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PUBLIC SCHOOLS

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SUFFOLK PUBLIC SCHOOLS
King's Fork Middle 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 failure rate of Black, ED, and SWD subgroups in English will decrease by 10% with emphasis on vocabulary as well as small and flexible grouping strategies.

Alignment to the Strategic Plan: 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.

Evidence-based Intervention:

<https://mtss4success.org/blog/make-tier-1-number-1-priority>

https://pubs.asha.org/doi/10.1044/2023_PERSP-23-00075



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English

Student Measures: 1. Track and support student growth using both formative and summative classroom assessments (informal observations, quizzes, and class activities) throughout the academic year and provide ongoing feedback that helps with understanding each student's learning process and adjusting instruction to meet their individual needs. 2. Monitor the percentage of students who demonstrate measurable improvement in their specific skill areas after participating in targeted, data-driven skill-based groups through pre- and post-group assessments and tracking individual growth in the identified skills

Staff Measures: 1. Track active participation in Collaborative Planning between SPED and Gen ED focusing on student assessment performance; Monitor teacher participation in Professional Learning Communities (PLCs) and targeted professional development. 2. Track the percentage of teachers who systematically use student performance data to form and regularly adjust flexible groups; 3. Ensure effective differentiated instruction to meet students' needs with evaluation of frequent and accurate data analysis, timeliness of group adjustments, and results of student achievement as seen in targeted skill improvement and overall SOL mastery



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Math

SMART Goal: By June 2027, decrease the failure rate for student proficiency in mathematical concepts by 10% or higher by strengthening Tier 1 instruction through the implementation of small, flexible groups, raising the level of rigor, and employing high-yield routines with a focus on visual representation.

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.

Evidence-based Intervention: Implement High-Yield Routines using High Quality Instruction Materials- Small Flexible groups (Remediation/Acceleration), Visual Representations



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Math

Student Measures: 1. Track student performance on regular mathematics proficiency assessments that align with key concepts and skills. This includes both formative assessments throughout the year and summative assessments at key points to measure progress toward the 70% proficiency goal. 2. Monitor students' usage and proficiency with the math concepts through assignments, quizzes, and practice activities. Assess how well students apply skills to solve mathematical problems and complete tasks.

Staff Measures: 1. Evaluate the frequency and quality of high-yield routines and small group instructional strategies used by teachers through classroom observations, lesson plan reviews, professional learning and teacher self-reports. 2. Track teacher participation in professional development sessions focused on high-yield routines, and effective vocabulary instruction. Assess how teachers apply these strategies in their classrooms through observations and feedback.



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Science

SMART Goal: By June 2027, increase student proficiency in science by 10% by enhancing foundational skills through small and flexible grouping strategies as well as vocabulary, increasing academic rigor, and addressing skill deficits from previous grades.

Evidence-based Intervention:

[Small Group Instruction](#)

[Vocabulary](#)

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 relationship.



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Science

Student Measures: #1 - Track changes in student proficiency levels on science assessments, including formative, summative, and standardized tests. **#2** - Assess students' understanding and application of key science vocabulary through quizzes, written assignments, and oral presentations.

Staff Measures: #1 - Evaluate the level of academic rigor and the adjustments made to address skill deficits through classroom observations and review of instructional materials. **#2** - Monitor the frequency and effectiveness of small group vocabulary sessions through lesson plans, classroom observations, and feedback from teachers.



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Social Studies

SMART Goal: By June 2027, we will reduce Civics students' failure rates by 10% by June 2027 through the strategic implementation of instructional best practices, such as vocabulary-building and small, flexible grouping strategies. Through disaggregation and discussion of data and targeted interventions, we will monitor progress.

Evidenced Based Intervention: Data-Driven Instruction and Differentiated Learning

Alignment to the Strategic Plan: 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

Student Measures: 1. Analyze how many students perform at or above proficiency levels on formative and summative social studies assessments. 2. Through quizzes, written responses, and class discussions, evaluate students' understanding and application of key social studies vocabulary and concepts.

Staff Measures: 1. In order to assess whether teachers are consistently developing vocabulary, engaging in small group instruction, and implementing targeted interventions, regularly observe and review lesson plans. 2. Ensure that staff meetings on data disaggregation and progress monitoring are held regularly. Analyze how effectively teachers are adjusting instruction and interventions based on the data they collect.



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Domain II: Staffing Supports

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Teacher Recruitment & Prioritized Placement

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Staffing Supports

SMART Goal: Increase teacher retention rates by 10% compared to the previous school year by implementing targeted support programs and initiatives focused on mentorship, professional development, and student and staff wellness, thereby fostering a stable and positive school culture and climate by the end of the 2026-2027 academic year.

Evidence-based Intervention: Best practices in K-12 HR.

Student Measures: #1 - Track and compare data on student disciplinary incidents, such as suspensions, detentions, and behavioral referrals, before and after implementing support programs to evaluate any changes in student behavior. #2 - Increase student attendance rates throughout the school year, correlating with a supportive school culture and positive teacher retention, by monitoring attendance data and identifying improvements by the end of the academic year.



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Staffing Supports

Staff Measures: **#1** - 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. **#2** - 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

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Professional Learning

SMART Goal: By June 2027, the teachers will attend four targeted professional learning opportunities focused on effective classroom management, time management, Tier 1 instruction and small group instruction.

Evidence-based Intervention: Coaching and Feedback Cycles

Student Measures: 1. Improvement in Academic Performance: Track the percentage of students with disabilities who show measurable improvement in their academic performance, as indicated by assessments, progress reports, or standardized test scores, following the implementation of strategies learned during PD. 2 . Monitor changes in student engagement levels as reported by teachers and observed through student feedback and classroom assessments.



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Professional Learning

Staff Measures: #1 - Track the number of teachers who complete the four targeted professional learning opportunities by the end of the specified period. #2 - Evaluate how teachers apply the skills and strategies learned from the professional learning opportunities in their classroom practices. This can be assessed through classroom observations and self-reports.

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:

Goal 1: Social Media Performance - By June 2027, we will increase our average monthly impressions from 6,000 to 6,500 and improve our engagement rate by 5%. Goal 2: Teacher Retention - By June 2027, we will increase our first-year teacher retention rate by 10%.

Evidence-based Intervention: Fostering Partnerships with Stakeholders
Teacher Mentorship Program

Student Measures: Track and compare data on student disciplinary incidents, such as suspensions, detentions, and behavioral referrals, before and after implementing support programs to evaluate any changes in student behavior. Assess the engagement rate (e.g., likes, shares, comments) associated with the content generating impressions.



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School Climate Supports

Staff Measures: 1. Track and record the number of impressions each month to monitor progress toward the goal. Track the participation rates of new hires in the mentorship program. 2. Assess the engagement rate (e.g., likes, shares, comments) associated with the content generating impressions. Conduct surveys or interviews with new hires to assess their satisfaction with the mentorship program and the perceived value of the guidance and support they received.

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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Defining Distinction

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Current Status: TBD

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

2026-2027 SY

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