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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 Development  Agendas  Phonics/Word Study Lesson Plan Feedback  Walkthroughs | Classroom Teacher  Reading Specialist  District  Learning Support Dept. Chair  Instructional Coach  Administration | Weekly | 1. Subs provided for extended PD opportunities during the school day. |
| Teachers will create a classroom library that students can access. | Classroom and Learning Support Teachers | Daily | Observations  Professional  Development | Classroom Teacher  Reading Specialist  District  Instructional Coach  Administration | Weekly | 1. A Scholastic classroom library needs to be ordered for selected classes |
| Teachers will hold reading conferences during Independent Reading (14.2). | Classroom and Learning Support Teachers | Daily | Master Schedule  Anecdotal Notes | Learning Support Department Chairperson  Reading Specialist  District Instructional Coach  Administration  Classroom Teacher | Weekly | 1. Subs provided for extended PD opportunities during the school day. |
| 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 Schedule  Lesson Plans | Learning Support Department Chairperson  Reading Specialist  District Instructional Coach  Administration  Classroom Teacher | Weekly | 1. Subs provided for extended PD opportunities during the school day. |
| 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 Specialist  Senior 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 Specialists  Administration  District Instructional Coaches  District Teacher Specialists | Weekly  Ongoing feedback June 16, 2023 | Professional Development Agendas  Observations  Feedback  Walkthroughs | Reading Specialists  Administration  District Instructional Coaches  District Teacher Specialists | Weekly  Ongoing 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 Specialist  Testing Coordinators | Weekly  Ongoing feedback June 16, 2023 | Atlas Data Protocol Document | Program Data Specialist  Testing Coordinators  Administration | Weekly  Ongoing 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 Specialists  Administration | Weekly | Feedback  Cardinal Updates Newsletter  Collaborative Planning  Meeting Minutes | Reading Specialists  Administration | 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 | | | |
| **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. | | | |
| ***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 Coach  Instructional Coach | September 2022-June 2023 | Instructional Strategy Checklist  Observations  Professional  development based on walk-through documents | Administration  Math Specialist  District Instructional Coach  Instructional Coach  Classroom 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 Results  Students Groups  Intervention plans | Administration  District Instructional Coach  Math 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 Chairperson  Administration | 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 Specialist  Senior 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 Specialist  Administration  District Instructional Coaches  District Teacher Specialists | September 2022-June 2023 | Professional Development Agendas  Observations  Feedback  Walkthroughs | Math Specialist  Administration  District Instructional Coaches  District 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 Specialist  Testing Coordinators | September 2022-June 2023 | Atlas Data Protocol Document | Program Data Specialist  Testing Coordinators  Administration | 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 Specialist  Administration | September 2022-June 2023 | Feedback  Cardinal Updates Newsletter  Collaborative Planning  Meeting Minutes | Math Specialist  Administration | 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 | | | |
| **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. | | | |
| ***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 Teams  PBIS Team | September 2022-June 2023 | Grade Level Meeting Agendas/Minutes  Student of the Month  Bucket Drops Logs/Ceremonies  PD Agendas  Examples  of Student Work  Cardinal Bucks  Lesson Plans  Attendance | Administrators  School Counselor(s)  Behavior Specialist  Instructional Coach  Dean | 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 Specialist  District Instructional Coach  Dean  Instructional Specialist | Monthly |  |
| Apply justification, higher level thinking, and vocabulary in PBIS lessons. | Grade and Content Teams  PBIS Team | September 2022-June 2023 | Grade Level Meeting Agendas/Minutes  Student  of the Month Logs/Ceremonies  PD Agendas  Examples  of Student Work  Lesson 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  General  Education Teachers  Learning  Support Department Chairperson | September 2022-June 2023 | Individualized Education Plan  Student  Progress Reports  Academic  Awareness Letters  Differentiated  Lesson plans  Data  Agendas/Meeting  Minutes | Administrators  Learning Support Department Chairperson  Instructional Coach  District 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 Specialists  Instructional Coaches | September 2022-June 2023 | Instructional Strategy Checklist  Walk-throughs  Professional  development | STEM Specialists  Instructional Coaches  Classroom 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 Teachers  Data Specialist  STEM Specialists | September 2022-June 2023 | Data Monitoring  Technology-based/  Hands-on Activities  Student Groups  Intervention/  Remediation Plans | Administration  Instructional Coaches  STEM 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 Specialists  Instructional Coaches | September 2022-June 2023 | Student-Centered Projects  Community/  Stakeholder Collaborations | STEM Specialists  Administration | 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 Chairperson  Administration | 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 Specialist  Senior 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 Specialists  Administration  District Instructional Coaches  District Teacher Specialists | September 2022-June 2023 | Professional Development Agendas  Observations  Feedback  Walkthroughs | STEM Specialists  Administration  District Instructional Coaches  District 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 Specialist  Testing Coordinators | September 2022-June 2023 | Atlas Data Protocol Document | Program Data Specialist  Testing Coordinators  Administration | 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 Specialists  Administration | September 2022-June 2023 | Feedback  Cardinal Updates Newsletter  Collaborative Planning  Meeting Minutes | STEM Specialists  Administration | 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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