

Name of School: Coleman Place Elementary

School Division: Norfolk

Area of Focus: Literacy

**SMART Goal:**

By the end of the Multi-Year School Improvement period of 2022-2024, Coleman Place Elementary will increase the SOL Reading pass rate from 60.00% in 2022, and 50.46 in 2023 to 75% in 2024.

By the end of the Multi-Year School Improvement period of 2022-2024, Coleman Place Elementary will decrease the average percentage of scholars identified in need of intervention from 56% K-2 (2023) to 30% (2024) as measured by PALS.

By the end of the Multi-Year Improvement period of 2022-2024, we will increase performance outcomes of Students with disabilities from 37.04% in 2023 to 50% in 2024 as measured by SOL Reading Assessment.

Essential Action/ Evidence-based Intervention/Research-based Strategy: Provide focused, small group instruction through an aligned written, tested, and taught curriculum, with clear objectives, in every classroom, every day

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. Provide Universal Screening using Renaissance STAR to all students in grades 2-5; Lexia Core 5 student learning plans Teachers Title I Teacher	Teachers Title I Teacher PALS Tutor	September-June 2023-2024  Fall, Winter, Spring	STAR Growth Reports	Reading Specialist Administrators	Fall, Winter and Spring		1	Student Excellence
2. Provide Targeted PD and resources on the components of the Literacy Plan and monitor implementation through	Reading Specialist Title 1 Teacher District English Specialist	Weekly	PD Plan Sign-In Sheets Coaching Logs Observation Feedback	Administrators	Monthly during Instructional Team Meetings.	Title I-Conferences: Plain Talk Get Your Teach On	1	Workforce

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walkthroughs, coaching, and next steps for building Tier 1 instruction with a focus on Small Group Instruction								
3. Provide PD on materials and usage of the reading series Benchmark (3-5). Kindergarten - Superkids Phonics. Monitor implementation through observations. Provide feedback to increase Tier 1 instruction, particularly for new hires and Long-term substitutes.	Reading Specialist	Weekly	Sign-In Sheets Coaching Logs	Reading Specialist	Grade Level Meetings		1	Workforce
4. Data analysis of subgroups and students not meeting benchmarks will be used to create, monitor and provide intervention for groups of students identified by PALS grades K-2(Literacy Lab/SIPPS Tutors) and STAR for 2-5(Title 1 Teacher, FEV Tutors, University Instructors)	Reading Specialist Title 1 Teacher Part Time Tutors	Monthly	PALS Quickchecks; Schedules, Reading Data (Star, SOL, Unit Test Data, Grade level Assessment Data)  Intervention plans	Reading Specialist	Monthly or as Data becomes available	Title I-Supplies for data board (cards, markers, dots)	1	Student Excellence
5. Lexia Core 5 *Monitor Lexia reports focusing on targeted usage and units. *Provide PD to focus on the reports to	Classroom teachers  Reading Specialist	Weekly  Monthly  Quarterly	Data from Lexia Core 5 reports	Reading Specialist	Weekly	Title I-Incentives to motivate students usage Level Up on Lexia Books to showcase in Book Vending Machine to be	1	Student Excellence



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monitor growth and needs for students *Implement an incentive program to encourage students to meet their required minutes and units.						earned by students based on Lexia Core 5 growth/achievement data		
6. Align human resources to serve tiered scholars/teachers such as Specialist, Title I Teacher, University Instructors, Safety Net and Part-time teachers.	Reading Specialist Title I Teacher	Quarterly Review, request, revise	Schedules, STAR Data	Principal	Quarterly		1	Workforce
7. Family Engagement Specialist to collaborate and plan for book fair and reading night with Reading specialist	Family Engagement Specialist; Reading Specialist	Quarterly	Sign in sheets, pictures, newsletter	Title I Program Specialist	December 22 March 23	Titel I-Reading material, incentives to attend family night, snacks	1 & 4	Community
8.								
9.								
10.								



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**Name of School:** \_\_\_\_\_ **School Division:** \_\_\_\_\_

**Area of Focus: Numeracy**

**SMART Goal:** For the period of the 2022-2024, all Coleman Place Scholars will display measurable growth in the area of numeracy as measured by VKRP for PreK-2 and STAR for 2-5. By the end of the 2024 school year the overall SOL pass rate will increase from 41.2% to 70%.  
**Essential Action /Research-based Strategy/Evidence-based Intervention:** Implement an aligned written, tested, and taught curriculum, with clear objectives, in every classroom, every day for each student.

**Essential Action/ Evidence-based Intervention/Research-based Strategy:** Utilize the CRA Method to ensure students are actively participating in Math lessons through the use of Concrete (hands-on) activities and use of pictorial representations, to develop conceptual understanding, make connections between concepts, and foster problem solving skills before moving to abstract.  **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. Provide Universal Screening using Renaissance STAR to all students in grades 2-5	Teachers  Title I Teacher	September-June 2023-2024 Fall, Winter, Spring	STAR Growth Reports	Reading Specialist Administrators	Fall, Winter and Spring	Title I Magnatag supplies to post STAR data on data board	2	Student Excellence
2. Provide professional development to teachers in grades K-5 on the CRA method as well as how to plan for hands-on lessons during grade level planning.	Math Specialist	October and again as needed during planning	PD Agenda Sign In sheet	Math Specialist	Weekly during Grade Level Team meetings	Title I-Additional manipulatives as well as storage containers for class sets. NCTM Conference	2	Human Resources
3. Design, implement, and monitor systems and processes used to ensure alignment	Math Specialist, Principal, Assistant Principal	Weekly	Grade level planning notes	Principal Assistant Principal Math Specialist*	Weekly during Grade Level Team meetings		2	Student Excellence

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between written and taught curriculum.								
4. Edmentum: Provide professional development and support for the use of Edmentum 20-30 minutes per day to address individual students' weaknesses	Math Specialist, Principal, Assistant Principal	Quarterly	Agendas Grade level planning notes Math Specialist log	Principal Assistant Principal Math Specialist*	Quarterly	Title I Planning, data review and after hours PD  Student incentives and support materials to encourage Edmentum participation and skill mastery	2	Workforce
5. PD to build teacher capacity in reviewing and understanding data and reporting	Math Specialist District Teacher Specialist	October '23 February '24	Email Grade Level Planning Notes PD Log Sign in sheet	Math Specialist Administrators	Quarterly		2	Workforce
6. Develop professional development and coaching cycles based on observation and walkthrough data.	Math Specialist, District RtI Specialist, Principal Assistant Principal	As needed; regular intervals using walkthrough schedule	School professional development calendar Professional development agendas and sign-in documents Math Specialist and Instructional Coach logs; Walkthrough protocol	Principal Assistant Principal Math Specialist	Monthly during Instructional Team meetings		2	Workforce
7. Focus on the interpretation of data to continuously improve teaching and learning.	Math Specialist*  Interventionist  Classroom Teachers  SPED Team	Following each assessment	Data analysis documents Intervention plans and schedules Revisions to professional development and intervention schedules as needed.	Principal Assistant Principal	Monthly during Instructional Team meetings		2  2024 ASCD Annual Conference  Supplies to maintain data board (dots, markers, cards, labels)	Student Excellence

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<p>8. Align human resources to serve tiered scholars/teachers such as Specialist, Title I Teacher; District RtI Specialist</p> <p>University Instructors, Safety Net/Part-time teachers and FEV Tutors.</p>	<p>Math Specialist Principal Assistant Principal</p>	<p>As needed</p>	<p>Specialist and Interventionist schedules FEV reports University Instructor Reports</p>	<p>Principal Assistant Principal Math Specialist</p>	<p>Monthly during Instructional Team meetings</p>		<p>2</p>	<p>Workforce</p>
<p>9. Family Engagement Specialist to collaborate and plan for math night with math specialist</p>	<p>Family Engagement Specialist; Math Specialist</p>	<p>Quarterly</p>	<p>Sign in sheets, pictures, newsletter</p>	<p>Title I Program Specialist</p>	<p>March 24</p>	<p>Title I Snacks; Math Literacy text/library (Scholastic) resources; Baskets to package and promote math literacy at home (Walmart, Office Max,</p>	<p>4</p>	<p>Community</p>
<p>10. Special Ed teachers to be active participants in grade level planning</p> <p>Special Ed teachers to include SDI in teachers lesson plans</p> <p>Ensure classroom teachers are familiar with IEP at a Glance as well as 504 plans.</p> <p>Provide support for the use of manipulatives instructionally as well as, creating and using math aid</p>	<p>Special Ed Teachers</p>	<p>Daily, weekly, quarterly</p>	<p>Grade level lesson plans, IEP at a Glance, Testing Pages, Math Aids</p>	<p>Special Ed Chair, AP and Principal</p>	<p>Weekly, Monthly meetings</p>		<p>2</p>	<p>Student Excellence</p>



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bags during assessments.								
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Name of School: \_\_\_\_\_ School Division: \_\_\_\_\_

Area of Focus: Science

**SMART Goal:** For the period September 2023-June 2024, grades 3 and 4 will conduct at least one lab per unit (2 units per quarter, 2 labs per grade level per quarter). By the end of the Multi-Year School Improvement period of 2022-2024, Coleman Place Elementary will increase the SOL pass rate from 45.95% in 2023 to 65% in 2024, thus reducing the failure rate and making further progress and continued accreditation.

**Essential Action/ Evidence-based Intervention/Research-based Strategy:** Plan, Implement and Monitor professional development for Science lesson plans to align with the written, taught and tested curriculum as evidenced by lesson plans, classroom observation and student outcomes.  Academic Review Finding

**Action Plan**

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1. School leaders to provide clear expectations on developing lesson plans using the curriculum framework and district 5E's template;	Principal, District Specialist	September 28, 2023	District Science Specialist Log Sign in sheet	Administrators	Ongoing		3	Student Excellence
2. Facilitate power planning sessions to map out & align scientific and engineering opportunities for a lab setting for each unit.  Ensure PD and weekly planning sessions include the use of the	Teachers District Science Teacher Specialist Instructional Team	Monthly planning with district specialist and 5th grade team	Agendas, Sign in sheet, formal and informal observations	Administrators	Monthly		3	Student Excellence

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curriculum framework. Teachers will write learning objectives that include behavior, condition and criteria and deliver lessons that are aligned.								
3. Reading Specialist to attend grade level planning to ensure scientific literacy is incorporated through non-fiction text. Small group instruction to include reading across the curriculum.	Classroom Teachers	October 23-April 24	Recorded in lesson plans, student outcomes on unit assessments, implementation of StemScopes curriculum; 21st CCLC schedule	Reading Specialist	Per Unit	Title I Purchase additional kits to ensure every teacher in grades 3-5 has access to their own Non-fiction library *Scholastic	1 & 3	Resources
4. Schedule Inquiry-based STEM learning through scientific investigation lessons for 5th grade	Classroom Teachers	1 lab per unit	Lesson Plans, student outcomes on unit assessments	Administrators w/support from district science specialist	By Unit	Title I-Contract w/Roots for ASTEM Planetarium; First Landing State Park  Title I Field Trip  Microscopes	3	Resources
5. Family STEAM Learning Opportunities	Teachers, Family Engagement Specialist, Science committee	October January February	Sign in sheets, flyers advertising event pictures	Science Lead Teacher; math specialist	Quarterly	Title I-Tri-fold boards, markers, colored and construction paper, crayons;	3 & 4	Community
6. Administrators will conduct walkthrough and/or observations for grades 4 and 5 during the science block and/or in the Science Lab to ensure implementation of plan	Principal, Assistant Principal, District Science Specialist	October '23-March '24	Observation schedule TalentEd feedback to teachers; walkthrough protocol	Administrators	Teacher Evaluation timelines (TalentEd); Walkthrough		3	Student Excellence



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<p>7. Grades 3-5, 100% participation in the school science fair. Offer support as needed.</p>	<p>Grade Chairperson</p>	<p>November 22-March 23</p>	<p>Science Fair Projects</p>	<p>Science Lead Teacher; Math Specialist</p>	<p>Outlined school level timeline TBD</p>	<p>Title I-Tri-fold boards, markers, construction paper, glue sticks, scissors, colored pencils, colored paper, stencils, consumable materials for projects, Parent Support Night w/snacks</p> <p>Poster Paper to promote events;</p> <p>Awards, certificates and trophies to celebrate scholar achievement</p>	<p>3</p>	<p>Student Excellence</p>
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Name of School: \_\_\_\_\_ School Division: \_\_\_\_\_

Area of Focus: **Attendance**

**SMART Goal:** By June of 2023 we will reduce the number of students who are chronically absent from 22% to below 15%.

**Essential Action/ Evidence-based Intervention/Research-based Strategy:** Provide wraparound supports to families in need in order to reduce opportunities for absenteeism by determining root causes. Implement Tier 2, early intervention and Tier 3, intensive/individual intervention if students approach 3, 7, and 10 days.  **Academic Review Finding**

**Action Plan**

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1. Redesign the attendance team to be led by Principal with Family Engagement Specialist, SDS, School Counselor and Attendance Tech	Attendance team	Bi-Weekly beginning 8/30/23; support from attendance tech monthly	Synergy documentation of contacts; agenda and notes from meetings.	Principal	monthly	Title I-Incentives for students/families who improve attendance; colored paper, Oriental Trading, bulletin board paper, photo paper  Conferences: Innovative Schools Summit; ESEA	4	Resources
2. Review historical data for chronically absent children; make contact with families to welcome them back to school; ask about any supports needed	Attendance team	8/30/23	Synergy Student Contact Log	Principal	Fall, then quarterly review of progress		4	Safety & Climate
3. Establish a written protocol for staff to follow when students are absent at various	Attendance Team	October 2023	Written protocol; electronic folder for each case created in Google Drive	School Counselor	Bi Weekly	Title I-Copy paper; Ink for color printer		Resources

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frequencies (3 day, 7 days, 10 days, etc.)								
4. Family Engagement Specialist to follow up on any non-responsive families	Family Engagement Specialist	As needed	Log/Copy of Door Knocker	Corresponding team member who made the request	As needed	Title I-Door Knockers	4	Community
5. Ensure absence notes are collected and turned in to office	Classified staff member	Daily	Checklist of dates of notes collected	SDS	Daily		4	
6. Implement attendance incentives for families whose history deemed them chronically absent but engage in support and resources designed to reduce absenteeism	School Counselor	monthly	reports	Principal	monthly	Title I-Paper, Ink/toner,	4	Resources
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10.								