by the 2027 Staff Climate Perception Survey.

Evidence-based Intervention:
Comprehensive Professional Development Plan that aligns with our school's academic goals

Student Measures:
Student Growth Data: Analyze student data in the core content areas and adapt the professional learning plan to meet the instructional needs of students

Student Behavioral Data: Analyze student discipline data and adapt the professional learning plan to meet the behavioral intervention needs of students

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Organizational Learning

Staff Measures:
Staff members will complete a pre- and post- survey, in order to determine the effectiveness of the professional learning session. Administration will review, respond, and adjust future professional learning based on feedback provided.

Administration will intentionally conduct classroom observations targeted on the professional learning session that took place in order to see if and how teachers are bringing professional learning back to their classroom.

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 increase the percentage of staff who perceive that "My school is safe and orderly" from 62% to 80% by implementing a school-wide behavior acknowledgment system and school-wide systems for the management of non-instructional areas.

Evidence-based Intervention:
School-wide Systems for Behavior Management (Dojo)

Student Measures:
Behavior Acknowledgement System: Monitor and track positive behavior acknowledgment for all students, using Class Dojo

Management of Student Behaviors in Non-Instructional Areas: Monitor student behaviors in areas such as cafeteria, hallways, and restrooms.

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School Climate Supports

Staff Measures:
Staff Use of Behavior Acknowledgement System: Monitor and track teacher usage of the school-wide positive behavior acknowledgment system within Class Dojo

Teacher Input on Student Behaviors: Teachers will complete monthly surveys on student behavior in the cafeteria, hallways, and restrooms.

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, NSES 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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