



# CSIP Template: Non-Title I Schools

## 2022-2023 Norfolk Public Schools Comprehensive School Improvement Plan Template

### NET Academy

Area of Focus: Literacy

S.M.A.R.T. Goal: By June of 2023, all middle and high school students will meet their growth target in the area of reading skills as measured by the STAR Reading Test.

Subgroup A in Urgent Intervention category (students who obtain a scaled score of 640 or lower will increase their initial score by 15%) by June 2023 if the student has been continuously enrolled for 90 or more days.

Subgroup B in Intervention category (students who obtain a scaled score minimum of 775 will increase their initial score by 10%) by June 2023 if the student has been continuously enrolled for 90 or more days.

Subgroup C in On Watch Category (students who obtain a scaled score of minimum of 865 will increase their initial score by 5%) by June of 2023 if the student has been continuously enrolled for 90 or more days.

Essential Action /Research-based Strategy/Evidence-based Intervention:

Develop, Implement and monitor the K-12 literacy plan 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. Develop, Implement and monitor the K-12 literacy plan with explicit focus on student learning outcomes.	All content teachers	September to June Annually	Principal Observations, Written lesson plan expectations, formative assessment data, lesson plan template, evidence-based feedback on lesson plans, professional development agendas, cited readings to ensure variety of text, STAR Growth Data	Principal	Bi-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.



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<p>2. Every student will maintain a data progress form to identify strengths, areas needing growth, and goals for progressing through each course/program.</p>	<p>All English and Reading teachers</p>	<p>September to June Annually</p>	<p>Principal Observations, Post Observation Conferences, Data form reviews, observations and interviews with individual students. Generated student data form</p>	<p>Principal and Data Team</p>	<p>Every 5<sup>th</sup> class attended by student</p>
<p>3. 100% of teachers will implement Quality Questioning Strategies on a daily basis to ensure student success in reaching the higher level of Bloom's Taxonomy.</p>	<p>All teachers</p>	<p>September to June Annually</p>	<p>Completed observations and walkthrough documentation, PD agendas, scripted higher level questions in lesson plans and on assignments.</p>	<p>Principal</p>	<p>Weekly and during unannounced observations</p>
<p>4. Lesson plans will be aligned to the Standards of Learning in content and cognition.</p>	<p>All teachers</p>	<p>September to June Annually</p>	<p>Lesson plan feedback/notes, written lesson plan expectations, PD on effective lesson planning based upon evaluation of data/interventions</p>	<p>Principal</p>	<p>Weekly</p>
<p>5. Analyze data from pre/post assessments and reading programs such as STAR Reading test, Read 180, IXL and Achieve 3000 to determine reading progress on different types of texts to document student's growth. Specific interventions will be</p>	<p>ELA and Special Education Teachers</p>	<p>September 2022 to June 2023 Annually</p>	<p>Documented notes from meetings between teacher and principal to discuss student data/progress, documented notes from teacher/student to discuss student's progress and future</p>	<p>Principal</p>	<p>Bi-weekly</p>

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put in place based upon the student's progress.			goals		
<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>		
Provide books that are in the first learned language of the English learner. Provide PD on effective reading/teaching strategies for EL students. Conduct professional learning in academic language, depth of knowledge, technology integration			<ul style="list-style-type: none"> <li>● Break learning tasks into small steps.</li> <li>● Probe regularly to check understanding.</li> <li>● Provide regular quality feedback.</li> <li>● Present information visually and verbally.</li> <li>● Use diagrams, graphics and pictures to support instruction.</li> <li>● Provide independent practice.</li> <li>● Model what we want students to do</li> </ul>		
<b>Economically Disadvantaged</b>			<b>Transient, Foster and Homeless</b>		
Targeted interventions based upon assessments. Identify ways of embedding academic support within the school day			Identify ways of embedding academic support within the school day.		

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## 2022-2023 Norfolk Public Schools Comprehensive School Improvement Plan Template

NET Academy

Area of Focus: Numeracy

S.M.A.R.T. Goal:

By June of 2023, all middle and high school students will meet their growth target in the area of Algebra as measured by the STAR Math Test.

Subgroup A in the Urgent Intervention Category (students who obtain a scaled score of 640 or below will increase 15% of their initial scale score) by June of 2023 the student has been continuously enrolled for 90 or more days.

Subgroup B in the Intervention Category (students who obtain a scaled minimum score of 724 will increase 10% of their initial scaled score) by June of 2023 if the student has been continuously enrolled for 90 or more days.

Subgroup C in the On Watch Category (students who obtain a scaled minimum score of 779 will increase 5% of their initial scaled score) by June of 2023 if the student has been continuously enrolled for 90 or more days.

Essential Action /Research-based Strategy/Evidence-based Intervention:

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
1 Analyze data from pre/post assessments, determine math progress on different types of problems to document student's growth. Specific interventions will be put in place based upon the student's progress.	Math and Special Education Teachers	September to June Annually	Data form reviews, observations and interviews with individual students Minutes from data review meetings	Principal	Bi-Weekly at data team meetings.
2. Every student will maintain a data progress form to identify strengths, areas needing growth, and goals for progressing through each	Math and Special Education Teachers	September to June Annually	Data progress folders Interventions Timeline Data form reviews, observations and interviews with	Principal and Data Team	Every 5th class student is present

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<b>course/program.</b>			<b>individual students</b>		
3. Lesson plans will be aligned to the Standards of Learning in content and cognition.	Math and Special Education Teachers	September to June Annually	Lesson plan feedback notes, written lesson plan expectations, PD on effective lesson planning based upon evaluation of data/interventions	Principal	Bi-weekly
4 Team members will coordinate and develop the professional capacity of staff using professional self-assessment data.	ILT Team	September to June Annually	PD Sessions on Data Assessment. Minutes from Data Review Meetings	Principal	Bi-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>		
Conduct professional learning in academic language, depth of knowledge, technology integration. <ul style="list-style-type: none"> <li>Identify and implement effective and consistent instructional intervention strategies</li> <li>Provide 1 on 1 tutoring using individual student progress reports to address math concepts/areas of difficulty.</li> </ul>			<ul style="list-style-type: none"> <li>Break learning tasks into small steps.</li> <li>Probe regularly to check understanding.</li> <li>Provide regular quality feedback.</li> <li>Present information visually and verbally.</li> <li>Use diagrams, graphics and pictures to support instruction.</li> <li>Provide independent practice.</li> <li>Model what we want students to do</li> <li>Provide 1 on 1 tutoring using individual student progress reports to address math concepts/areas of difficulty.</li> </ul>		
<b>Economically Disadvantaged</b>			<b>Transient, Foster and Homeless</b>		
<ul style="list-style-type: none"> <li>Targeted interventions based upon assessments.</li> <li>Identify ways of embedding academic support within the school day.</li> <li>Identify and implement effective and consistent instructional intervention</li> </ul>			<ul style="list-style-type: none"> <li>Identify ways of embedding academic support within the school day.</li> <li>Identify and implement effective and consistent instructional intervention</li> </ul>		

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strategies ● Provide 1 on 1 tutoring using individual student progress reports to address math concepts/areas of difficulty.	strategies
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**2022-2023 Norfolk Public Schools Comprehensive School Improvement Plan Template**

**Name of School:** NET Academy

**Area of Focus:** ISAEP

**S.M.A.R.T. Goal:**  
 By June of 2023, all high school students entering the ISAEP will meet their growth target in the area of English/Language Arts, Social Studies, Science and Math as measured by the Pre-GED Test Assessment.  
 Subgroup (A) Students who did not meet (10 or more points under the 145 required score) will grow by at least 10 points.  
 Subgroup (B) Students who did not meet (9 to 5 points under the 145 required score) will grow by 6 to 9 points.  
 Subgroup (C) Students who did not meet (4 to 1 point under the 145 required score) will grow by 5 to 1 point(s).

<b>Essential Action /Research-based Strategy/Evidence-based Intervention:</b> Provide daily interventions to individual students based upon data analysis on assessments in the 4 content areas of the GED Assessment.	<input type="checkbox"/> Academic Review Finding
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**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 Every student will maintain a data progress form to identify	ISAEP Teacher	September to June Annually	Data progress folders Interventions Timeline Data form reviews, observations and	Principal ISAEP Teacher	Bi-Weekly

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strengths, areas needing growth, and goals for progressing through each course/program.			interviews with individual students		
2. Analyze data from pre/post assessments, determine reading progress on different types of texts to document	Teachers that provide tutoring to ISAEP students in their content area. (Ex. Science teacher tutors ISAEP student for the science portion of the test).	September to June Annually	Data form reviews, observations and interviews with individual students	Principal ISAEP Teacher	As Needed based on individual testing dates/scores.
3. Provide interventions based upon data analysis	Teachers that provide tutoring to ISAEP students in their content area. (Ex. Science	September to June Annually	Minutes from Data Review Committee Evaluations of Interventions (pros/cons) Classroom observations Student Individual GED Plan of Success	Principal ISAEP Teacher	As Needed based on individual testing dates/scores.

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	teacher tutors ISAEP student for the science portion of the test).		GED Success/Fail Rate		
4) Team members will coordinate and develop the professional capacity of staff using professional self-assessment data.	ILT Team ISAEP Teacher	September to June Annually	PD Sessions on Data Assessment. Minutes from Data Review Meetings	Principal ISAEP Teacher	Bi-Weekly

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

English Learners	Students with Disabilities
<ul style="list-style-type: none"> <li>Conduct professional learning in academic language, depth of knowledge, technology integration.</li> <li>Identify and implement effective and consistent instructional intervention strategies</li> <li>Provide 1 on 1 tutoring using individual student progress reports to address math concepts/areas of difficulty.</li> </ul>	<ul style="list-style-type: none"> <li>Break learning tasks into small steps.</li> <li>Probe regularly to check understanding.</li> <li>Provide regular quality feedback.</li> <li>Present information visually and verbally.</li> <li>Use diagrams, graphics and pictures to support instruction.</li> <li>Provide independent practice.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Model what we want students to do</li> <li>• Provide 1 on 1 tutoring using individual student progress reports to address math concepts/areas of difficulty.</li> </ul>
<b>Economically Disadvantaged</b>	<b>Transient, Foster and Homeless</b>
<ul style="list-style-type: none"> <li>• Targeted interventions based upon assessments.</li> <li>• Identify ways of embedding academic support within the school day.</li> <li>• Identify and implement effective and consistent instructional intervention strategies</li> <li>• Provide 1 on 1 tutoring using individual student progress reports to address math concepts/areas of difficulty.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify ways of embedding academic support within the school day.</li> <li>• Identify and implement effective and consistent instructional intervention strategies</li> </ul>

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