



CSIP Template: Title I Schools

2022-2023 Norfolk Public Schools Comprehensive School Improvement Plan Template

Name of School: Willard Model School

Area of Focus: Academic Achievement (Science)

S.M.A.R.T. Goal: All students in grade 5 science will increase from 61% (2021-22) to 70% or higher (2022-23) as measured by SOLs. This 70% pass rate is more than increase of R10 from 2021-22 school year.

Essential Action /Research-based Strategy/Evidence-based Intervention: Implement and monitor the taught curriculum with explicit focus on student learning outcomes.

X Academic Review Finding
November 17, 2022

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)
Use the district generated science fair rubrics to examine the process and survey teacher on their PD needs. Create survey to determine PD needs and delivery preference of PD	Assistant Principal Principal	September, 2022	Survey PD developed from survey	Leadership Team Principal Asst. Principal	September Completed: November 4, 2022	Possible contracted PD services Professional Development

***Insert more rows as necessary. If additional essential actions/strategy/interventions, duplicate the chart as needed.**

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Teachers will lead students through the scientific investigation process for science fair presentations	Teachers	once a semester (k-2) 3-5 class science fair project once a year (3-5): independent science fair projects	Completed Science Fair board displays Formal Observations Pictures	Building Science Contact Person Administration	once a semester	Purchase of science display boards 3
Create a walkthrough protocol (with look fors) and deliver classroom instruction on scientific investigation.	Teachers	Monthly Ongoing	Walkthrough document Analysis of Walkthroughs	AP and Principal	Monthly	3
Provide professional development to all grade levels on the 2018 Science Standard	NPS Science office Teachers	Quarterly	Blueprint Summary and Student performance evaluation notes; next steps to determine PD	AP and Principal	Quarterly A minimum of once a semester	Conference attendance 3
Incorporate hands on learning through science lessons	Teachers	Monthly	Lesson plans walkthrough notes informal/formal observations pictures	AP and Principal	Monthly ongoing	Purchasing of materials for hands on learning 3
Provide targeted PD in the priority areas and determine look fors in the classroom	Teachers, NPS Science office or PD representative	Monthly	Walkthrough document ongoing data collection	Leadership Team AP and Principal	Monthly	contracted PD 3

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If requested, conduct peer observation to encourage teacher efficacy	Teachers	as requested	request observation notes	AP and Principal	as requested	substitute teacher allocation 3
Provide training to parents on the scientific method	Family Engagement Specialist Classroom Teacher(s)	semester	sign in sheet pictures invitation flyers co-present with students and parents Family Science Night(s)	Ap and Principal	semester Completed 1 of 2: October 28, 2022	items for take-home science experiments Presenter of science materials to parents Presenter of science information to parents and students (perhaps as science pep rally) Science Parent Connection Contracted presenter 3, 4
Reading and Writing across the curriculum	Teachers	quarterly	walkthrough documentation informal and formal observations student work Lesson Plans	Reading Coach AP and Principal	quarterly	science reading material Scholastic Science 1, 3
Family Science Night	-ITRT -Reading and Math Coach	Winter or Spring	Flyer Notification Pictures	Family Engagement Specialist Administration	October and January	Science Fair Project Boards, Supplies, Payroll 1, 4
Analysis of Science Data	Grade level chairs	ongoing	Grade level meeting minutes Observations in TalentEd Professional Development	Administration	ongoing	AR

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			Student Outcomes			
Supplemental Supports: What additional action steps will be implemented to support achievement, opportunity, and/or access for students?						
English Learners			Students with Disabilities			
Subgroups not identified. They are inclusive in All Students.			Subgroups not identified. They are inclusive in All Students.			
Economically Disadvantaged			Transient, Foster and Homeless			
Subgroups not identified. They are inclusive in All Students.			Subgroups not identified. They are inclusive in All Students.			

2022-2023 Norfolk Public Schools Comprehensive School Improvement Plan Template						
Name of School: Willard Model School						
Area of Focus: Academic Achievement English						
S.M.A.R.T. Goal: All students (grades 3-5) will increase their combined English pass rate to 75% or higher as evidenced by VDOE SOL scores.						
Essential Action /Research-based Strategy/Evidence-based Intervention: Implement and monitor the taught curriculum with explicit focus on student learning outcomes.						<input type="checkbox"/> 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

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CSIP Template: Title I Schools

						Budget Implications (if applicable)
Quarterly meetings of Sped teachers to create accommodation box with PD provided to teachers on how to use manipulatives and resources with students	-Assistant Principal -Reading Coach -Special education teacher specialist	quarterly	PD logs pictures Receipts of purchasing of accommodation materials if needed	Special Education Chair Administration	Minimum of quarterly IEP development	Accommodation materials and supplies 1
PD: Imbed PD within grade level, NPS offerings	Instructional Personnel	monthly	Planning binder Monthly updates as applicable Lesson plans Agendas, handouts Informal/Formal observations Data Newsletter/Parent Meetings Newsletters, Agendas Frontline	Coaches, Grade Chairs, Administration	Monthly but minimum of quarterly	1
PD on best practices for special education teachers	Special education teacher specialist AP, grade chair	monthly	agendas sign in sheets walkthrough documentation informal and formal observations	administration	monthly	Conference expenses 1
Creation of instructional support binder to address planning	Instructional Team Special education department chair	monthly September	binder	administration	monthly September	paper, binders 1, 3

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Survey to determine special education teachers' professional development needs	AP sped grade chair	September/ October	survey results of survey	administration	ongoing as needed /requested	1, 3
Schedule PD for year	-AP -Reading Coach -sped grade chair -sped teacher specialist	October	Schedule of PD	administration	monthly as needed/ requested	1, 3
Family Reading Night	-Reading Coach -Title I Teacher	Winter or Spring	Flyer Notification Pictures	Family Engagement Specialist	Winter/Spring	Books, Supplies, Payroll 1, 4
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Supplemental Supports: What additional action steps will be implemented to support achievement, opportunity, and/or access for students?						
English Learners			Students with Disabilities			
Subgroups not identified. They are inclusive in All Students.			Subgroups not identified. They are inclusive in All Students.			
Economically Disadvantaged			Transient, Foster and Homeless			
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Name of School: Willard Model School						
Area of Focus: Academic Achievement Math						
S.M.A.R.T. Goal: All students will increase their combined pass rate to 70% or higher as evidenced by the VDOE SOL test scores.						
Essential Action /Research-based Strategy/Evidence-based Intervention: Implement and monitor the taught curriculum with explicit focus on student learning outcomes.						<input type="checkbox"/> 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)
Quarterly meetings of Sped teachers to create accommodation box/bag with PD provided to teachers on how to use manipulatives and resources with students	Math Coach Special education teacher specialist	quarterly	PD logs pictures Receipts of purchasing of accommodation materials if needed	Math Coach Special Education Chair Administration	Minimum of quarterly IEP development	Accommodation materials and supplies 2, 3
Create accommodation box/bag individualized for each SWD	Special Education Teacher	ongoing based on IEP needs	Bags	Assistant Principal Special Education Chair	Ongoing as IEPs change	Purchase of materials for accommodations 2, 3
PD: Imbed PD within grade level meetings , NPS offerings	Instructional Personnel	monthly	Planning binder Monthly updates as applicable Lesson plans Agendas Informal/Formal observations	Coaches, Grade Chairs, Administration	Monthly but minimum of quarterly	2, 3

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			Data Newsletter/Parent Meetings Newsletters, Agendas Frontline			
PD on best practices for special education teachers	Special education teacher specialist, AP, grade chair	monthly	agendas sign in sheets walkthrough documentation informal and formal observations	administration	monthly	Conference expenses 2, 3
Creation of instructional support binder to address planning	Instructional Team Special education department chair	monthly September	binder	Administration	monthly September	paper, binders 1, 2, 3
Survey to determine special education teachers' professional development needs	AP sped grade chair	September/ October	survey results of survey	administration	ongoing as needed /requested	1, 2, 3
Schedule PD for year using survey results	AP sped grade chair sped teacher specialist Math Coach	September	Schedule of PD	administration	monthly as needed/ requested	1, 2, 3
Family Math Night	-MathCoach -Title I Teacher	Winter or Spring	Flyer Notification Pictures	Family Engagement Specialist Administration	Winter/Spring	Books, Supplies, Payroll 1, 4

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Supplemental Supports: What additional action steps will be implemented to support achievement, opportunity, and/or access for students?	
English Learners	Students with Disabilities
Subgroups not identified. They are inclusive in All Students.	Subgroups not identified. They are inclusive in All Students.
Economically Disadvantaged	Transient, Foster and Homeless
Subgroups not identified. They are inclusive in All Students.	Subgroups not identified. They are inclusive in All Students.

2022-2023 Norfolk Public Schools Comprehensive School Improvement Plan Template

Name of School: Willard Model School

Area of Focus: Student Engagement

S.M.A.R.T. Goal: By June 2023, student attendance will maintain Level 1 status and decrease the Chronic Absenteeism rate.

Essential Action /Research-based Strategy/Evidence-based Intervention: PBIS Tiered Interventions of Support

☐ *Academic Review Finding*

Change

Action Steps (Place in sequential order.)	Position(s) Responsible for Implementation	Implementatio n Frequency	Evidence/Artifacts: Implementation and Impact	Position(s) Responsible for Monitoring	Monitoring Frequency	Title I, Part A Budget Implications (if applicable)
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Distribute NPS Student Handbook	Family Engagement Specialist	October, 2022	Signed forms of receipt	Classroom teacher	October	4
Hold discipline assemblies for grades 2-5	Assistant Principal	September, 2022	Notification of assembly	Principal	September and then as needed	
PBIS: Creation, Distribution and Explanation of PBIS Handbook for personnel	PBIS Team	September 2022	Handbook Sign in sheet	PBIS chairperson	September 2022	
PBIS: Update Matrix	PBIS Team	September, 2022	Signs throughout building Pictures	PBIS Chairperson	as needed	poster maker paper and ink
PBIS: Display PBIS Matrix	PBIS Team	September 2022	Posters Pictures throughout building	PBIS Chairperson	September	
PBIS: Establish representation of grade levels and supporting personnel representation on PBIS team for inclusion in PBIS monthly meetings	Grade level chairperson	September, 2022	Team Member roster	PBIS chairperson	monthly September	
PBIS: Establish meeting dates for year	PBIS chairperson	September 2022	Calendar	Administration	Monthly last Tuesday of each month	Last Tuesday of each month
PBIS: School-wide discipline assembly by grade levels	School Counselor AP	September 2022	Weekly Update School Calendar	Administration	September	
PBIS: Introduce and define components of PBIS (Safe,	Classroom Teachers	September (and ongoing	Lesson Plans Morning Announcements	Administration	Ongoing as needed	

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Responsible, Respectful, Kind) to students	School Counselor	as needed) 2022				
PBIS: Introduce and Explain Character Sharks to students	Classroom teachers	Weekly	Character Shark "receipts"	Counselor	Monthly	PBIS incentives
PBIS: Monitor data to determine "hot spots"	PBIS Team	Monthly	Meeting Minutes	Administration	Monthly	
PBIS: Celebration of Character Sharks	Counselor	Weekly	Character Shark "receipts"	Administration	Monthly	PBIS incentives
PBIS: Faculty/Staff recognition (Willard STRONG)	Counselor	Weekly to begin no later than first week in October	Weekly Update	Administration	Weekly	
PBIS: Implementation of Check-In/Check Out	Classroom Teacher	as needed	Student record sheets	Counselor	as needed	4
Attendance: Establish a truancy team	Counselor	September, 2022		Administration	September Established: Principal, AP, Counselor, SDS, Family Engagement Specialist	
Attendance: Create attendance policy letter	Counselor	September, 2022	Letter	Administration	September	
Attendance: Send home attendance policy letter	Counselor	September, 2022	Letter	Administration	September sent	

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Attendance: Create electronic absence/tardy notification to school	Counselor	August, 2022	posted on school website	Administration	September	4
Attendance: Create hard copies of parent check-off notices for absences or tardies	Counselor	August, 2022	hard copy of notification	Administration	August	4
Attendance: Distribute hard copies of parent check off notices for absences/tardies	Counselor	Monthly	hard copy of notification	Administration	September	4
Attendance: Run Synergy report to identify students with "Z," or "A" for reasons for absence.	SDS	monthly	hard copy	Truancy Team	monthly	
Attendance: Using the Synergy report, teachers will call parents to identify the reason for absence.	Classroom Teachers Special education teachers	Monthly	Hard copy of teacher notes after parent contact	SDS	monthly	4
Attendance: Update attendance in Synergy based on reasons for absences	SDS	Daily	Synergy report Parent notes	Truancy team	ongoing	
Attendance: Hold attendance conferences	Truancy team	ongoing	documentation of conferences Truancy attendance contract	Counselor	ongoing	4

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