



CSIP Madison Alternative Center: Non-Title I Schools

2022-2023 Norfolk Public Schools Comprehensive School Improvement Plan Template

Name of School: Madison Alternative Center

Area of Focus: Teaching for Learning Literacy

S.M.A.R.T. Goal: S.M.A.R.T. Goal: By the end of the school year, the English 11 and English 8 students enrolled for at least 13 weeks or more will show a 10% increase based on their previous Standard of Learning scores.
 By the end of the school year, students with disabilities, English learners, and foster/homeless enrolled for at least 13 weeks or more will increase their scores by 10%.

Essential Action /Research-based Strategy/Evidence-based Intervention:
 Implement and monitor the 6-12 literacy plan with an explicit focus on student learning outcomes
 Set high expectations for student achievement, supported by frequent monitoring of student progress
 Communicate with parents or guardians to improve student achievement
 Implement and align Edmentum courseware 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
1. Provide Professional Development for Edmentum	Site Coordinator Edmentum Representative	Pre-Service Week Monthly	Pre-Service Week Calendar Handouts Zoom meetings Certificate	Site Coordinator Transition Specialist Counselor Teachers	Weekly Use Edmentum Data
2. Use strategies such as gallery walks, word wall, vocabulary,	Teacher, Data Team Instructional	September - June	Lesson Plans Observations Data/Coaching Conferences	Site Coordinator Leadership Team	Weekly

***Insert more rows as necessary. If additional essential actions/strategy/interventions, duplicate the chart as needed.**
 Include a minimum of three (3) and a maximum of five (5) Areas of Focus with Essential Actions/Strategies/EBIs based on prioritized areas derived from the Comprehensive Needs Analysis (CNA) and the Academic Review (AR), if applicable.



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number line, and ordering fractions	Behavioral Specialist, Leadership Team				
3. Analyze student assessment to determine the plan for intervention and use to monitor student progress and level	Teacher, Co-taught Teacher, Counselor, Site Coordinator, Transition Support Specialist	Bi-weekly	Data Meeting Calendar Academic Achievement data (grades) SOL data	Site Coordinator	Bi-weekly and ongoing
4. Planning the daily rotations through small groups, tutor/independent practice, and individualized learning path using Edmentum.	Teacher, Co-taught teacher	Daily	Professional Development for Data assignment using the new math template and program	Site Coordinator	

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
Assign the student to a counseling group of Els Assign student to support classes within the schedule Attend STAND sessions two-three days a week Attend University Instructors tutorial sessions two- three days a week	Develop a checklist for Specially Designed Instruction (SDI) Check for understanding Implement mini lesson and chunk the assignments Use Vocabulary word and Word wall to support instruction Use linguistic and non-linguistic representation Use graphic organizer to support instruction Review and implement Master Collaborative Schedule Co-teach Models Review and implement all student accommodations and services

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

Include a minimum of three (3) and a maximum of five (5) Areas of Focus with Essential Actions/Strategies/EBIs based on prioritized areas derived from the Comprehensive Needs Analysis (CNA) and the Academic Review (AR), if applicable.



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Economically Disadvantaged	Support classes within schedule
	Transient, Foster and Homeless
Review and implement individual plans for all students Assign all students a teacher 1 on 1 mentor Assign student to support classes within the schedule Attend STAND sessions two-three days a week Attend University Instructors tutorial sessions two- three days a week	Assign all students a mentor and provide resources for parents Assign student to support classes within the schedule Attend STAND sessions two-three days a week Attend University Instructors tutorial sessions two- three days a week

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2022-2023 Norfolk Public Schools Comprehensive School Improvement Plan Template

Name of School: Madison Alternative Center

Area of Focus: Teaching for Learning Numeracy

S.M.A.R.T. Goal: By the end of the school year, the students enrolled for 13 weeks or more will show a 10% growth proficiency in Algebra I and Geometry on their Standard of Learning performance. By the end of the school year, Students with disabilities, English learners, and foster/homeless **enrolled for 13 weeks or more** will increase their scores by 10%.

Essential Action /Research-based Strategy/Evidence-based Intervention:

- Implement mathematical literacy to address knowledge and skills for a solid foundation
- Implement mini lessons and daily reviews
- Communicate with parents or guardians to improve student achievement
- Present opportunities to see mathematics with real-life experiences
- Monitor student progress and assessments
- Implement and align Edmentum courseware with clear objectives in every classroom, every day for every student

Academic Review Finding

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
5. Provide Professional Development for Edmentum	Site Coordinator Edmentum Representative	Pre-Service Week Monthly	Pre-Service Week Calendar Handouts Zoom meetings Certificate	Site Coordinator Transition Specialist Counselor Teachers	Weekly Use Edmentum Data
6. Use strategies such as gallery walks, word wall, vocabulary, number line, and ordering fractions	Teacher, Data Team Instructional Behavioral Specialist, Leadership Team	September - June	Lesson Plans Observations Data/Coaching Conferences	Site Coordinator Leadership Team	Weekly

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7. Analyze student assessment to determine the plan for intervention and use to monitor student progress and level	Teacher, Co-taught Teacher, Counselor, Site Coordinator, Transition Support Specialist	Bi-weekly	Data Meeting Calendar Academic Achievement data (grades) SOL data Achieve3000 data	Site Coordinator	Bi-weekly and ongoing
8. planning the daily rotations through small group, tutor/independent practice, and individualized learning path using Edmentum.	Teacher, Co-taught teacher	Daily	Professional Development for Data assignment using the new math template and program	Site Coordinator	
9. Integrated the new learning program for teacher to support student growth and attend Professional Development	Professional development by the district, Transition Support Specialist	October	Talented Calendar Professional Development Certificate Lesson Plans	Site Coordinator District Coordinator District Specialist	Monthly
Supplemental Supports: What additional action steps will be implemented to support achievement, opportunity, and access for students?					
English Learners			Students with Disabilities		
Assign the student to a counseling group of EIs Assign student to support classes within the schedule Attend STAND sessions two-three days a week Attend University Instructors tutorial sessions two- three days a week			Develop a checklist for Specially Designed Instruction (SDI) Check for understanding Implement mini lesson and chunk the assignments Use Vocabulary word and Word wall to support instruction Use linguistic and non-linguistic representation Use graphic organizer to support instruction Review and implement Master Collaborative Schedule		

***Insert more rows as necessary. If additional essential actions/strategy/interventions, duplicate the chart as needed.**
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	Co-teach Models Review and implement all student accommodations and services Support classes within schedule
Economically Disadvantaged	Transient, Foster, and Homeless
Review and implement individual plans for all students Assign all students a teacher 1 on 1 mentor Assign student to support classes within the schedule Attend STAND sessions two-three days a week Attend University Instructors tutorial sessions two- three days a week	Assign all students a mentor and provide resources for parents Assign student to support classes within the schedule Attend STAND sessions two-three days a week Attend University Instructors tutorial sessions two- three days a week

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Name of School: Madison Alternative Center

Area of Focus: Attendance

S.M.A.R.T. Goal: By the end of the school year, attendance team , the parents and stakeholder will reduce the number of chronic absences related to unexcused, tardiness, and truancy by 10%.

Essential Action /Research-based Strategy/Evidence-based Intervention:

Continue to use the school attendance committee to monitor the students
 Continue to implement the one-on-one teacher mentoring program
 Continue to use the daily attendance report to monitor attendance
 Develop an individualized intervention plan

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
10. Implement and develop a system for early identification and intervention with students who miss 3 or more days in nine weeks	Attendance Coordinator Site Coordinator, PBIS Coach, Committee Team Safety Coordinator, Transition Support Specialist	September - June	Attendance minutes STAND Lesson Plans Truancy Code Report Daily Student Absent Report Synergy – Student Contact Log Parent Letter Home Visits	Attendance Coordinator Instructional Behavioral Specialist	Weekly
11. Continue to use the school attendance committee to monitor the students Individual phone calls Updates of student status with family Document reasons for absenteeism	Committee Team Safety Coordinator, Transition Support Specialist	September - June	Attendance minutes STAND Lesson Plans Daily Student Absent Report Synergy – Student Log-in	SDS, Student Data Specialist Attendance Team PBIS Team Instructional Behavioral Specialist	Daily

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

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Provide appropriate resources and interventions					
12. Continue to implement the Tier I support and intervention using PBIS and Attendance Tech	Attendance Coordinator, PBIS, Coach/Team, Committee Team Safety Coordinator, Transition Support Specialist		Attendance minutes STAND Lesson Plans Daily Student Absent Report Synergy – Student Log-in Professional Development	SDS, Student Data Specialist Attendance Team PBIS Team Instructional Behavioral Specialist Safety and Ordering	Daily
Supplemental Supports: What additional action steps will be implemented to support achievement, opportunity, and access for students?					
English Learners			Students with Disabilities		
Assign the student to a counseling group of ELs Attend University Instructors tutorial sessions two- three days a week			Develop a checklist for Specially Designed Instruction (SDI) Check for understanding Implement mini lesson and chunk the assignments Use Vocabulary word and Word wall to support instruction Use linguistic and non-linguistic representation Use graphic organizer to support instruction Review and implement Master Collaborative Schedule Co-teach Models Review and implement all student accommodations and services Assign student to support classes within the schedule Attend STAND sessions two-three days a week		
Economically Disadvantaged			Transient, Foster and Homeless		

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

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<p>Review and implement individual plans for all students Assign all students a teacher 1 on 1 mentor Assign student to support classes within the schedule Attend STAND sessions two-three days a week Attend University Instructors tutorial sessions two- three days a week</p>	<p>Assign all students a mentor and provide resources for parents Assign student to support classes within the schedule Attend STAND sessions two-three days a week Attend University Instructors tutorial sessions two- three days a week</p>
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CSIP Madison Alternative Center: Non-Title I Schools

Name of School: Madison Alternative Center					
Area of Focus: Science					
<p>S.M.A.R.T. Goal: S.M.A.R.T. Goal: By the end of the school year, the Science 8, Biology, Earth Science students enrolled for at least 13 weeks or more will show a 10% increase based on their previous Standard of Learning scores.</p> <p>By the end of the school year, students with disabilities, English learners, and foster/homeless enrolled for at least 13 weeks or more will increase their scores by 10%.</p>					
<p>Essential Action /Research-based Strategy/Evidence-based Intervention:</p> <p>Set high expectations for student achievement, supported by frequent monitoring of student progress</p> <p>Communicate with parents or guardians to improve student achievement</p> <p>Implement and align Edmentum courseware with clear objectives in every classroom, every day for every student</p> <p>Communicate with compliance to the District Science Department non-negotiables, the science team of Madison Alternative will provide data driven, differentiated, and multi-leveled instruction that ensures all students will read, write, communicate, and think critically daily</p>					<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
13. Provide Professional Development for Edmentum	Site Coordinator Edmentum Representative	Pre-Service Week Monthly	Pre-Service Week Calendar Handouts Zoom meetings Certificate	Site Coordinator Transition Specialist Counselor Teachers	Weekly Use Edmentum Data
14. Use strategies such as gallery walks, word wall, vocabulary,	Teacher, Data Team Instructional Behavioral Specialist, Leadership Team	September - June	Mini-Lesson Plans Observations Data/Coaching Conferences	Site Coordinator Leadership Team	Weekly

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15. Analyze student assessment to determine the plan for intervention and use to monitor student progress and level	Teacher, Co-taught Teacher, Counselor, Site Coordinator, Transition Support Specialist	Bi-weekly	Data Meeting Calendar Academic Achievement data (grades) SOL Data	Site Coordinator	Bi-weekly and ongoing
16. Planning the daily rotations through small groups, tutor/independent practice, and individualized learning path using Edmentum.	Teacher, Co-taught teacher	Daily	Professional Development for Data assignment using the new math template and program	Site Coordinator	
17. Reading science related material and incorporating a variety of before, during and after reading comprehension strategies.	Teacher	Daily	Professional Development from the Science Department	Site Coordinator	Weekly

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<p>18. Thinking critically to investigate, discover, and understand scientific phenomenon using inquiry-based activities that are structured around the 5E Learning Cycle in which students–</p> <ul style="list-style-type: none"> •Engage in science-oriented questions •Explore possible answers through investigation •Explain connections to prior knowledge or new understandings based on data •Extend and apply understanding in a new context •Evaluate the validity of ideas and understandings 	Teacher	Daily	Professional Development from the Science Department	Site Coordinator	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
<p>Assign the student to a counseling group of ELs</p> <p>Assign student to support classes within the schedule</p> <p>Attend STAND sessions two-three days a week</p> <p>Attend University Instructors tutorial sessions two- three days a week</p>	<p>Develop a checklist for Specially Designed Instruction (SDI)</p> <p>Check for understanding</p> <p>Implement mini lesson and chunk the assignments</p> <p>Use Vocabulary word and Word wall to support instruction</p> <p>Use linguistic and non-linguistic representation</p> <p>Use graphic organizer to support instruction</p> <p>Review and implement Master Collaborative Schedule</p> <p>Co-teach Models</p> <p>Review and implement all student accommodations and services</p> <p>Support classes within schedule</p>
Economically Disadvantaged	Transient, Foster and Homeless
<p>Review and implement individual plans for all students</p> <p>Assign all students a teacher 1 on 1 mentor</p> <p>Assign student to support classes within the schedule</p> <p>Attend STAND sessions two-three days a week</p> <p>Attend University Instructors tutorial sessions two- three days a week</p>	<p>Assign all students a mentor and provide resources for parents</p> <p>Assign student to support classes within the schedule</p> <p>Attend STAND sessions two-three days a week</p> <p>Attend University Teachers sessions two- three days a week</p> <p>Attend University Instructors tutorial sessions two- three days a week</p>

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

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CSIP Madison Alternative Center: Non-Title I Schools

Area of Focus: On-- time Graduation					
<p>S.M.A.R.T. Goal: S.M.A.R.T. Goal: By the end of the school year, students enrolled for at least 13 weeks or more will be potential graduates. Data reflects that at least 95% of the students graduate from Madison.</p>					
<p>Essential Action /Research-based Strategy/Evidence-based Intervention:</p> <p>Implement and monitor the student on track</p> <p>Continue to monitor the absenteeism and</p> <p>Develop individuals plan for students</p> <p>Communicate with the homeschools (graduation coaches, principals, school counselors, assistant principals)</p> <p>Set high expectations for student achievement, supported by frequent monitoring of student progress</p> <p>Communicate with parents or guardians to improve student achievement</p> <p>Implement and align Edmentum courseware with clear objectives in every classroom, every day for every student</p>					<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
19. Provide Professional Development for staff	Site Coordinator	Pre-Service Week Monthly Faculty Meeting	Pre-Service Week Calendar Handouts Zoom meetings with Graduate Coaches	Site Coordinator Counselor Teachers	Weekly Use Edmentum Data Ongoing
20. Monitoring the progress on Edmentum	Teacher, Data Team Instructional Behavioral Specialist, Leadership Team	September - June	Mini- Lesson Plans Observations Data/Coaching Conferences Monthly Data Report On-Off Track Report in Edmentum	Site Coordinator Teacher Leadership Team	Daily

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21. Leadership meeting to address on-time graduation	Teacher, Co-taught Teacher, Counselor, Site Coordinator, Behavioral Specialist	Bi-weekly	Data Meeting Calendar Monthly Data report	Site Coordinator	Bi-weekly and ongoing
Supplemental Supports: What additional action steps will be implemented to support achievement, opportunity, and/or access for students?					
English Learners			Students with Disabilities		
Assign the student to a counseling group of EIs Assign student to support classes within the schedule Attend STAND sessions two-three days a week Attend University Instructors tutorial sessions two- three days a week			Develop a checklist for Specially Designed Instruction (SDI) Check for understanding Implement mini lesson and chunk the assignments Use Vocabulary word and Word wall to support instruction Use linguistic and non-linguistic representation Use graphic organizer to support instruction Review and implement Master Collaborative Schedule Co-teach Models Review and implement all student accommodations and services Support classes within schedule Assign a case manager, counselor, graduation coach, and administrator to monitor graduation requirements		
Economically Disadvantaged			Transient, Foster and Homeless		
Review and implement individual plans for all students Assign all students a teacher 1 on 1 mentor Assign student to support classes within the schedule Attend STAND sessions two-three days a week interventions including tutoring, career readiness, remediation, and recovery.			Assign all students a mentor and provide resources for parents Assign student to support classes within the schedule Attend STAND sessions two-three days a week Attend University Instructors tutorial sessions two- three days a week		

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Attend University Instructors tutorial sessions two- three days a week Work with the probation officers, Social Worker, and community stakeholders to provide services to keep the students on track.	
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