



#SPSCreatesAchievers

SUFFOLK PUBLIC SCHOOLS

SPS 2024-2025

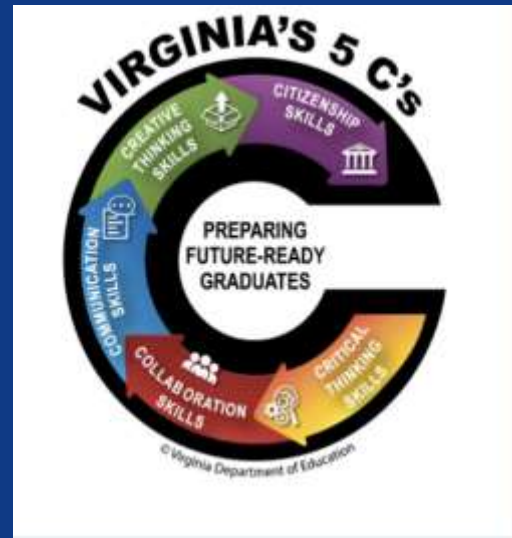
Instructional Overview

August 8, 2024

Dr. Okema Branch
Chief Academic Officer

Dr. Stenette Byrd, III
Chief of Schools

Teaching and Learning
Department Leaders



Agenda

- 2024 Summer Overview
- 2024-2025 SPS Instructional Overview
- Additional Instructional Support Programming
- 2024-2025 SPS Instructional Leadership

2024 SPS Summer Series Overview

- July 1-August 1, 2024 (19 days)
- Hillpoint ES, King's Fork MS, King's Fork HS

Level	Total
Elementary	400
Middle	250
High	415
ESY - Elementary	37
ESY - Secondary	32
Summer Bridge	35
SPS Explore	1

TOTAL: 1,170





Additional Summer Programming

STEM Extravaganza (114 students)

Gifted and Talented Summer Academy
Student Showcase (43 Quest Students)

Music Technology Camp (70 students)

Total: 227



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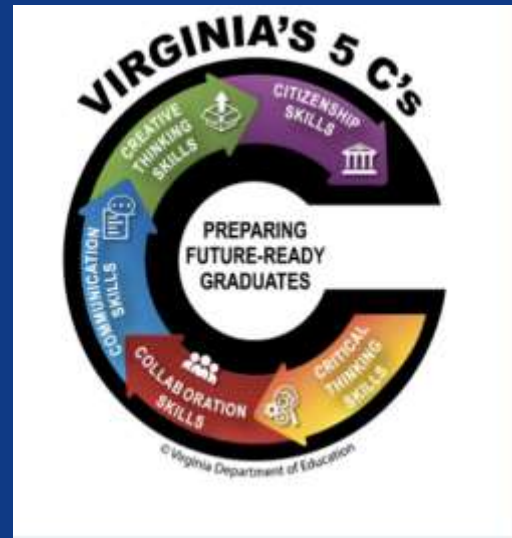
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Instructional Overview

Dr. Casaundra McNair

Director of Special Education



Special Education

High Leverage Practices for Inclusive Classrooms and High Leverage Practices for Students with Extensive Needs

Collaboration	Data-Driven Planning
<ul style="list-style-type: none">● Professional Learning Communities in content areas and extensive needs setting with related service providers● Collaboration with families to support learning and the IEP process	<ul style="list-style-type: none">● Review of SWD assessment data in all areas to plan interventions● Goals and objectives reflective of needs of students
Instruction in Behavior and Academics	Intensify and Intervene as Necessary
<ul style="list-style-type: none">● Evidence based high leverage instructional and behavioral practices● Training on Standards of Learning for Inclusion Teachers and use of explicit instruction	<ul style="list-style-type: none">● Provide intensive academic and behavioral intervention to support student learning● Conduct additional behavior assessments to develop individual behavior plans.



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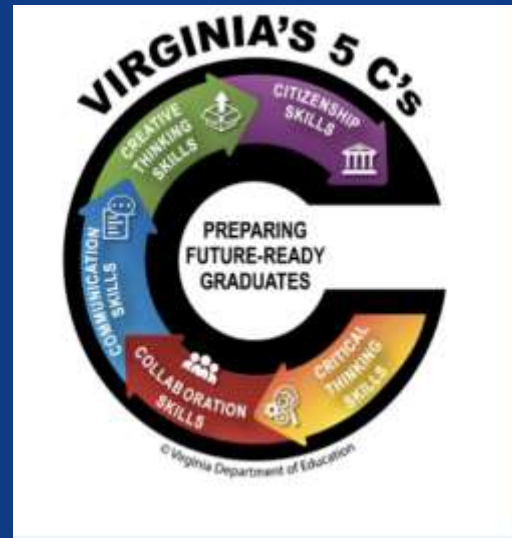
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English

Virginia Literacy Act Implementation

- Implement Division Literacy Plan
- Evidence-Based Literacy Instruction (EBLI) approach to reading
- Explicit, systematic, and cumulative instruction
- Use of approved core, supplemental, and intervention programs
- Implementation of Virginia Literacy & Language Screening System (K-3)
- Ongoing data based decision making

2024 English Standards Implementation

- New structure emphasizes grade level skills readers need to tackle to engage in complex texts
- Foundational skills at each grade level (K-8) align with the Virginia Literacy Act
- Emphasis on developing skilled readers and building reading stamina in K-12
- Integration of the processes of critical reading, writing, research, and communication, to deepen students' learning, critical thinking, and achievement across all content areas

English

- **Professional Learning**

- Evidence based literacy instruction training for all identified teacher groups through Virginia Literacy Partnerships (K-8)
- Curriculum training for core, supplemental, and intervention HQIM (K-8)
- Training on 2024 Standards of Learning and SPS aligned curriculum resources (K-12)
- Ongoing professional learning on integrating evidence based literacy strategies (K-12)



Mathematics

- Full Implementation of new 2023 Mathematics Standards
 - K - 12 emphasis on student justification and reasoning
 - K - 12 data literacy skills development through data cycle standards
 - K - 12 strong mathematics foundational skills built by developing conceptual understanding from early numeracy through advanced algebraic modeling



Mathematics

- Support for the Implementation of New Standards
 - Infused new standards during 2023-2024
 - Ongoing resource development teams
 - Professional learning for teachers and administrators
 - Unpacking of new standards
 - Cross-curricular data cycle explorations
 - Implementing student math discourse
 - Hands-on tasks for conceptual understanding

History

- 2024-25 Areas of Instructional Focus
 - ✓ 2015 Standards of Learning
 - ✓ Historical Thinking Skills (Critical Thinking)
 - ✓ Cross-Curricular Connections (Reading/Writing Across the Curriculum)
 - ✓ Student-Led Discussions (Discourse)
 - ✓ Maximizing the Instructional Block
 - ✓ Data-Driven Decision-Making

History

- Targeted Professional Development and Support
 - ✓ History Vision/Support Meetings
 - ✓ School-Based Support
 - Professional Learning Communities (Cross-Curricular and/or Content Specific)
 - School-Based Department Meetings
 - Individual Support
 - ✓ City-Wide Collaborative Team Meetings
 - ✓ Social Studies Virtual PD Series on Instructional Best Practices (Quick Wins) - “Tea Time”
 - ✓ District-Wide Professional Learning Days

Science

Elementary	Middle	High
Two years of content knowledge (4th & 5th Grade Content)	Three years of content knowledge (6th - 8th Grade Content)	Utilizes K-8 content knowledge to build upon (Course Specific)

2018 Science Standards of Learning

Increased Rigor
Includes Passages
Increased Hands-On Requirements
Increased Technology Enhanced Items (TEI)

The state is reviewing the 2018 science standards of learning but not revising them due to:

- Delayed implementation of 2018 SOLs (testing began May 2023)
 - More data is needed to inform revisions
- Time is needed to allow teachers and students to meet the rigorous expectations

Science

Elementary	Middle	High
Instructional Time and Pacing		
Increased Instructional Time	Utilizing a 90-Minute Block	4 x 4 Schedule Adjustments
2024-2025 Instructional Focus		
<ul style="list-style-type: none">● Inquiry-based learning● Reading and writing across the curriculum	<ul style="list-style-type: none">● Inquiry-based learning● Claim, Evidence, Reasoning (CER)	<ul style="list-style-type: none">● Inquiry-based learning● Relevant science teaching through a phenomenon focus
Professional Development		
<ol style="list-style-type: none">1. Inquiry-based learning utilizing the Science and Engineering Practices (SEPs)2. Student discourse in the science classroom3. Data driven decisions		



Professional Learning

Priorities:

- Professional learning driven by building- specific data and needs identified in each school's Comprehensive School Support Plan.
- Emphasis on job-embedded professional learning
- Role-specific learning for long-term substitutes
- Role-specific learning for paraprofessionals
- Expanding asynchronous and virtual professional learning options.

Academic and Intervention Support Framework

- The Office of School Quality identified 4 areas necessary for school improvement.
- Comprehensive Needs Assessment- Division Level
- Comprehensive School Support Plan-Division Level
- Professional Learning is a key element to each of these four areas.



2024-2025 Additional Instructional Programming

- Targeted Instructional Support for Student Success
 - SPS Saturday Academy
 - Before/After School Tutoring
 - UI Instructional Assistants for select buildings and support areas



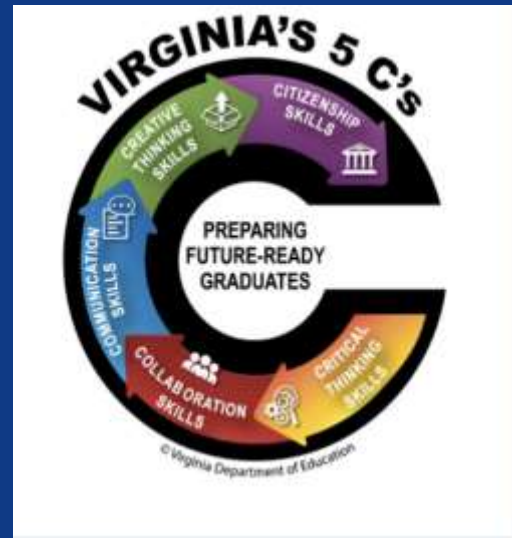
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Instructional Leadership Overview

Dr. Stenette Byrd, III
Chief of Schools





Instructional Leadership

- Goal Setting
 - School Performance Plans
 - Individual Goal Setting and The New SPS Leadership Framework
- Monitoring
 - Quarterly Reviews
 - Mid-Year Evaluations
 - Common Assessments
 - Leadership Dashboard (Data Monitoring)



Instructional Leadership

- Responding to Data/Feedback
 - SPS Leadership Meeting Focus
 - Principal Coaching
 - Instructional Adjustments
 - Tutoring and Remediation Programs
 - Strategic Scheduling & Staffing Adjustments
 - Central Office Staff Support

Questions?



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