



## CSIP Template: Title I Schools

2023-2024 Norfolk Public Schools Comprehensive School Improvement Plan Template		
<b>Name of School:</b> Mary Calcott ES		
<b>Area of Focus:</b> Teaching for Learning in Reading		
<b>S.M.A.R.T. Goal:</b> We will increase the percentage of students passing the Spring Reading SOL assessment from 90% in 2023 to 92% or higher by June 2024.		
<b>Supplemental Supports:</b> What additional action steps will be implemented to support achievement, opportunity, and/or access for students?		
<b>English Learners</b>	<b>Students with Disabilities</b>	
Students will receive scaffolded instruction and small group instruction based on their needs. Groups will be as small as possible with the goal of no more than 3 students.	SPED Staff will work in collaboration with the ILT to implement the NPS literacy model in grades K-5 to eliminate achievement gaps for the diverse student population.	
<b>Economically Disadvantaged</b>	<b>Transient, Foster and Homeless</b>	
Students will receive scaffolded instruction and small group instruction based on their needs.	Students will receive scaffolded instruction and small group instruction based on their needs.	
<b>Area of Focus:</b> Teaching for Learning in Math		<input type="checkbox"/> Academic Review Finding
<b>S.M.A.R.T. Goal:</b> We will increase the percentage of students passing the 2023 Spring Mathematics SOL assessments from 84% in 2023 to 90% or higher by June 2024.		
<b>Essential Action /Research-based Strategy/Evidence-based Intervention:</b> Implement an aligned written, tested, and taught curriculum, with clear objectives, in every classroom, every day for every student.		

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

Include a maximum of five (5) 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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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)
1. School wide implementation of gradual release of responsibility <ul style="list-style-type: none"> <li>a. Concrete - teach the concept using manipulatives</li> <li>b. Representational - teach using images to solve</li> <li>c. Abstract- teach with numbers and symbols</li> </ul>	Teachers K-5  Math Specialist	On-going	Lesson Plans Walk throughs Observations Formal feedback	Principal and Assistant Principal	Monthly	
2. Fully Implement Edmentum with a	Math Specialist	Weekly	Edmentum Reports	Principal, Assistant	Weekly	

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school-wide incentive plan.	Administrators Classroom Teacher			Principal, and Math Specialist		
3. Create rubric and conduct observations for lesson alignment.	Core leadership team Math Specialist Administration	Weekly	Observations Walk throughs Formal Feedback Data communicated to whole school	Principal and Assistant Principal	Quarterly	
4. Create and monitor a plan to provide aligned intervention support for all students needing Tier 2 and Tier 3 instruction identified by Star data.	K-5 Teachers Math Specialist Part time Tutor	Weekly	Schedules, Math Data (Star, Benchmark Data, Grade level Assessment Data) Intervention plans	Principal and Assistant Principal	Quarterly	
5. Create and monitor a plan to provide aligned support for students identified from the SOL Growth Test Report in grades 3-5 and all students needing Tier 2 and Tier 3 instruction	3-5 Teachers Math Specialist	Weekly	SOL Growth Data Unit Test data	Principal and Assistant Principal	Quarterly	

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identified from the SOL and from Unit Test data.						
6. Plan a Family Math Night	Math Specialist Select Classroom Teachers	February	Sign In Sheets Agenda	Principal Assistant Principal		
Supplemental Supports: What additional action steps will be implemented to support achievement, opportunity, and/or access for students?						
English Learners			Students with Disabilities			
Provide scaffolded instruction daily and small group instruction based on their needs. with the EL and classroom teachers. Groups will be as small as possible.			Special Education staff will attend meetings with Administration to discuss data collected, student outcomes, and IEP goals for students with disabilities monthly.			
Economically Disadvantaged			Transient, Foster and Homeless			
Provide scaffolded instruction daily and small group instruction based on their needs			Provide scaffolded instruction daily and small group instruction based on their needs.			

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Area of Focus: Teaching for Learning Science						<input type="checkbox"/> Academic Review Finding
S.M.A.R.T. Goal: We will increase the percentage of students passing the 2023 Spring Science SOL assessment from 77% in 2023 to 82% by June 2024.						
Essential Action /Research-based Strategy/Evidence-based Intervention: Set high expectations for student achievement, supported by frequent monitoring of student progress						
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)
1. Students will participate in scientific investigations at least twice a month.	K-5 Teachers  ITRT  Gifted Teacher	Monthly	Lesson plans Walk throughs Observations Formal feedback	Principals and Assistant Principal	Monthly	
2. Students will showcase their knowledge of vocabulary learned from the unit by creating an	K-5 Teachers  Science Lead teacher	Weekly	Interactive notebook and folders walk-throughs	Principal and Assistant Principal	Monthly	

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interactive notebook or folder in class.			Lesson plan checks and walk-throughs			
3. Create and monitor a plan to provide aligned support for students in Tier 2 and Tier 3 instruction identified from Unit Test data.	K-5 Teachers  Lead Science Teacher	Weekly	Unit Test data	Principal and Assistant Principal	Quarterly	
<b>Supplemental Supports: What additional action steps will be implemented to support achievement, opportunity, and/or access for students?</b>						
<b>English Learners</b>			<b>Students with Disabilities</b>			
Classroom teachers will provide unit vocabulary to the EL teacher at the beginning of each unit. The EL teacher will incorporate content vocabulary into small group lessons with EL students.			Special Education teachers will collect and analyze data at least monthly and consult with the classroom teacher to determine progress toward IEP goals and grade level content.  Accommodations and strategies will be reviewed and adjusted as needed.			
<b>Economically Disadvantaged</b>			<b>Transient, Foster and Homeless</b>			
Provide scaffolded instruction daily and small group instruction based on their needs.			Provide scaffolded instruction daily and small group instruction based on their needs			

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Supplemental Supports: What additional action steps will be implemented to support achievement, opportunity, and/or access for students?	
Fully Implement Positive Behavior Interventions and Supports	
English Learners	Students with Disabilities
Journeys Multi-cultural Club	SPED teachers will reinforce character traits in small groups with SPED students and utilize literature to help connect the character trait to real world experiences.
Economically Disadvantaged	Transient, Foster and Homeless
Small Group Guidance Lessons with School Counselor if needed	Small Group Guidance Lessons with School Counselor

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