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| ***2022-2023 Norfolk Public Schools Comprehensive School Improvement Plan Template*** | | | | | | |
| **Name of School:** Willoughby ECC | | | | | | |
| **Area of Focus: Teaching for Learning – Early *Literacy*** | | | | | | |
| **S.M.A.R.T. Goal: By the end of the 2022-2023 school year, 85% of Prekindergarten 4 students will score in the Growing Skills Development Band in Letter Names (Uppercase & Lowercase) on the PALS assessment (PK4). The Growing Range score is 22-43 Letter Names,**  **By the end of the 2022-2023 school year, 85% of Prekindergarten 3 students will meet the Spring Developmental Range in the area of (Uppercase Letters) on the Teacher Made Assessment (PK 3). PK 3 Spring Developmental Range Score is 6 – 9.**  **The other 15% of PK 4 students will recognize 12-21 Letter Names.**  **The other 15% of PK 3 students will recognize 1- 5 Uppercase Letters.**  **PK 4 teachers will administer the PALS assessments in the Fall 2022, Mid Year 2023, and Spring 2023. PK 3 teachers will administer the Teacher Made Assessment in the Fall 2022, Mid Year 2023, and Spring 2023. Common Formative Assessments (CFAs) will be administered in between division-wide testing dates.** | | | | | | |
| **Essential Action /Research-based Strategy/Evidence-based Intervention: Implement and monitor the alignment of the Creative Curriculum and the Early Learning and Development Standards with an explicit focus on student learning outcomes. Implement and monitor an aligned written, tested, and taught curriculum, with clear objectives,. in every classroom, every day for every student. Implement an intervention framework using the PALS tutor to support PK 4 students. Effectively communicate with parents and guardians regarding expectations to improve student achievement.** | | | | | | **☐ Academic Review Finding** |
| **Change** | | | | | | |
| **Action Steps**  **(Place in sequential order.)** | **Position(s) Responsible for Implementation** | **Implementation Frequency** | **Evidence/Artifacts: Implementation and Impact** | **Position(s) Responsible for Monitoring** | **Monitoring**  **Frequency** | **Title I, Part A**  **Budget Implications (if applicable)** |
| The staff will review the Virginia Early Learning and Development Standards At A Glance (Communication, Language and Literacy Development) | Principal  Teachers  Teacher Assistant  Preschool Coach | SY 22-23 | January Staff Meeting  Sign In Sheet | Principal | Annually |  |
| Provide and monitor School-wide Professional Development on Curriculum Alignment | Principal  Preschool Coach | SY 22-23 | 2022-2023 Professional Development Calendar  Meeting Agendas  Sign-in Sheets | Principal | Monthly |  |
| Develop lesson planning schedule with administration included in attendance to provide feedback on the cognitive level of the standard in lesson plans duringthe planning process prior to instruction. | Principal  Teachers  Teacher Assistants | SY 22-23 | Grade Level Meeting Agenda  Lesson Planning Feedback  Lesson Plans Reviewed | Principal  Teachers  Teacher Assistants | Weekly |  |
| Instructional walkthroughs focusing on Domain 3 Instructional Delivery and Domain 5 Learning Environment. (Look-fors: student engagement and positive social interactions; targeted whole group and small group instruction during) | Principal | SY 22-23 | Observation feedback  based on the Instructional Walk-throughs. | Principal | Monthly |  |
| The Office of Early Learning provided Professional Development to the teachers on Developmentally Appropriate Literacy Instruction (phonological awareness, hands-on, multiple modalities). | Principal  Senior Director of Early Learning/Title I  Preschool Coach | August 24, 2022  August 25, 2022 | Raptor Check-In  Frontline Sign-In | Principal  Senior Director Early Learning/Title I  Preschool Coach | Completed |  |
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| **Supplemental Supports: What additional action steps will be implemented to support achievement, opportunity, and/or access for students?** | | | | | | |
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| **English Learners** | | | **Students with Disabilities** | | | |
| The principal will continue to collaborate with the ESL department regarding resources for prekindergarten non-English speaking students and parents. Currently, prekindergarten does not receive ELL services. | | | Students with Disabilities will receive specially designed instruction and instructional accommodations based on their annual IEP. | | | |
| **Economically Disadvantaged** | | | **Transient, Foster and Homeless** | | | |
| Parental Engagement Specialist will host parent workshops on Early Learning Developmental Standards and provide resources to families during the 2022-2023 school year. | | | Transient, Foster and Homeless students will receive additional resources to ensure families are able to continue the educational experience.  The Military Family Life Counselor will meet with Military Connected Families to discuss available resources provided to Military Connected Families. | | | |
| ***2022-2023 Norfolk Public Schools Comprehensive School Improvement Plan Template*** | | | | | | |
| **Name of School:** Willoughby ECC | | | | | | |
| **Area of Focus: Teaching for Learning - *Math/Science*** | | | | | | |
| **S.M.A.R.T. Goal: By the end of the 2022-2023 school year, 100% of Prekindergarten 4 students will develop emerging mathematics skills in the following areas: Geometry, Patterning, Numeracy, and Computation. The teachers will administer the Early Mathematics Assessment (EMAS) in the Fall 2022, Mid-Year 2023, and Spring 2023. Teachers will receive a Classroom Overview Report highlighting the overall Math Sub-domains scores. Teachers will create a Data Tracking Chart after receiving the EMAS Overall Classroom Overview report. Parents will receive progress reports three times a year.**  **S.M.A.R.T. Goal: By the end of the 2022-2023 school year, 85% of Prekindergarten 3 students will rote count to 10 and recognize numbers up to 5 on the End of Year Teacher Made Math Assessment. The other 15% of PK 3 students will rote count to 5 and recognize numbers up to 3 on the End of Year Teacher Made Math Assessment. Teachers will administer the assessment in the Fall 2022, Mid-Year 2023, and Spring 2023. Teachers will create a Data Tracking Chart. Teachers will continue to assess students using Common Formative Assessments.**  **S.M.A.R.T. Goal: By the end of the 2022-2023 school year, Prekindergarten 4 students will learn about various Robots including Robot car, Robot mouse, and Kibo robot. Ms. Heyder ( ITRT) and Tracy Estep (Classroom Teacher) will meet with PK 4 students on Friday morning before school throughout the 22-23 SY.** | | | | | | |
| **Essential Action /Research-based Strategy/Evidence-based Intervention: Implement and monitor the Prekindergarten Math plan with an explicit focus on student learning outcomes based on the ELDS standards.**  **Students will notice and talk with adults about similarities and differences among objects and living things (CD1.1h).**  **Set high expectations for student achievement, supported by frequent monitoring of student progress. Implement and monitor an aligned written, tested, and taught curriculum, with clear objectives, in every classroom, every day for every student. Implement an intervention framework to support all students. Communicate with parents or guardians to improve student achievement.**  **Individual and small group instruction; Family coaching sessions; Differentiated Instruction (using a variety of manipulatives)** | | | | | | **☐ Academic Review Finding** |
| **Change** | | | | | | |
| **Action Steps**  **(Place in sequential order.)** | **Position(s) Responsible for Implementation** | **Implementation Frequency** | **Evidence/Artifacts: Implementation and Impact** | **Position(s) Responsible for Monitoring** | **Monitoring**  **Frequency** | **Title I, Part A**  **Budget Implications (if applicable)** |
| Plan School-wide Professional Development on Curriculum Alignment | Principal  Preschool Coach | SY 22-23 | 2022-2023 Professional Development Calendar | Principal | Monthly |  |
| Develop lesson planning schedule with administration included in attendance to provide feedback on the cognitive level of the standard in lesson plans duringthe planning process prior to instruction. | Principal  Teachers  Teacher Assistants | SY 22-23 | Grade Level Planning Document/Agenda  Lesson Planning Feedback  Lesson Plans Reviewed | Principal  Teachers  Teacher Assistants | Weekly |  |
| Instructional walkthroughs focusing on Domain 3 Instructional Delivery and Domain 5 Learning Environment. (Look-fors: student engagement and positive social interactions; targeted whole group and small group instruction during) | Principal | SY 22-23 | Observation feedback  based on the Instructional Walk-throughs. | Principal | Monthly |  |
| The Office of Early Learning provided Professional Development to the teachers on Musical Moments: Using Music to Explore Math in Children’s Literature. | Office of Early Learning  Preschool Coach | August 25, 2022 | Frontline Sign-In | Principal  Senior Director Early Learning/Title I  Preschool Coach | Completed |  |
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| **Supplemental Supports: What additional action steps will be implemented to support achievement, opportunity, and/or access for students?** | | | | | | |
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| **English Learners** | | | **Students with Disabilities** | | | |
| The principal will continue to collaborate with the ESL department regarding resources for prekindergarten non-English speaking students and parents. Currently, prekindergarten does not receive ELL services. | | | Students with Disabilities will receive specially designed instruction and instructional accommodations based on their annual IEP. | | | |
| **Economically Disadvantaged** | | | **Transient, Foster and Homeless** | | | |
| The Parental Engagement Specialist will host parent workshops on Early Learning Developmental Standards and provide resources to families during the 2022-2023 school year. | | | Transient, Foster and Homeless students will receive additional resources to ensure families are able to continue the educational experience.  The Military Family Life Counselor will meet with Military Connected Families to discuss available resources provided to Military Connected Families. | | | |
| ***2022-2023 Norfolk Public Schools Comprehensive School Improvement Plan Template*** | | | | | | |
| **Name of School:** Willoughby ECC | | | | | | |
| **Area of Focus: Social and Emotional Learning** | | | | | | |
| **S.M.A.R.T. Goal: By the end of the 2022-2023 school year, students who attended Willoughby ECC from September to June, will show growth with (1) Self-Regulation (2) Expressing Wants and Needs, (3) Recognizing and Expressing Emotions, (4) Social Skills, and (5) Social Communication. PK 3 and PK 4 Teachers will administer the Children’s Behavior Rating Scale (CBRS) Fall 2022, Mid-Year 2023, and Spring 2023. Early Childhood Special Education teachers will administer AEPSI to Students with Disabilities Fall 2022 and Spring 2023. The rating scale ranges from 0-5.**  **S.M.A.R.T. Goal: By the end of the 2022-2023 school year, the Parental Engagement Specialist and School Counselor will host at least three Parent Workshops focusing on Social and Emotional Learning to enhance the school and home experience for students with behavior difficulties. Parents and guardians will learn how to implement research based strategies at home after the Parental Engagement Specialist and School Counselor model the appropriate behaviors.** | | | | | | |
| **Essential Action /Research-based Strategy/Evidence-based Intervention:**  **Implement and monitor the written, taught, and tested curriculum with fidelity focusing on students’ academic performance while integrating social and emotional learning.**  **Implement and monitor a plan to engage students and stakeholders in the PBIS process with fidelity. Set high expectations for student achievement, supported by frequent monitoring of student progress.**  **Evidence-based Intervention: PBIS whole group lessons; visuals to help non-verbal students; parent workshops focusing on social emotional learning;** | | | | | | **☐ Academic Review Finding** |
| **Change** | | | | | | |
| **Action Steps**  **(Place in sequential order.)** | **Position(s) Responsible for Implementation** | **Implementation Frequency** | **Evidence/Artifacts: Implementation and Impact** | **Position(s) Responsible for Monitoring** | **Monitoring**  **Frequency** | **Title I, Part A**  **Budget Implications (if applicable)** |
| Implement and monitor the school-wide instructional focus on social and emotional learning, specifically in the area of regulating emotions, social-communication, and taking care of one's own needs. | Principal | SY 22-23 | Weekly Lesson Plans  PBIS Lessons | Principal  PBIS Committee | Weekly |  |
| Complete walkthroughs and monitor delivery of PBIS lessons during Morning Meetings. | Principal  Teachers  Teacher Assistants | SY 22-23 | Classroom Observation  Walk-throughs | Principal  School Counselor  Behavior Specialist | Monthly |  |
| Collaborate with the School Counselor, Behavior Specialist and School Wellness Department to plan PD on Social and Emotional Learning. | Principal  School Counselor  Behavior Specialist  School Wellness Department | SY 22-23 | PBIS Plan  PD Agenda  Sign-in Sheet | Principal  Teachers  Behavior Specialist  School Counselor | Monthly |  |
| Review 2021-2022 Children’s Behavior Rating Scale (CBRS) data with the staff during Preservice Week. | Principal | August 29, 2022 | 2021-2022 Data | Principal | Completed |  |
| Parent Workshops | Principal  Parental Engagement Specialist  School Counselor | SY 22-23 | Sign In Sheet  Agenda  Resources | Principal  Parental Engagement Specialist  School Counselor | Quarterly |  |
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| **Supplemental Supports: What additional action steps will be implemented to support achievement, opportunity, and/or access for students? School-wide PBIS Matric and Monthly Character Trait Poster** | | | | | | |
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| **English Learners** | | | **Students with Disabilities** | | | |
| The principal will continue to collaborate with the ESL department regarding resources for prekindergarten non-English speaking students and parents. Currently, prekindergarten does not receive ELL services. | | | Students with Disabilities will receive specially designed instruction and instructional accommodations based on their annual IEP. | | | |
| **Economically Disadvantaged** | | | **Transient, Foster and Homeless** | | | |
| Parental Engagement Specialist, School Counselor, and Behavior Specialist will host parent workshops on PBIS and provide resources to families during the 2022-2023 school year. | | | Transient, Foster and Homeless students will receive additional resources to ensure families are able to continue the educational experience.  The Military Family Life Counselor will meet with Military Connected Families to discuss available resources provided to Military Connected Families. | | | |