

2022-2023 Norfolk Public Schools Comprehensive School Improvement Plan Template

Name of School: Academy at Rosemont Home of the Ambassadors and Young Scholars

Area of Focus: Teaching and Learning Mathematics

S.M.A.R.T. Goal: By the end of 2023 using the State SOL Assessments, the pass rate for students taking Grade 8 Math will be 75% or above; the pass rate for students taking Algebra I will be 75% or above; the pass rate for students taking Geometry will be 80% or above.

Essential Action /Research-based Strategy/Evidence-based Intervention: Review and Provide feedback of All Math Lesson Plans to ensure alignment of the written, tested, and taught curriculum and pacing guides.

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. Math lesson Plans will align to the Math Curriculum and Pacing Guides | Math Teachers/Sped Teacher | Weekly | Math Lesson Plans reviewed during planning meetings | Principal and Math Chair | Weekly |
| 2. Lesson Plans will identify clear specific learning goals (what are students supposed to learn?) (NCTM, 2017) | Math Teachers/Sped Teacher | Weekly | Math Lesson Plans reviewed during planning meetings | Principal and Math Chair | Weekly |
| 3. Lesson Plans will indicate the evidence that students met the clear specific learning goals (Did the students learn the topic or lesson?) (NCTM, 2017) | Math Teachers/Sped Teacher | Weekly | Math Lesson Plans reviewed/Student Artifacts/Exit Tickets | Principal and Math Chair | Weekly |
| 4. Use Anchor Charts to provide evidence of content coverage | Math Teachers/Sped Teacher | Weekly | Anchor Charts will be displayed in classrooms | Principal and Math Chair | Weekly |
| 5. Using Questions that foster Mathematical Discussions | Math Teachers/Sped Teacher | Weekly | Question Parking Lots, Class Discussion, Lesson Plans | Principal and Math Chair | 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.



CSIP Template: Non-Title I Schools

| | | | | | |
|---|--|--|--|--|--|
| 6. | | | | | |
| 7. | | | | | |
| Supplemental Supports: What additional action steps will be implemented to support achievement, opportunity, and/or access for students? | | | | | |
| English Learners | | | Students with Disabilities | | |
| Collaborate with the ELL Teacher to ensure strategies used are equitable | | | SWD will have access to special designed strategies such as: scaffolding, notetaking, student feedback and student conferencing. | | |
| Economically Disadvantaged | | | Transient, Foster and Homeless | | |
| | | | | | |

***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.



CSIP Template: Non-Title I Schools

2022-2023 Norfolk Public Schools Comprehensive School Improvement Plan Template

Name of Program: Academy at Rosemont Home of the Ambassadors and Young Scholars

Area of Focus: Teaching and Learning - Science

S.M.A.R.T. Goal: By the end of SY 2023 the pass rate of all students in Grade 8 Science will increase from 77% to 80% and Black Students and Economically Disadvantaged Students in Grade 8 Science will increase from 60% and 71% respectively to 75% pass rate. By the end of SY 2023, the pass rate in Earth Science will increase from 96.67% to 100% and the gap between Black Students and White Students in Earth Science will decrease by 5%.

Essential Action /Research-based Strategy/Evidence-based Intervention: Review and Provide feedback of Science Lesson Plans to ensure they are aligned to the curriculum and pacing guides and the deliver of instruction is rigorous.

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 |
|---|--|-----------------------------|--|---|-------------------------|
| 5. Science Lesson Plans will be aligned to the Curriculum and Pacing Guides | Science Teachers | Weekly | Science Lesson Plans will be reviewed during Planning Meetings | Principal and Science Chair | Weekly |
| 6. Science Lesson Plans have clear learning objectives in student friendly language | Science Teachers | Weekly | Science Lesson Plans will be reviewed during Planning Meetings | Principal and Science Chair | Weekly |
| 7. Science Teachers will use Quick Write Strategies to provide writing fluency in the appropriate Science Content | Science Teachers | Weekly | Student Quick Write Artifacts | Principal and Science Chair | Weekly |

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

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CSIP Template: Non-Title I Schools

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|--|------------------|--------|---|-----------------------------|--------|
| 8. Science Teachers will provide feedback to students when they produce a Quick Write | Science Teachers | Weekly | Written Feedback from Science Teachers to Students regarding their Quick Write Work Samples | Principal and Science Chair | Weekly |
| 9. Science Teacher will use Exit Tickets/Assessment to determine if students' grasped the learning objective | Science Teachers | Weekly | Exit Tickets or Teacher Assessment(s) | Principal and Science Chair | Weekly |
| 6. | | | | | |
| 7. | | | | | |

| | |
|---|---------------------------------------|
| Supplemental Supports: What additional action steps will be implemented to support achievement, opportunity, and/or access for students? | |
| English Learners | Students with Disabilities |
| | |
| Economically Disadvantaged | Transient, Foster and Homeless |
| | |

***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.