



CSIP: Non-Title I Schools

2023-2024 Norfolk Public Schools Comprehensive School Improvement Plan

Name of School: Sewells Point Elementary School

Area of Focus: Teaching for Learning - *Literacy & Science*

S.M.A.R.T. Goal: By the end of 2023-2024 school year, we will increase the overall pass rate on the reading SOL assessment from the June 2024 administration of 83% to 92% by June 2024 administration. By the end of 2023-2024, we will increase the percentage of SWD students passing the reading SOL assessment from 67% in 2022 to 75% in 2023. By the end of 2023-2024, we will increase the percentage of Black students passing the reading SOL assessment from the June 2023 administration from 79% to 85%.

Essential Action /Research-based Strategy/Evidence-based Intervention: Set high expectations for student achievement supported by frequent monitoring of student progress.

☐ **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. Develop and implement a process for providing teacher directed, embedded professional development during weekly planning on best practices in instructional strategies pertaining to reading, student engagement, and the PLC process.	Grade level teachers; Reading specialist	August 2023 to May 2024	Agendas; PowerPoint presentations; Sign-in sheets; Session minutes	Principal Assistant principal Reading specialist	At a minimum six review dates set every 4.5 weeks (w/o-10.3.2022; w/o-10.31.2022; w/o-12.5.2022; w/o-1.23.2023; w/o-2.27.2023; & w/o-3.27.2023)
2. Implement a system that engages students in their own learning through goal setting with teacher direction.	General Education and Special Education Teachers	August 2023 to May 2024	Teacher-led and student-led conferences; Data notebooks (Creating graphs) Lexia usage and progress monitoring	Principal Assistant principal Counselor Gifted Teacher Reading specialist	Bi-weekly teacher conferences with students

***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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3. Provide professional development on collaborative teaching and planning between general education and special education.	General Education and Special Education Teachers	August 2023 to May 2024	Effective Co-teaching models	Principal Assistant principal Reading specialist Inclusion Lead Special Education Teacher SPED Teachers Specialist/Learning Support	Monthly
4. Develop, implement, and monitor a process for - conducting peer observations both grade level and vertical observations.	Grade level teachers	August 2023 to May 2024	Peer observation protocol Peer observation schedule Peer observation positive feedback	Principal Assistant Principal	Quarterly

Supplemental Supports: What additional action steps will be implemented to support achievement, opportunity, and/or access for students?	
English Learners	Students with Disabilities
Included in the data-informed decision making process	Included in the data-informed decision making process
Economically Disadvantaged	Transient, Foster and Homeless
N/A	Included in the data-informed decision making process

2022-2023 Norfolk Public Schools Comprehensive School Improvement Plan	
Name of School: Sewells Point Elementary School	
Area of Focus: Teaching for Learning - Numeracy	
S.M.A.R.T. Goal: By the end of 2023-2024, we will increase the overall pass rate on the Math SOL assessment from the June 2024 administration of 76% to 86% by June 2024 administration. By the end of 2023-2024, we will increase the percentage of SWD students passing the Math SOL assessment from 66% in	

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2023 to 76% in 2024. By the end of 2022-2023, we will increase the percentage of Black students passing the Math SOL assessment from 65% in 2023 to 75% in 2024.

Essential Action /Research-based Strategy/Evidence-based Intervention: Set high expectations for student achievement supported by frequent monitoring of student progress.

☐ **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. Develop and implement a process for providing teacher directed, embedded professional development during weekly planning on best practices in instructional strategies pertaining to reading, student engagement, and the PLC process.	Grade level teachers; Math specialist	August 2023 to May 2024	Agendas; PowerPoint presentations; Sign-in sheets; Session minutes	Principal Assistant principal Math specialist	At a minimum six review dates set every 4.5 weeks (w/o-10.3.2022; w/o-10.31.2022; w/o-12.5.2022; w/o-1.23.2023; w/o-2.27.2023; & w/o-3.27.2023)
2. Implement a system that engages students in their own learning through goal setting with teacher direction.	General Education and Special Education Teachers	August 2023 to May 2024	Teacher-led and student-led conferences; Data notebooks (Creating graphs)	Principal Assistant principal Counselor Gifted Teacher Math specialist	Bi-weekly teacher conferences with students
3. Provide professional development on collaborative teaching and planning between general education and special education.	General Education and Special Education Teachers	August 2023 to May 2024	Effective Co-teaching models	Principal Assistant principal Math specialist Inclusion Lead Special Education Teacher SPED Teachers Specialist/Learning Support	Monthly
4. Develop, implement, and monitor a process for conducting peer observations	Grade level teachers	August 2023 to May 2024	Peer observation protocol Peer observation schedule	Principal Assistant Principal	Quarterly

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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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both grade level and vertical observations.			Peer observation positive feedback		
5. Monitor teacher implementation of the Edmentum curriculum; Review Edmentum assessment reports	Grade level teachers Math specialist	August 2023 to May 2024	Accurate implementation of the Edmentum curriculum by teachers Research-based teaching models Expected student academic growth	Principal Assistant principal Math specialist	Quarterly
Supplemental Supports: What additional action steps will be implemented to support achievement, opportunity, and/or access for students?					
English Learners			Students with Disabilities		
Included in the data-informed decision making process			Included in the data-informed decision making process		
Economically Disadvantaged			Transient, Foster and Homeless		
N/A			Included in the data-informed decision making process		

2022-2023 Norfolk Public Schools Comprehensive School Improvement Plan

Name of School: Sewells Point Elementary School					
Area of Focus: Attendance					
S.M.A.R.T. Goal: By the end of 2022-2023, we will decrease the overall school absenteeism rate from 29% to at least 9% by June 2023.					
Essential Action /Research-based Strategy/Evidence-based Intervention: Set high expectations for student attendance supported by on-going monitoring.					<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

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1. Develop and implement a system of monitoring classroom attendance.	Classroom teachers	August 2023 to May 2024	Review of daily attendance	Principal Assistant principal Counselor	Review of student attendance weekly
2. Implement a system that engages students in monitoring their own attendance.	General Education and Special Education Teachers Students	August 2023 to May 2024	Teacher-led and student-led monitoring and competition	Principal Assistant principal Counselor	Weekly teacher conferences with students

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

English Learners	Students with Disabilities
Included in the data-informed decision making process	Included in the data-informed decision making process
Economically Disadvantaged	Transient, Foster and Homeless
Included in the data-informed decision making process	Included in the data-informed decision making process

2022-2023 Norfolk Public Schools Comprehensive School Improvement Plan

Name of School: Sewells Point Elementary School

Area of Focus: PBIS

S.M.A.R.T. Goal: By the end of 2022-2023 our students will understand and be able to demonstrate the behaviors outlined in the PBIS matrices in all areas of the school environment to include classrooms, restrooms, cafeteria, hallways, and all Resource classrooms with 100% accuracy.

Essential Action /Research-based Strategy/Evidence-based Intervention: Use the PBIS Framework to implement and monitor the continuum of supports to meet the social and behavioral needs of students.

☐ **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

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1. The PBIS team will conduct professional development training sessions for all school staff	PBIS Leadership Team with school staff	August 2023 to May 2024	PBIS matrices	Assistant Principal and PBIS Leadership Team	Monthly
2. Target school-wide behaviors and environments that require most intense intervention	PBIS Leadership Team with school staff	August 2023 to May 2024	PBIS matrices	Assistant Principal and PBIS Leadership Team	Monthly
3. Assess the effectiveness of the implementation of PBIS protocols school-wide	PBIS Leadership Team with school staff	August 2023 to May 2024	Evaluate student internalization of PBIS practices	Assistant Principal and PBIS Leadership Team	Monthly
4. The PBIS team will conduct professional development training sessions for all school staff	PBIS Leadership Team with school staff	August 2023 to May 2024	PBIS matrices	Assistant Principal and PBIS Leadership Team	Monthly
Supplemental Supports: What additional action steps will be implemented to support achievement, opportunity, and/or access for students?					
English Learners			Students with Disabilities		
Included in the data-informed decision making process			Included in the data-informed decision making process		
Economically Disadvantaged			Transient, Foster and Homeless		
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