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| ***2022-2023 Norfolk Public Schools Comprehensive School Improvement Plan Template*** |
| **Name of School:** Southside STEM Academy at Campostella  |
| **Area of Focus: Teaching for Learning – Literacy** |
| **S.M.A.R.T. Goal: #1: By the end of the 2022-2023 School Year, 100% of all students in grades 2-8 will show a SGP between 35-60 points as evidenced by the STAR reading assessment. Additionally, 80% of K-1 students will meet the Spring PALs benchmark with all remaining students showing growth within their bands.** **#2: By the end of the 2022-2023 School Year, Southside STEM will increase the SOL Reading pass rate for all students from 63.05% (Combined) to 75%.** **#3: By the end of the 2022-2023 School Year, Southside STEM will increase the combined pass rate for students with disabilities from 55% to 65%.** |
| **Essential Action/Research-based Strategy/Evidence-based Intervention: Daily Small Group Instruction with Systematic Phonemic Awareness/Phonics, Classroom Libraries, Independent Reading w/Reading Conferences** | **☐ 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)** |
| Teachers will deliver small group reading instruction with systematic phonemic awareness/phonics instruction.  | Classroom and Learning Support Teachers | Daily | “One Pager” Protocol Professional DevelopmentAgendas Phonics/Word Study Lesson Plan FeedbackWalkthroughs | Classroom TeacherReading Specialist District Learning Support Dept. ChairInstructional CoachAdministration  | Weekly | 1. Subs provided for extended PD opportunities during the school day.
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| Teachers will create a classroom library that students can access. | Classroom and Learning Support Teachers | Daily | ObservationsProfessional Development | Classroom TeacherReading Specialist District Instructional CoachAdministration  | Weekly | 1. A Scholastic classroom library needs to be ordered for selected classes
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| Teachers will hold reading conferences during Independent Reading (14.2). | Classroom and Learning Support Teachers | Daily | Master ScheduleAnecdotal Notes | Learning Support Department ChairpersonReading Specialist District Instructional CoachAdministrationClassroom Teacher | Weekly | 1. Subs provided for extended PD opportunities during the school day.
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| Teachers will deliver instruction and model the writing process, grammar and hold writing conferences with students.  | Classroom and Learning Support Teachers | Weekly | Composition Evaluations Master ScheduleLesson Plans | Learning Support Department ChairpersonReading Specialist District Instructional CoachAdministrationClassroom Teacher | Weekly | 1. Subs provided for extended PD opportunities during the school day.
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| Family Engagement Specialist alongside Teachers and Administration will plan and implementation to support literacy  | Family Engagement Specialist  | September 2022-June 2023 | Agendas | Title I Program SpecialistSenior Director of Early Learning and Title I  | Ongoing through June 2023 | 4. Literacy Family Engagement Nights |
| Essential Action(s):  Develop and implement a plan that provides feedback to teachers during planning in writing and delivering aligned lessons within daily instruction (connecting all classroom activities to the aligned objective/s).  Provide professional development to teachers on the use of the curriculum framework in writing and delivering aligned lessons that include clear learning objectives that include the conditions, behaviors, and criteria.  Monitor the implementation of the written, taught, tested curriculum by focusing on evidence-based feedback using coaching questions to support teachers on alignment to the Standards of Learning Curriculum Frameworks in both content and cognition | Reading SpecialistsAdministrationDistrict Instructional CoachesDistrict Teacher Specialists  | WeeklyOngoing feedback June 16, 2023 | Professional Development AgendasObservationsFeedbackWalkthroughs | Reading SpecialistsAdministrationDistrict Instructional CoachesDistrict Teacher Specialists | WeeklyOngoing feedback June 16, 2023 | 4. Literacy Family Engagement Nights |
| Essential Action(s):  Develop and implement a plan that focuses on analyzing assessment data to ensure alignment, attainment, and proficiency on the Virginia Standards of Learning with a specific focus on all student groups and adjust existing practices, programs, and strategies as needed. | Program Data SpecialistTesting Coordinators  | WeeklyOngoing feedback June 16, 2023 | Atlas Data Protocol Document  | Program Data SpecialistTesting CoordinatorsAdministration | WeeklyOngoing feedback June 16, 2023 |  |
| Essential Action(s):  Provide clear expectations to teachers on their use of professional development learning and monitor and provide evidence-based feedback to teachers with an explicit focus on student learning outcomes. | Reading SpecialistsAdministration  | Weekly | FeedbackCardinal Updates NewsletterCollaborative Planning Meeting Minutes | Reading SpecialistsAdministration  | Weekly |  |
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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** |
| * Classroom Teachers and the English as a Second Language Teacher will support the needs of the English Learners through individual and collaborative instruction.
 | * Special Education Teachers will work collaboratively with the General Classroom Teachers to implement the NPS Literacy Model
* Special Education Teachers and General Education Teachers will utilize a co-teaching model and collaboratively plan for lessons.
* Special Education Teachers and Inclusion Teachers will attend professional development training.
* Small Group Instruction PD will be conducted by the Reading Specialist and Title 1 District Instructional Coach
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| **Economically Disadvantaged** | **Transient, Foster and Homeless** |
| * Additional Small Group Remediation opportunities based on data from STAR, PALS, SOL and LEXIA.
 | * Additional Small Group Remediation opportunities based on data from STAR, PALS, SOL and LEXIA.
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| ***2022-2023 Norfolk Public Schools Comprehensive School Improvement Plan Template*** |
| **Name of School: Southside STEM Academy at Campostella**   |
| **Area of Focus: Teaching for Learning – Numeracy** |  |
| **S.M.A.R.T. Goal: #1: By the end of the 2022-2023 School Year, 100% of all students will show growth in their ability to comprehend numeracy as measured by our internal assessments (STAR).****#2:** **By the end of the 2022-2023 School Year, Southside STEM will increase the pass rate for all students from 46.36% (Combined) to 75% as measured by the Mathematics standards of learning tests.** **#3: By the end of the 2022-2023 School Year, Southside STEM will increase the combined pass rate for students with disabilities from 37% to 50%.** |  |
| **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 every student** | **☐ 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)** |
| Teachers will be provided weekly differentiated support and opportunities for professional development of school wide strategies and writing clear and explicit student objectives.  | Math Specialist District Instructional CoachInstructional Coach | September 2022-June 2023 | Instructional Strategy ChecklistObservationsProfessionaldevelopment based on walk-through documents  | Administration Math Specialist District Instructional CoachInstructional CoachClassroom Teachers | Monthly  | 4. Literacy Family Engagement Nights |
| Teachers will use diagnostic information (Edmentum) weekly and classroom student learning data to develop differentiated lessons to address students’ knowledge and skill gaps while providing grade-level appropriate skills. | Classroom Teachers | September 2022-June 2023 | Data ResultsStudents Groups Intervention plans | Administration District Instructional CoachMath Specialist  | Weekly |  |
| Special Education Teachers will provide Specially Designed Instruction to address numeracy on a daily basis. | Special Education Teachers | September 2022-June 2023 | Lesson Plans (GE)Specially Designed Instruction Lesson Plans and small group session written documentation (SPED) | Learning Support Department ChairpersonAdministration | Weekly |  |
| Family Engagement Specialist alongside Teachers and Administration will plan and implementation to support mathematics  | Family Engagement Specialist  | September 2022-June 2023 | Agendas | Title I Program SpecialistSenior Director of Early Learning and Title I  | Ongoing through June 2023 | 4. Math Family Engagement Nights |
| Essential Action(s):  Develop and implement a plan that provides feedback to teachers during planning in writing and delivering aligned lessons within daily instruction (connecting all classroom activities to the aligned objective/s). Provide professional development to teachers on the use of the curriculum framework in writing and delivering aligned lessons that include clear learning objectives that include the conditions, behaviors, and criteria.  Monitor the implementation of the written, taught, tested curriculum by focusing on evidence-based feedback using coaching questions to support teachers on alignment to the Standards of Learning Curriculum Frameworks in both content and cognition | Math SpecialistAdministrationDistrict Instructional CoachesDistrict Teacher Specialists  | September 2022-June 2023 | Professional Development AgendasObservationsFeedbackWalkthroughs | Math SpecialistAdministrationDistrict Instructional CoachesDistrict Teacher Specialists | Weekly |  |
| Essential Action(s):  Develop and implement a plan that focuses on analyzing assessment data to ensure alignment, attainment, and proficiency on the Virginia Standards of Learning with a specific focus on all student groups and adjust existing practices, programs, and strategies as needed. | Program Data SpecialistTesting Coordinators | September 2022-June 2023 | Atlas Data Protocol Document | Program Data SpecialistTesting CoordinatorsAdministration | Weekly |  |
| Essential Action(s):  Provide clear expectations to teachers on their use of professional development learning and monitor and provide evidence-based feedback to teachers with an explicit focus on student learning outcomes. | Math SpecialistAdministration  | September 2022-June 2023 | FeedbackCardinal Updates NewsletterCollaborative Planning Meeting Minutes | Math SpecialistAdministration  | Weekly |  |
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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 |
| * Classroom Teachers and the English as a Second Language Teacher will support the needs of the English Learners through individual and collaborative instruction.
 | * Special Education Teachers will collaborate with the General Education Teacher to plan for lessons and will utilize a co-teaching model for instruction.
* Special Education and General Education Teachers will attend professional development training.
* Professional development on Small Group Instruction will be conducted by the Math Specialist and District Instructional Coach
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| **Economically Disadvantaged** | **Transient, Foster and Homeless** |
| * Additional Small Group Remediation based on the needs as determined by the STAR, Edmentum and Growth Assessment data.
 | * Additional Small Group Remediation based on the needs as determined by the STAR, Edmentum and Growth Assessment data.
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| ***2022-2023 Norfolk Public Schools Comprehensive School Improvement Plan Template*** |
| **Name of School:** Southside STEM Academy at Campostella  |
| **Area of Focus: Teaching for Learning – Student Engagement/Attendance** |
| **S.M.A.R.T. Goal: By the end of June 2022-2023 School Year, 100% of all students will show growth in their ability to positively interact as measured by our PBIS** |
| **Essential Action /Research-based Strategy/Evidence-based Intervention: Implement an intervention framework to support all students** | **☐ 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)** |
| Incorporate school-wide instructional strategies across the curriculum while integrating social-emotional learning into daily instruction using the PBIS Matrix. | Grade and Content TeamsPBIS Team | September 2022-June 2023 | Grade Level Meeting Agendas/MinutesStudent of the MonthBucket Drops Logs/CeremoniesPD AgendasExamplesof Student WorkCardinal BucksLesson PlansAttendance | Administrators School Counselor(s)Behavior SpecialistInstructional CoachDean | Weekly | Professional Development Social Emotional Learning  |
| Develop and implement an assessment and progress monitoring schedule to ensure progress is measured every 3-4 weeks.  | Instructional Leadership Team | September 2022-June 2023 | Progress Monitoring Plan  | Administrators School Counselor(s)Behavior SpecialistDistrict Instructional CoachDeanInstructional Specialist | Monthly |  |
| Apply justification, higher level thinking, and vocabulary in PBIS lessons.  | Grade and Content TeamsPBIS Team | September 2022-June 2023 | Grade Level Meeting Agendas/MinutesStudentof the Month Logs/CeremoniesPD AgendasExamplesof Student WorkLesson Plans | Instructional Leadership Team | Weekly |  |
| Special Education Teachers will provide Specially Designed Instruction according to the students Individualized Education Plan. Full Schoolwide Implementation of Parallel Teaching between Special Education Professionals and General Education Professionals | Special Education Teachers GeneralEducation TeachersLearningSupport Department Chairperson | September 2022-June 2023 | Individualized Education PlanStudentProgress ReportsAcademicAwareness LettersDifferentiatedLesson plansDataAgendas/MeetingMinutes | AdministratorsLearning Support Department ChairpersonInstructional CoachDistrict Instructional Coach(s) | Weekly |  |
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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** |
| Small Group and Individual Instruction conducted based on the needs indicated by data. ESL services, Translation Assistance | Small Group and Individual Instruction conducted based on the needs indicated by data. Chunking of assignments and directions |
| **Economically Disadvantaged** | **Transient, Foster and Homeless** |
| Small Group and Individual Instruction conducted based on the needs indicated by data. | Small Group and Individual Instruction conducted based on the needs indicated by data. Additional services to support the Transient, Foster, and Homeless (Wrap around services). |

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| **Name of School:** Southside STEM Academy at Campostella  |
| **Area of Focus: Teaching for Learning – Science** |  |
| **S.M.A.R.T. Goal #1: By the end of the 2022-2023 School Year, 100% of all students will show growth in science skills, scientific investigation, and incorporating engineering design.****#2: By the end of the 2022-2023 School Year, Southside STEM will increase the pass rate for all students from 17.50% to 75% as measured by the Science Standards of Learning tests.**  |  |
| **Essential Action /Research-based Strategy/Evidence-based Intervention: Implement an aligned written, tested, and taught curriculum, with clear objectives and student-centered problem-based learning in every classroom, every day for every student.** | **☐ 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)** |
| Instructional Specialists will differentiate support weekly to teachers and provide opportunities for collaborative planning, professional development of school wide strategies and writing clear and explicit student objectives.  | STEM SpecialistsInstructional Coaches | September 2022-June 2023 | Instructional Strategy ChecklistWalk-throughsProfessionaldevelopment | STEM SpecialistsInstructional CoachesClassroom Teachers | Monthly  |   |
| Teachers will use diagnostic information and classroom student learning data to develop differentiated lessons to address students’ knowledge and skill gaps while providing grade-level appropriate skills. | Classroom TeachersData SpecialistSTEM Specialists | September 2022-June 2023 | Data Monitoring Technology-based/Hands-on ActivitiesStudent Groups Intervention/Remediation Plans | AdministrationInstructional CoachesSTEM Specialists | Weekly |  |
| Teachers and STEM Specialists will incorporate student-centered project-based learning opportunities that describe the knowledge, skills, experiences, and attributes that students must attain to be successful in college and/or the work force and to be life-ready in an economy and a world characterized by rapid change. | STEM SpecialistsInstructional Coaches | September 2022-June 2023 | Student-Centered ProjectsCommunity/Stakeholder Collaborations | STEM SpecialistsAdministration | Weekly |  |
| Special Education Teachers will provide Specially Designed Instruction to address science skills on a daily basis. | Special Education Teachers | September 2022-June 2023 | Lesson Plans (GE)Specially Designed Instruction Lesson Plans and written documentation from small group sessions (SPED) | Learning Support Department ChairpersonAdministration | Weekly |  |
| Family Engagement Specialist alongside Teachers and Administration will plan and implementation to support science  | Family Engagement Specialist  | September 2022-June 2023 | Agendas | Title I Program SpecialistSenior Director of Early Learning and Title I  | Ongoing through June 2023 | 4. Science Family Engagement Nights |
| Essential Action(s):  Develop and implement a plan that provides feedback to teachers during planning in writing and delivering aligned lessons within daily instruction (connecting all classroom activities to the aligned objective/s).  Provide professional development to teachers on the use of the curriculum framework in writing and delivering aligned lessons that include clear learning objectives that include the conditions, behaviors, and criteria.  Monitor the implementation of the written, taught, tested curriculum by focusing on evidence-based feedback using coaching questions to support teachers on alignment to the Standards of Learning Curriculum Frameworks in both content and cognition. | STEM SpecialistsAdministrationDistrict Instructional CoachesDistrict Teacher Specialists  | September 2022-June 2023 | Professional Development AgendasObservationsFeedbackWalkthroughs | STEM SpecialistsAdministrationDistrict Instructional CoachesDistrict Teacher Specialists | Weekly |  |
| Essential Action(s):  Develop and implement a plan that focuses on analyzing assessment data to ensure alignment, attainment, and proficiency on the Virginia Standards of Learning with a specific focus on all student groups and adjust existing practices, programs, and strategies as needed. | Program Data SpecialistTesting Coordinators | September 2022-June 2023 | Atlas Data Protocol Document | Program Data SpecialistTesting CoordinatorsAdministration | Weekly |  |
| Essential Action(s):  Provide clear expectations to teachers on their use of professional development learning and monitor and provide evidence-based feedback to teachers with an explicit focus on student learning outcomes. | STEM SpecialistsAdministration  | September 2022-June 2023 | FeedbackCardinal Updates NewsletterCollaborative Planning Meeting Minutes | STEM SpecialistsAdministration  | Weekly |  |
| **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** |  |
| Small Group Remediation with Tutors, Special Education Teacher, STEM Specialists, Instructional Coach, or Classroom teacher during Small Group pull-outs, during before or after school, or during Elective classes (teacher’s planning period). | Small Group Remediation with Tutors, Special Education Teacher, STEM Specialists, Instructional Coach, or Classroom teacher during Small Group pull-outs, during before or after school, or during Elective classes (teacher’s planning period). |  |
| **Economically Disadvantaged** | **Transient, Foster and Homeless** |  |
| Small Group Remediation with Tutors, Special Education Teacher, STEM Specialists, Instructional Coach, or Classroom teacher during Small Group pull-outs, during before or after school, or during Elective classes (teacher’s planning period). | Small Group Remediation with Tutors, Special Education Teacher, STEM Specialists, Instructional Coach, or Classroom teacher during Small Group pull-outs, during before or after school, or during Elective classes (teacher’s planning period). |  |
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