



CSIP: Non-Title I Schools

2022-2023 Norfolk Public Schools Comprehensive School Improvement Plan

Name of School: Northside Middle School

Area of Focus: Teaching for Learning & Literacy (Academic Achievement in English)

S.M.A.R.T. Goal: By June 2023, ALL Northside students will improve Standards of Learning pass rate performance in English (Reading and Writing combined) from 74% (2021) to 80%. Secondly, ALL students receiving service through Learning Support will increase the percentage passing English (Reading) SOL assessment from 56% (2021) to 65% by June 2023.

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

Develop and implement a plan to provide written feedback to teachers on the planning and delivery of 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

Monitor the implementation of the written, taught, tested curriculum by focusing on evidence-based feedback to support teachers on alignment to the Standards of Learning Curriculum Framework.

Monitor the 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.

Monitor and provide evidence-based feedback to teachers on their use of professional development with an explicit focus on student learning outcomes.

Academic Review Finding

Change

Action Steps	Position(s) Responsible for Implementation	Implementation Frequency	Evidence/Artifacts: Implementation and Impact	Position(s) Responsible for Monitoring	Monitoring Frequency
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***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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(Place in sequential order.)					
1. Use diagnostic information and student learning data to effectively address students' knowledge and skill gaps while continuing to provide cognitive and grade level appropriate content and skills.	Instructional Leadership Team	September 2022 – June 2023 (Monthly)	Data Team Minutes Edmentum reports Lexia/iLit reports University Tutor Tier II and III pull-out/push-in schedule	Principal Assistant Principal	Monthly
2. Provide John Hattie's 3-2-1 professional development on high yield student engagement strategy	Instructional Leadership Team	August 2021 – June 2023 (Yearly)	Faculty Meeting Agenda PowerPoint Observations/Walkthrough	Administration	Monthly
3. Provide professional development – “Supporting SWD through High Level Practices – What is SDI?”	Learning Support	August 2021 – June 2023	Data Team Minutes Lesson Plans Observations/Walkthroughs	Administration Instructional Leadership	Annual
4. Provide Fisher/Frey/Hattie professional development Visible Learning for Literacy – Practices that work best to accelerate student learning	Instructional Leadership Team	Monthly	ILT Meeting Agenda Faculty Meeting	Principal Assistant Principal	Monthly, during Instructional Leadership Team Meetings
5. Create and implement a building wide writing rubric for all non - ELA courses (Set a	English Department Chair		Writing Rubric Canvas - Faculty Meeting Share	Instructional Leadership Team	Monthly

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standard for writing across the curriculum)		Monthly			
6. Monitor the 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.	Instructional Leadership Team Department Chair	Weekly	CPPA Walkthrough Tool Data Team Minutes	Principal Assistant Principal	Monthly during Instructional Leadership Team Meetings
7. Plan, implement, and monitor implementation of professional development on the alignment of the written, taught and tested curriculum.	Curriculum and Instruction Leadership Instructional Leadership Team	Quarterly	Agenda Lesson Plans/Walkthroughs Observation Feedback	Principal Assistant Principal	Monthly
Supplemental Supports: What additional action steps will be implemented to support achievement, opportunity, and/or access for students?					
English Learners			Students with Disabilities		
<ul style="list-style-type: none"> Implementation of diverse leadership throughout the building to become more representative of the student population, incorporate diverse perspectives to 			<ul style="list-style-type: none"> Use of ReThink data to monitor progress on IEP goals to support Indicator 13 compliance Targeted push-in support through University Tutors 		

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<p>problem-solving and ensure thoughtful consideration of equity from all perspectives</p> <ul style="list-style-type: none"> Identify barriers and work cooperatively and effectively to identify solutions to remove barriers that interrupt learning. Ensuring clubs (social & academic), athletic teams and committees are representative of the student population. If needed referral to Behavior Specialist 	<ul style="list-style-type: none"> Appropriate RTI and assessment to support mastery. If needed referral to Behavior Specialist
Economically Disadvantaged	Transient, Foster and Homeless
<ul style="list-style-type: none"> As needed, utilize STARZ time to provide stress management and coping skills. SEL will be the intense focus during September. Additional strategies will be provided throughout the remainder of the year. Access to Guidance or CEIS counselor as needed. 	<ul style="list-style-type: none"> As needed, utilize STARZ time to provide stress management and coping skills. SEL will be the singular focus during opening September. Access to Guidance/CEIS Counselor as needed As requested by parents or identified by staff, provide community resource information to parents/guardians in need. Participate in Best Interest Determination (BID) meetings to support McKinney Vento students

<p><i>2022-2023 Norfolk Public Schools Comprehensive School Improvement Plan Template</i></p>
<p>Name of School: Northside Middle School</p>
<p>Area of Focus: <i>Teaching for Learning Numeracy Academic Achievement in Mathematics</i></p>

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S.M.A.R.T. Goal: By June 2023, ALL Northside students will improve Standards of Learning pass rate performance in Mathematics 74% (2021) to 80%. Secondly, ALL students receiving service through Learning Support Services will increase the percentage passing Mathematics SOL assessment from 62.41% (2021) to 70% (2023)

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

- Communicate with parents or guardians to improve student achievement
- Set high expectations for student achievement, supported by frequent monitoring of student progress
- Engage teachers and leaders in regularly scheduled collaborative planning, supporting the implementation of the curriculum

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
8. Use diagnostic information and student learning data to develop appropriate SDI instruction to ensure access to meet the general curriculum.	Teachers Case Managers/Collaborative Teachers	Daily	Lesson Plans Data Team Minutes Exit Ticket	Principal Assistant Principal	Quarterly
9. Implement academic interventions and monitor student progress for mastery	Teachers Case Managers/Collaborative Teachers University Tutors	Daily	University Tutor (Pull – out/ Push-in Schedule) Data Team Minutes Exit Ticket	Principal Assistant Principal	Bi-weekly / Monthly
10. Monitor and provide evidence-based feedback to teachers on their use of professional development with an explicit focus on student learning outcomes	Instructional Leadership Team	Weekly Monthly	Observations Schedule support from CAB staff	Principal Assistant Principal	Monthly/Quarterly

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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
<ul style="list-style-type: none"> Designating the ELL teacher to serve on the Instructional Leadership Team bringing diverse perspectives to create best practices and problem-solving. Ensure thoughtful consideration of equity from all perspectives. Building wide recognition of Hispanic Heritage Month led by ELL teacher Ensuring clubs (social & academic), athletic teams and committees are representative of student population. If needed referral to Behavior Specialist 	<ul style="list-style-type: none"> Targeted push-in support through University Tutors Appropriate RTI and assessment to support mastery. If needed referral to Behavior Specialist
Economically Disadvantaged	Transient, Foster and Homeless
<ul style="list-style-type: none"> As needed, utilize STARZ time to provide stress management and coping skills. SEL will be the primary focus during September. Additional strategies will be provided throughout the remainder of the year. Access to Guidance/CEIS Counselor as needed. If needed referral to Behavior Specialist 	<ul style="list-style-type: none"> Access to guidance counselor as needed As requested by parents or identified by staff, provide community resource or referral information to parent/guardian. Participate in Best Interest Determination (BID) meetings to support McKinney Vento students If needed referral to Behavior Specialist

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2022-2023 Norfolk Public Schools Comprehensive School Improvement Plan

Name of School: Northside Middle School

Area of Focus: Student Engagement

S.M.A.R.T. Goal: By June 2023, 90% of ALL Northside students will be following Code of Virginia §22.1-258

<p>Essential Action /Research-based Strategy/Evidence-based Intervention:</p> <ul style="list-style-type: none"> Engaging students in positive behavior support mechanisms Analyzing data attendance, discipline, and crime and violence (DCV) reports Planning and monitoring rigorous instruction, which leads to increased time-on-task 	<input type="checkbox"/> Academic Review Finding
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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
11. Implement “Northside Norms” expectations for daily staff operation	Instructional Leadership Team Dean of Students	Daily	Northside Norm Matrix Observation/Walkthrough	Principal Assistant Principal	Daily
12. Establish and implement a PBIS matrix to identify expected behaviors before, during and after instructional time.	PBIS Team	Daily	PBIS Matrix Northside Middle Starbucks	PBIS Teacher Leader	Monthly

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13. Monitor daily attendance for adherence to district and state guidelines	Student Data Specialist Attendance Team	Daily	Attendance Plans Truancy Reports/MDT Referral ATD/ATP Synergy Reports	Principal Assistant Principal	Daily
Supplemental Supports: What additional action steps will be implemented to support achievement, opportunity, and/or access for students?					
English Learners			Students with Disabilities		
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