

Norfolk Public Schools  
Comprehensive School Improvement Plan 2023-2024

<b>Name of School:</b> Crossroads				<b>School Division:</b> Norfolk Public Schools				
<b>Area of Focus: Academic Achievement- Science</b>								
<b>SMART Goal:</b> Science SOL combined scores will increase from 47% to at least 70% using inquiry-oriented instruction that incorporates hands-on scientific investigations, by June 2024.								
<b>Essential Action/ Evidence-based Intervention/Research-based Strategy:</b> All grade levels, pre-k through 8, will implement inquiry-oriented instruction that incorporates hands-on scientific investigations and engineering designed activities.							<input type="checkbox"/> Academic Review Finding	
<b>Action Plan</b>								
Action Steps (Place in sequential order) One must be related to family engagement.	Position(s) Responsible for Implementation	Implementation Frequency	Evidence/ Artifacts: Implementation and Impact	Position(s) Responsible for Monitoring	Monitoring Frequency	Budget (Title I, SIG, other funding sources)	Title I Measurable Objective	Alignment to NPS Strategic Plan Goal (name goal)
1.Set up science lab with needed supplies to carry out inquiry-oriented instruction.	Instructional Team	Once Maintenance as needed	Lab Lab Schedule Supply Lists (Materials for lessons)	Instructional Team	Monthly	N/A	3	Student Excellence/ Resources
2.Assure teachers have materials and supplies to carry out inquiry-oriented instruction.	Instructional Team Administration	Once Maintenance as needed	Supply Lists Purchase Orders	Office Manager Administration Instructional team	Bi-Weekly	Title I Funding for materials to implement inquiry-oriented instruction	3	Student Excellence/ Resources

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3. Provide professional development to all teachers in inquiry-oriented Instruction.	Science Teacher Specialist Administration	Minimum of every other month	Agendas PD Documents Attendance	Administration Instructional team	Quarterly	Title I Funding for professional development opportunities	3	Student Excellence/ Workforce
4. Provide support for planning for inquiry-oriented Instruction in Science.	Science Teacher Specialist	Every other month	Agendas Planning Documents Schedules	Administration	Every other month	N/A	3	Student Excellence/ Workforce
5. Monitor the implementation of inquiry-oriented Instruction in Science through walkthroughs.	Administration Instructional Team Classroom Teachers Science Teacher Specialists	Walk throughs: At minimum twice monthly  Peer Obs.- Quarterly	Walk through Protocol Observation Feedback	Administration Instructional Team	Monthly	N/A	3	Student Excellence/ Workforce
6. Monitor Lesson Plans for inquiry-oriented Instruction and the alignment of the written, taught, and tested curriculum.	Administration Instructional Team	At minimum twice monthly	Lesson Plan Review Protocol	Administration Instructional Team	Monthly	N/A	3	Student Excellence/ Workforce

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Review of School		Administrative	Instructional	Student Performance	Administration	Instructional	Quarterly	N/A	School Division		Student Workforce
Crossroads		Instructional	Classroom	Team	Team	Team	Team	Team	Norfolk Public Schools		Workforce
Area of Focus: Academic Achievement- Reading and Math		Classroom	Classroom	Team	Team	Team	Team	Team			
SMART Goal: Reading SOL pass rates for all students will increase by at least 5% going from 72% to 75.6% using small group remediation and use of a computer-based program, by June 2024. Math SOL pass rates for all students will increase by at least 5% going from 79% to 84% using small group remediation and use of a computer-based program, by June 2024.		Teachers	Classroom	Classroom	Classroom	Classroom	Classroom	Classroom			
8. Formative		Administration	Daily	Lesson Plan	Administration	Monthly	N/A	3	Student Excellence		
Essential Action/		Instructional	Evidence-based Intervention/Research-based Strategy:	Observation	Instructional	Team	All grade levels will use small group instruction and a		<input type="checkbox"/> Academic Review Finding		
will be used to adapt classroom instruction. Additional instruction outside school hours will be used as a supplemental intervention with		Team	Classroom	Classroom	Classroom	Classroom	Classroom	Classroom			
understanding.					Action Plan						
9. A Science		Administration	Position(s)	At least once	Evidence/	Position(s)	Monitoring	Budget	3, 4	Title I	Alignment to
family night will be conducted to show parents what their		Instructional	Responsible for	Implementation	Artifacts:	Responsible for	Frequency	(Title I, SIG, other funding sources)		Community	NPS
One must be related to family engagement.		Team	Implementation	Frequency	Implementation and Impact	Monitoring	Frequency			Measurable	Strategic Plan
students are learning in each grade level.		Classroom			Activities	Team				Objective	Goal (name goal)
and math to identify areas of need.		Teachers									
		Math Specialist	At least twice per month per subject	Performance data		Reading Specialist	Every 5 weeks	N/A	1, 2		Student Excellence
		Classroom teachers				Math Specialist					
		Reading Specialist				Administration					

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2. Teachers will use performance data to form small groups.	Classroom teachers Reading Specialist Math Specialist Title I teachers Special Education teachers	At least twice per month per subject	Student Groups	Reading Specialist Math Specialist Administration	Every 5 weeks	N/A	1, 2	Student Excellence
3. Small group instruction/ remediation will be conducted in reading and math by classroom teachers, special education teachers, and title I teachers.	Classroom teachers Reading Specialist Math Specialist Title I teachers Special Education teachers	Daily	Lesson Plans Observations (formal and informal)	Reading Specialist Math Specialist Administration	Weekly	Funding For: Title I teachers Materials for small group instruction	1,2	Student Excellence

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Name of School:	Crossroads	Dissect set times	Data from Lexia and Edmentum	Reading Specialist	Once at beginning of year	School Division:	Norfolk Public Schools	
All students will complete their	Classroom teachers							
Area of Focus: Academic Achievement- Academic Sub-Group Gaps- Reading and Math				Reading and Math Administration				
SMART Goal: The pass rate on SOL assessments for students with special needs will increase in reading and math. In reading, scores will increase from 58.59% to at least 70% and in math scores will increase from 69.14% to at least 70%, using evidence-based interventions by June 2024. For black students, the pass rate on the math SOL assessments will increase from 63.27% to at least 70%, using evidence-based interventions by June 2024. The pass rates of students identified as having multiple races will increase from 56.1% to 83% in reading and from 77.78% to 85% in math on the SOL assessment, through the use of evidence-based interventions by June 2024.	Reading Specialist							
Essential Action/ Evidence-based Intervention/Research-based Strategy: To close achievement gaps in Reading for Students with Disabilities, grades pre-k through 2 will use the Haggerty Phonemic Awareness Curriculum. Grades 3- 8 will use Haggerty "Bridge the Gap " intervention lessons. To close the achievement gap in math for students with disabilities, teachers will devote time to instruction and intervention in number sense to address gaps in student understanding. To further close the achievement gap, there will be a focus on the teachers developing relationships with students and their families.	Classroom Teachers			Reading Specialist Math Specialist Administration			<input type="checkbox"/> Academic	Review Finding Student Excellence
				Action Plan				
6. Students will (Place in sequential order) One must be related to family engagement.	Instructional Position(s) Responsible for Implementation Administration	Implementation Frequency On-going for materials	Evidence/ Artifacts: Implementation and Impact	Administration Position(s) Responsible for Monitoring Reading Specialist	Each Semester Monitoring Frequency	Title I funding for (Title I, state other funding sources)	1, 4 Title I Measurable Objective	Student Excellence Strategic Plan Goal (name/goal)
families. 1. Provide teachers							1	Student
with the resources to carry out Haggerty and Bridge the Gap Lessons.	Reading Specialist  Administration	Once at beginning of year  Maintenance as needed	Intervention materials Supply List	Reading Specialist  Title I Teachers	Quarterly	Funding for supplies		Excellence

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2. Provide teachers with the resources to conduct number sense interventions.	Math Specialist Administration	Once at beginning of year  Maintenance as needed	Intervention materials Supply List	Math Specialist Title I Teachers	Quarterly	Funding for supplies	2	Student Excellence
3. Provide teachers Professional development in the reading and math interventions	Reading Specialist Math Specialist Special Education Department Chair	Once at beginning of year  On-going/ individualized PD as needed	PD Logs PD Materials	Reading Specialist Math Specialist Special Education Department Chair Administration	At least Quarterly	Funding for PD	1, 2	Student Excellence  Workforce
4. Identify students in reading and math who require intervention.	General Education Teachers Special Education Teachers Reading Specialist Math Specialist	At least every 6 weeks	Data meeting notes	Special Education Department Chair Administration	At least every 6 weeks	N/A	1, 2	Student Excellence

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5. Implement the intervention strategies with identified students	Special Education Teachers General Education Teachers Reading Specialist Math Specialist	Daily	Lesson Plans Walk through data Observation Feedback data	Special Education Department Chair Administration	Monthly	N/A	1, 2	Student Excellence
6. Monitor instructional interventions for fidelity	Administration	At least monthly	Lesson Plan Reviews Walk through data Observation Feedback data	Administration	Monthly	N/A	1, 2	Student Excellence

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7. Monitor student performance data to see if interventions are successful and adjust as needed	General Education Teachers Special Education Teachers Reading Specialist Math Specialist	At least every 6 weeks	Data Meeting Notes Student Performance Data	Reading Specialist Math Specialist Special Education Department Chair Administration	At least every 6 weeks	N/A	1, 2	Student Excellence
8. Families will be made aware of the interventions their children are receiving and will receive information about how to help them at home.	General Education Teachers Special Education Teachers Reading Specialist Math Specialist	At least quarterly	Communication logs	Reading Specialist Math Specialist Special Education Department Chair Administration	At least quarterly	Title I funding for family engagement	1, 2, 4	Student Excellence Community



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Name of School: Crossroads		School Division: Norfolk Public Schools						
Area of Focus: Chronic Absenteeism								
S.M.A.R.T. Goal: The rate of students with chronic absenteeism will decrease from 16.5% to 10% using an adaptive messaging strategy by June 2024.								
Essential Action/ Evidence-based Intervention/Research-based Strategy: To reduce the rate of chronic absenteeism Crossroads will use an adaptive messaging system that will include the use of attendance letters, parent messaging (texting programs), and principal messaging (newsletters).							<input type="checkbox"/> Academic Review Finding	
Action Plan								
Action Steps (Place in sequential order) One must be related to family engagement.	Position(s) Responsible for Implementation	Implementation Frequency	Evidence/ Artifacts: Implementation and Impact	Position(s) Responsible for Monitoring	Monitoring Frequency	Budget (Title I, SIG, other funding sources)	Title I Measurable Objective	Alignment to NPS Strategic Plan Goal (name goal)
1. Assure that all staff understand their responsibilities in the attendance process.	Administration  School Counselors	Once at beginning of year  Maintenance as needed	Email updates Meeting Agenda	Administration  School Counselors	At least Quarterly	N/A		Workforce
2. Assure all students understand the importance of coming to school through PBIS (Positive Behavioral Interventions and Supports) lessons.	School Counselors  Classroom teachers  PBIS Team	Once at beginning of year  Maintenance as needed	PBIS Lessons	Administration  School Counselors	At least Quarterly	N/A		Student Excellence

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3. Assure all teachers have access to the appropriate messaging system (Dojo/Remind).	Administration Office Manager	Once at beginning of year  Maintenance as needed	Purchase Invoice	Administration Office Manager	Once at beginning of year  Maintenance as needed	Funding for programs	4	Community
4. Assure teachers have access to contact logs and provide PD on how to access them.	ITRT	Once at beginning of year  Maintenance as needed	PD Logs Contact Logs	Administration ITRT	Quarterly	N/A		Workforce
5. Collect Parent email addresses for principal's newsletter.	Principal	Once at beginning of year  Maintenance as needed	Google Form	Principal	Once at beginning of year  Maintenance as needed	N/A	4	Community



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