SUFFOLK PUBLIC SCHOOLS

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Mack Benn, Jr. 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 Goals:

- By May 2027, the percentage of students scoring on/above grade level in grades K–5 will increase by 15%, going from 53% in 2025-2026 to 68% in 2026-2027 as measured by district-level assessments (K: Wonders, 1-5: STAR).

- By May 2027, students will increase overall Reading proficiency rate by 10%, going from 63% in 2025-2026 to 73% in 2026-2027 on the State SOL Reading Test (3rd-5th Grades).

Evidence-based Intervention:

- Explicit Phonics Instruction
  - Teach students to decode word parts, and write and recognize words.
  - Build students' decoding skills so they can read complex multisyllabic words.
  - Utilize UFLI, Core 95, and Lexia Core 5 programs.
- Lexia Core 5- Promising
- 95 Core Phonics- Strong

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English

Student Measures:

- Student performance on the STAR Reading Diagnostic (1-5), Wonders assessments (K), and progress monitoring tools to inform instruction and evaluate the effectiveness of Tier 1 instruction and interventions.
- Track growth of students receiving Tier 2 and Tier 3 reading interventions using Lexia Core5 and/or progress monitoring assessments aligned to their identified skill deficits.

Staff Measures:

- During PLC & Collaborative Planning, teachers will create, analyze, and evaluate common grade-level assessments aligned to standards and proficiency criteria.
- Track staff participation in professional development sessions focused on Reading instruction and intervention strategies. Document the application of learned strategies in the classroom to ensure they are contributing to student progress.

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 Goals:

- By May 2027, 70% of students will meet or exceed a student growth percentile of 40 (SGP 50) on the Spring STAR Math diagnostic, demonstrating measurable progress in Math achievement through targeted interventions and support.
- By May 2027, students will increase overall Math SOL proficiency rate from 64% to 75% on the State SOL Math Test (3rd-5th Grades). This will be achieved by strengthening inclusive Tier I instruction and delivering Specially Designed Instruction (SDI) for Students with Disabilities (SWDs), supported by a rigorous cycle of evidence-based interventions and data-driven progress monitoring.

Evidence-based Intervention:

Provide systematic instruction during intervention to develop student understanding of mathematical ideas.

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Math

Student Measures:

- Student performance on district common assessments and checkpoints, aligned teacher-made assessments, and classwork that align in content and rigor with the 2023 Virginia Mathematics standards of Learning to ensure students are consistently demonstrating grade-level proficiency.
- Student progress on the STAR Math diagnostic scaled scores and the Student Growth Percentile (SGP40) between the fall, winter and spring assessments.

Staff Measures:

- During PLC & Collaborative Planning, General Education and Special Education teachers will present, evaluate, and analyze student work samples, classroom assignments, and lessons for alignment to standards and proficiency criteria.
- Track staff participation in professional development sessions focused on Math instruction and intervention strategies. Document the application of learned strategies in the classroom to ensure they are contributing to student progress.

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 70% of 5th-grade students will score 400 or above on the Science SOL assessment through the implementation of rigorous science instruction, hands-on lab experiences, and targeted review sessions.

Evidence-based Intervention:

Explicit teaching strategies-hands-on inquiry based learning.

Student Measures:

- Monitor student performance growth on Science Checkpoint data (to include a focus on SOL aligned with field trips, inquiry-based labs, and/or outreach).
- Monitor student performance on common graded assignments across the grade level.

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Science

Staff Measures:

- Track teacher data for Science Checkpoint data.
- During PLC & Collaborative Planning, teachers will present, evaluate, and analyze, student work samples, classroom assignments, and lessons for alignment to standards and proficiency criteria.

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 Goals:

By May 2026, 70% of 4th-grade students will achieve a score of 400 or above on the Virginia Studies SOL assessment, demonstrating mastery of the content through targeted instruction, regular progress monitoring, and strategic interventions throughout the school year.

Evidence-based Intervention:

Explicit teaching strategies

Student Measures:

- Monitor student performance on common formative assessments throughout the year to gauge their readiness and identify areas where additional support is needed to achieve a score of 400 or above on the actual SOL assessment.
- Track student progress on district wide-common assessments and compare to their performance on the Virginia Studies SOL to ensure they are consistently mastering the content required for the SOL assessment.

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Social Studies

Staff Measures:

- Evaluate the consistency and effectiveness of teaching the Virginia Studies curriculum through lesson plan reviews, classroom observations, and alignment with state standards to ensure students are being adequately prepared for the SOL assessment.
- Track participation of 4th-grade teachers in monthly collaborative planning and PLC sessions focused on analyzing data and creating and refining social studies lessons that incorporate high-impact instructional strategies and SOL-aligned content.

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

2026-2027 SY

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Staffing Supports

SMART Goals:

SMART Goal Statement: By June 2027, MBJE will retain at least 90% of certified/qualified teachers who remain in the field of education in teaching positions, through enhanced instructional mentorship and quarterly wellness/workload check-ins.

Evidence-based Intervention:

- Best practices in K-12 HR.
- Section II: Best Practices for Data Tracking and Teacher Retention
- Tier of Evidence: Promising

Student Measures:

- Track and compare Reading & Math data (such as STAR Reading & Math, VALLSS, VKRP) to evaluate growth as a result of Common Planning Time.
- Track and compare data on student disciplinary incidents by teacher/staff member and location.

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Staffing Supports

Staff Measures:

- Building level administration will monitor the following: staff participation in mentorship program, utilization of available supports provided by the Instructional Leadership Team, and implementation of tailored professional development opportunities for instructional staff with various levels of experience and knowledge.
- Building level administration will track responses of the Admin Check-Ins (at beginning of year and each quarter) and responses from the observation feedback spreadsheet.

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 Goals:

During the 2026-2027 school year, staff will engage in ongoing professional learning sessions tailored to both school-wide priorities and specific grade-level or teacher needs, as informed by data analysis, to enhance instructional effectiveness and student outcomes.

Evidence-based Intervention:

Evidence-based professional learning.

Student Measures:

- Track the impact of staff professional learning on student outcomes by measuring improvements in student performance on Common Assessments and Checkpoint Data.
- Monitor changes in student engagement levels, as reflected in participation rates, classroom behavior, and attendance, to assess the indirect effects of improved instructional practices resulting from staff professional learning.

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Organizational Learning

Staff Measures:

- Evaluate how effectively teachers are applying the strategies and knowledge gained from professional learning sessions through classroom observations, lesson plan reviews, and teacher self-assessments.
- Record the frequency and extent of staff participation in professional learning sessions, including attendance, engagement, and completion of any follow-up activities or 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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Domain IV:
School Climate Supports

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Stakeholder Engagement, Student Attendance, Behavior and Discipline

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School Climate Supports

SMART Goals:

- By June 2027, referrals for classroom disruption will decrease by at least 15% (going from 166 referrals for classroom disruption in 2025-2026 to a total of no more than 141 for the 2026–2027 school year.
- By June 2027, the chronic absenteeism rate for the 2026-2027 school year will decrease be under 15% (down from 21.4% for the 2025-2026 school year.)

Evidence-based Intervention:

Staff will utilize real-time assessments, including effective questioning techniques, and evidence-based practices related to classroom management and positive behavior reinforcement.

Student Measures:

- Student Referral Data and Student Caught Being Good Cards.
- Absence Data - Tardies and Absences, Excused and Unexcused and Student Attendance Incentive Data

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School Climate Supports

Staff Measures:

- Number of Referrals by Teacher and Number of Caught Being Good Cards written by Teachers.
- Student Absence Data - Tardies and Absences, Excused and Unexcused and Number of Teacher Classroom Attendance Recognitions

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, MBES 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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