



CSIP Template: Non-Title I Schools

2022-2023 Norfolk Public Schools Comprehensive School Improvement Plan Template

Name of School: Tarrallton Elementary School

Area of Focus: *Literacy*

S.M.A.R.T. Goal (s): According to 2022 SOL data, 80% of Tarrallton students passed the Reading SOL. With students receiving credit for Growth, 90.4% of students were deemed by VDOE to have demonstrated acceptable growth in Reading. By June of 2023, 85% of students will pass the English SOL and including the Growth measure, 95% of students will have demonstrated acceptable growth in Reading.

By June of 2023, 85% of students will meet grade level Developmental Reading Assessment (DRA) benchmarks as measured by running records. The other 15% will continue to make progress in their ability to comprehend as measured by the DRA.

By June of 2023, all special education students will show progress toward their I.E.P. goals, as measured by progress monitoring tools (DRA, STAR, PALS, math and reading assessments, work samples, and running records). 100% of students will show growth in their ability to comprehend text.

Essential Action /Research-based Strategy/Evidence-based Intervention: Implement and monitor the K-12 Reading Curriculum with explicit focus on student learning outcomes.

☐ 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. Plan, deliver, and assess instruction aligned with the written curriculum.	Classroom teachers, ILT members, PAL Teacher, and Specialists	September 6, 2022 – June 1, 2023	On-going progress monitoring of Student Assessment Data: STAR Reading, PALS, State Growth Test, and Unit Tests. Weekly planning, lesson plans, teacher observations, focus walk, and peer evaluation forms.	Principal, Assistant Principal, Reading Specialist, Grade Level Chairs, and PALS Tutor	Monthly

***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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2. Implement and monitor the K-12 Literacy Model and supplements.	Classroom teachers, ILT members, PALS Teacher, Specialists	September 6, 2022 – June 1, 2023	On-going progress monitoring of Student Assessment Data: STAR Reading, PALS, State Growth Test, and Unit Tests. Weekly planning, lesson plans, teacher observations, focus walk, and peer evaluation forms.	Principal, Assistant Principal, Reading Specialist, Grade Level Chairs, and PALS Tutor	Monthly
3. Implement and monitor the Literacy Remediation block where students in Grades K – 5 will receive 20 – 60 minutes per week in Literacy remediation using the Lexia Core learning platform.	Classroom teachers and Reading Specialist	September 6, 2022 – June 1, 2023	On-going progress monitoring of Student Literacy Assessment Data and Lexia Core Student Use Reports.	Principal, Assistant Principal, Reading Specialist, Grade Level Chairs	Monthly
4.					
5.					
Supplemental Supports: What additional action steps will be implemented to support achievement, opportunity, and/or access for students?					
English Learners			Students with Disabilities		
The Tarrallton school community will revise and edit classroom-based intervention plans for students at risk of failure (including students with disabilities) based on both summative and formative assessments including STAR, DBA, PALS, and CFAs.			The Tarrallton school community will revise and edit classroom-based intervention plans for students at risk of failure (including students with disabilities) based on both summative and formative assessments including STAR, DBA, PALS, and CFAs.		
Economically Disadvantaged			Transient, Foster and Homeless		
The Tarrallton school community will revise and edit classroom-based intervention plans for students at risk of failure (including students with disabilities) based on both summative and formative assessments including STAR, DBA, PALS, and CFAs.			The Tarrallton school community will revise and edit classroom-based intervention plans for students at risk of failure (including students with disabilities) based on both summative and formative assessments including STAR, DBA, PALS, and CFAs.		

***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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2022-2023 Norfolk Public Schools Comprehensive School Improvement Plan Template					
Name of School: Tarrallton E.S.					
Area of Focus: Numeracy					
<p>S.M.A.R.T. Goal: According to 2022 SOL data, 62% of Tarrallton students passed the Math SOL. With students receiving credit for Growth, 87.69% of students were deemed by VDOE to have demonstrated acceptable growth in Math. By June of 2023, 70% of students will pass the Math SOL and including the Growth measure, 90% of students will have demonstrated acceptable growth in Math.</p> <p>By June of 2023, 85% of students will meet grade level Developmental Math Assessment benchmarks as measured by STAR data. The other 15% will continue to make progress in numeracy as measured by the STAR Math Assessment.</p> <p>By June of 2023, all special education students will show progress toward their I.E.P. goals, as measured by progress monitoring tools (STAR, math assessments, and work samples). 100% of students will show growth in their ability to learn in area of numeracy.</p>					
Essential Action /Research-based Strategy/Evidence-based Intervention: Implement and monitor the K-12 Math Curriculum with explicit focus on student learning outcomes.					<input type="checkbox"/> 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. Plan, deliver, and assess instruction aligned with the written curriculum.	Classroom teachers, ILT members, Specialists	September 6, 2022 – June 1, 2023	On-going progress monitoring of Student Math Assessment Data.	Principal, Assistant Principal, Math Specialist, Grade Level Chairs	Monthly
6. Implement and monitor the CRA Math Model (Concrete, Abstract, and Representational) and supplements.	Classroom teachers, ILT members, Specialists	September 6, 2022 – June 1, 2023	On-going progress monitoring of Student Math Assessment Data: STAR Reading, State Growth Test, Unit Tests, and ongoing data review and discussions during Grade Level Planning,	Principal, Assistant Principal, Math Specialist, Grade Level Chairs	Monthly

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			focus walk, and peer evaluation forms		
7. Implement and monitor the Math remediation block where students will receive 20 – 60 minutes per week using the Edmentum learning platform.	Classroom teachers and Math Specialist	September 6, 2022 – June 1, 2023	On-going progress monitoring of Student Math Assessment Data and Student Usage Reports in Edmentum.	Principal, Assistant Principal, Reading Specialist, Grade Level Chairs	Monthly
8.					
5.					

Supplemental Supports: What additional action steps will be implemented to support achievement, opportunity, and/or access for students?

English Learners	Students with Disabilities
The Tarrallton school community will revise and edit classroom-based intervention plans for students at risk of failure (including students with disabilities) based on both summative and formative assessments.	The Tarrallton school community will revise and edit classroom-based intervention plans for students at risk of failure (including students with disabilities) based on both summative and formative assessments.
Economically Disadvantaged	Transient, Foster and Homeless
The Tarrallton school community will revise and edit classroom-based intervention plans for students at risk of failure (including students with disabilities) based on both summative and formative assessments.	The Tarrallton school community will revise and edit classroom-based intervention plans for students at risk of failure (including students with disabilities) based on both summative and formative assessments.

2022-2023 Norfolk Public Schools Comprehensive School Improvement Plan Template

Name of School: Tarrallton E.S.

Area of Focus: Science

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

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S.M.A.R.T. Goal: According to 2022 SOL data, 58% of Tarrallton students passed the Science SOL. By June of 2023, 70% of students will pass the Science SOL.					
Essential Action /Research-based Strategy/Evidence-based Intervention: Implement and monitor the K-12 Science 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
9. Plan, deliver, and assess instruction aligned with the written curriculum.	Classroom teachers, ILT members, PAL Teacher, and Specialists	September 6, 2022 – June 1, 2023	On-going progress monitoring of Student Assessment Data: STAR Reading, PALS, State Growth Test, and Unit Tests. Weekly planning, lesson plans, teacher observations, focus walk, and peer evaluation forms.	Principal, Assistant Principal, Math and Reading Specialist, Grade Chairs, and GRT	Monthly
10. Implement and monitor the el and supplements.	Classroom teachers, ILT members, PALS Teacher, Specialists	September 8, 2021 – June 1, 2023	On-going progress monitoring of Student Assessment Data: STAR Reading, PALS, State Growth Test, and Unit Tests. Weekly planning, lesson plans, teacher observations, focus walk, and peer evaluation forms.	Principal, Assistant Principal, Reading Specialist, Grade Level Chairs, and PALS Tutor	Monthly
Supplemental Supports: What additional action steps will be implemented to support achievement, opportunity, and/or access for students?					
English Learners			Students with Disabilities		
The Tarrallton school community will revise and edit classroom-based intervention plans for students at risk of failure (including students with disabilities) based on both summative and formative assessments.			The Tarrallton school community will revise and edit classroom-based intervention plans for students at risk of failure (including students with disabilities) based on both summative and formative assessments.		

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Economically Disadvantaged	Transient, Foster and Homeless
The Tarrallton school community will revise and edit classroom-based intervention plans for students at risk of failure (including students with disabilities) based on both summative and formative assessments.	The Tarrallton school community will revise and edit classroom-based intervention plans for students at risk of failure (including students with disabilities) based on both summative and formative assessments.

2022-2023 Norfolk Public Schools Comprehensive School Improvement Plan Template					
Name of School: Tarrallton E.S.					
Area of Focus: <i>Student Engagement, PBIS, and Attendance</i>					
S.M.A.R.T. Goal: By June of 2023, Tarrallton will decrease the percentage of students with chronic unexcused absences from 29.2% (Spring 2022) to 10%.					
Essential Action /Research-based Strategy/Evidence-based Intervention: Utilizing our PBIS program to help and prevent chronic absenteeism through our Truancy Team, weekly and month planning meetings, and communicate the District and our Student Attendance expectations to our stakeholders.					<input type="checkbox"/> 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
11. Monitor the effectiveness of the truancy team's procedures	Principal, Assistant Principal, Parent Engagement Specialist, Guidance Counselor, SDS and Office Manager	September 6, 2022 – June 1, 2023	Student Attendance Data and Log of Parent Contacts	Principal, Assistant Principal, SDS, Office Manager	Weekly
12. Review the attendance policy with all staff	Principal, Assistant Principal, Parent Engagement	Quarterly: Open House,	Agendas and Sign-in Sheets	Principal and Assistant Principal	Monthly

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	Specialist, Guidance Counselor, SDS and Office Manager	October, January, March, and May				
13. Review the attendance policy with parents using our updated parent newsletter platform and student code of conduct handbooks	PBIS Team: including Assistant Principal, PK-5 Grade Level Teachers, School Counselor, SDS, Office Manager	Quarterly: Open House, October, January, March, and May	Posts on DoJo Parental newsletter (email) Robo Calls	Principal and Assistant Principal, and Lead PBIS Teacher	Monthly	
14. Provide incentives for student attendance: certificates, prizes, and recognition on the morning news	PBIS Team: including Assistant Principal, PK-5 Grade Level Teachers, School Counselor, SDS, Office Manager	Quarterly- November, February, April, June	Posts on DoJo and Robo calls	Principal and Assistant Principal, and Lead PBIS Teacher	Monthly	
15. PBIS team will meet monthly to plan and implement innovative activities and programs to increase attendance	PBIS Team: including Assistant Principal, PK-5 Grade Level Teachers, School Counselor, SDS, Office Manager	September 6, 2022 – June 1, 2023	PBIS Team Meeting Agendas and PBIS matrix	Assistant Principal, and Lead PBIS Teacher	Monthly	

In order to increase the efficiency of the Truancy Team, Principal Swan reached out to Loranda Young by email on 11/16/2022, to schedule PD with the Truancy Team, so that all Team members will have access and the PD to enter the codes into Synergy regarding Truancy Plans, Truancy Conferences, and Court Referrals. This PD was held on 11/18/2022.

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