



# CSIP Template: Non-Title I Schools

## 2023-2024 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 2024 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 2024, 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 delivery 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
1. 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
2. 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
3. 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
4. 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

**\*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

5.	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.						
<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>		
<ul style="list-style-type: none"> <li>Collaborate with the ELL Teacher to ensure strategies used are equitable</li> </ul>				<ul style="list-style-type: none"> <li>Using the IEP@ Glance SWD students will use graphic organizers to generate ideas and organize thoughts to compose quick writes in science as we are writing across the curriculum</li> <li>Dissection of Prompts</li> <li>Use of interactive word walls to build Science Vocabulary</li> </ul>		
<b>Economically Disadvantaged</b>				<b>Transient, Foster and Homeless</b>		
<ul style="list-style-type: none"> <li>Ensure students have planners and access to technology (Chromebooks)</li> <li>Check in with students to ensure they have school supplies for home as well as school</li> </ul>				<ul style="list-style-type: none"> <li>Ensure students have planners and access to technology (Chromebooks)</li> <li>Check in with students to ensure they have school supplies for home as well as school</li> <li>Ensure that students/families know about resources available to families (Wrap Around Services)</li> </ul>		

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

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<b>Name of School:</b> Academy at Rosemont Home of the Ambassadors and Young Scholars					
<b>Area of Focus: Teaching and Learning:</b> Writing					
<b>S.M.A.R.T. Goal:</b> By the end of the 2024 school year, using the State SOL Assessments, the pass rate for all students in Grade 8 Writing will increase from 75.44% to 80% and the pass rate for Black Students and the Economically Disadvantaged in Grade 8 Writing will increase from 65.22% and 64.44% respectively to 75% pass rate. The Pass Rate for SWD students will increase from 0.00% to 75%.					
<b>Essential Action /Research-based Strategy/Evidence-based Intervention:</b> Review and Provide feedback of Writing Lesson Plans to ensure they are aligned to the curriculum and pacing guides and the delivery of instruction is rigorous.					<input type="checkbox"/> <b>Academic Review Finding</b>
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
6. Writing Lesson Plans will be aligned to the Writing Curriculum and Pacing Guides	ELA Teachers/Sped/GT Teachers	Weekly	ELA Lesson Plans will be reviewed during Planning Meetings	Principal and ELA Chair	Weekly

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## CSIP Template: Non-Title I Schools

7. All ELA Lessons will have some form of writing embedded in the lesson plan	ELA/Sped/GT Teachers	Weekly	ELA Lesson Plans will be reviewed during Planning Meetings (Respond to a question or feedback to a student)	Principal and ELA Chair	Weekly
8. Use of No Red Ink Quick Write Strategy in ELA Class to build writing fluency	ELA/Sped/GT Teachers	Weekly	Student Work will be the evidence	Principal and ELA Chair	Weekly
9. Teacher will conference with students and provide feedback during writing lessons	ELA/SPED/GT Teachers	Weekly	Classroom Observations of Teacher/Student Conferencing/Writing Samples with feedback	Principal and ELA Chair	Weekly
10. Anchor Charts of Writing Content Coverage	ELA/Sped/GT Teachers	Weekly	Read the Room using Anchor Charts that cover the Writing Content Curriculum	Principal and ELA Chair	Weekly
6. ELA Team will use graphic organizers to help student organize ideas and thoughts	ELA/Sped/GT Teachers	Weekly	Observations of students' graphic organizers/Teacher-Student Conferencing	Principal and ELA Chair	Weekly
7. ELA Team uses Lexia, especially the Grammar Section to build vocabulary fluency	ELA/Sped/GT Teachers	Weekly	Observation of students using Lexia at stations	Principal and ELA Chair	Weekly
<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>		

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<ul style="list-style-type: none"> <li>Reinforce the use of Lexia's Grammar Section to build vocabulary fluency</li> </ul>	<ul style="list-style-type: none"> <li>Using the IEP@ Glance SWD students will use graphic organizers to generate ideas and organize thoughts to compose essays</li> <li>Dissection of Prompts</li> <li>Use of Word Study to build vocabulary fluency</li> </ul>
Economically Disadvantaged	Transient, Foster and Homeless
<ul style="list-style-type: none"> <li>Ensure students have planners and access to technology (Chromebooks)</li> <li>Check in with students to ensure they have school supplies for home as well as school</li> </ul>	<ul style="list-style-type: none"> <li>Ensure students have planners and access to technology (Chromebooks)</li> <li>Check in with students to ensure they have school supplies for home as well as school</li> <li>Ensure that students/families know about resources available to families (Wrap Around Services)</li> </ul>

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## 2023-2024 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 2024 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
11. 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
12. 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
13. 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

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14. 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
6.					
7.					
<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>		
Collaborate with the ELL Teacher to ensure strategies used are equitable			SWD will have access to specially designed strategies such as: scaffolding, notetaking, student feedback and student conferencing.		
<b>Economically Disadvantaged</b>			<b>Transient, Foster and Homeless</b>		
<ul style="list-style-type: none"> <li>• Ensure students have planners and access to technology (Chromebooks)</li> <li>• Check in with students to ensure they have school supplies for home as well as school</li> </ul>			<ul style="list-style-type: none"> <li>• Ensure students have planners and access to technology (Chromebooks)</li> <li>• Check in with students to ensure they have school supplies for home as well as school</li> <li>• Ensure that students/families know about resources available to families (Wrap Around Services)</li> </ul>		

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