

2022-20	23 Norfolk Public S	chools Compreh	ensive School Improveme	nt Plan Template	
NET Academy					
Area of Focus: Literacy					
S.M.A.R.T. Goal: By June of 2023, all Reading Test.	middle and high school	students will meet t	heir growth target in the area of	f reading skills as measure	d by the STAR
Subgroup A in <u>Urgent Intervention c</u> student has been continuously enro	·		of 640 or lower will increase the	eir initial score by 15%) by	June 2023 if the
Subgroup B in <u>Intervention category</u> student has been continuously enro	lled for 90 or more days	•			
Subgroup C in <u>On Watch Category</u> (s has been continuously enrolled for S		aled score of minim	um of 865 will increase their init	ial score by 5%) by June of	f 2023 if the student
Essential Action /Research-based St Develop, Implement and monitor th			udent learning outcomes.		Academic Review Finding
		Cha	nge		
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
 Develop, Implement and monitor the K-12 literacy plan with explicit focus on student 	All content teachers	September to June Annually	Principal Observations, Written lesson plan expectations, formative assessment data, lesson plan template, evidence-based feedback on lesson	Principal	Bi-Weekly



			1		
2. Every student will maintain a data progress form to identify strengths, areas needing growth, and goals for progressing through each course/program.	All English and Reading teachers	September to June Annually	Principal Observations, Post Observation Conferences, Data form reviews, observations and interviews with individual students. Generated student data form	Principal and Data Team	Every 5 th class attended by student
 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. 	All teachers	September to June Annually	Completed observations and walkthrough documentation, PD agendas, scripted higher level questions in lesson plans and on assignments.	Principal	Weekly and during unannounced observations
 Lesson plans will be aligned to the Standards of Learning in content and cognition. 	All 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	Weekly
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	ELA and Special Education Teachers	September 2022 to June 2023 Annually	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	Principal	Bi-weekly



put in place based upon the student's progress.			goals		
Supplemental Supports: What addit	ional action steps will b	e implemented to su	pport achievement, opportunity	y, and/or access for studer	nts?
English Learners			Stud	ents with Disabilities	
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		 Break learning tasks into small steps. Probe regularly to check understanding. Provide regular quality feedback. Present information visually and verbally. Use diagrams, graphics and pictures to support instruction. Provide independent practice. Model what we want students to do 		ion.	
Economica	lly Disadvantaged		Transie	nt, Foster and Homeless	
Targeted interventions based upon asses academic support within the school day	sments. Identify ways of e	mbedding	Identify ways of embedding aca	ademic support within the	school day.



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 s Test. Subgroup A in the Urgent Intervention Cates of 2023 the student has been continuously of Subgroup B in the Intervention Category (stu if the student has been continuously enrolled	gory (students who obtain a s enrolled for 90 or more days. udents who obtain a scaled m d for 90 or more days.	caled score of 640 or belo ninimum score of 724 will	ow will increase 15% of their initial scal increase 10% of their initial scaled scor	e) by June of 2023	
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



course/program.			individual students		
		September to	Lesson plan feedback	Principal	Bi-weekly
		June Annually	notes, written lesson		
3. Lesson plans will be aligned to	Math and Special		plan expectations, PD		
the Standards of Learning in	Education		on effective lesson		
content and cognition.	Teachers		planning based upon		
			evaluation of		
			data/interventions		
4 Team members will		September to	PD Sessions on Data	Principal	Bi-Weekly
coordinate and develop the		June Annually	Assessment.		
professional capacity of staff	ILT Team		Minutes from Data		
using professional			Review Meetings		
self-assessment data.					
Supplemental Supports: What addition	nal action steps will be impler	nented to support achieve	ment, opportunity, and/or access for	r students?	
Supplemental Supports: What addition English Learners	nal action steps will be impler	nented to support achieve	ment, opportunity, and/or access for	r students?	
English Learners			Students with Disabilities	all steps.	
English Learners Conduct professional learning in acade	mic language, depth of knowl	edge,	Students with Disabilities Break learning tasks into small	all steps. erstanding.	
English Learners Conduct professional learning in acade technology integration.	mic language, depth of knowl	edge,	Students with Disabilities Break learning tasks into sma Probe regularly to check und	all steps. erstanding. pack.	
English Learners Conduct professional learning in acade technology integration. • Identify and implement effective and	mic language, depth of knowl I consistent instructional inter	edge, vention	Students with Disabilities Break learning tasks into sma Probe regularly to check und Provide regular quality feedb	all steps. erstanding. back. and verbally.	
English Learners Conduct professional learning in acade technology integration. • Identify and implement effective and strategies	mic language, depth of knowl I consistent instructional inter	edge, vention	Students with Disabilities Break learning tasks into sma Probe regularly to check und Provide regular quality feedb Present information visually	all steps. erstanding. pack. and verbally. pictures to support instructio	
English Learners Conduct professional learning in acade technology integration. • Identify and implement effective and strategies • Provide 1 on 1 tutoring using individe	mic language, depth of knowl I consistent instructional inter	edge, vention	Students with Disabilities Break learning tasks into sma Probe regularly to check und Provide regular quality feedb Present information visually Use diagrams, graphics and p	all steps. erstanding. back. and verbally. bictures to support instructic e.	
English Learners Conduct professional learning in acade technology integration. • Identify and implement effective and strategies • Provide 1 on 1 tutoring using individe	mic language, depth of knowl I consistent instructional inter	edge, vention	Students with Disabilities Break learning tasks into sma Probe regularly to check und Provide regular quality feedb Present information visually Use diagrams, graphics and p Provide independent practice	all steps. erstanding. back. and verbally. bictures to support instruction e. ts to do	
English Learners Conduct professional learning in acade technology integration. • Identify and implement effective and strategies • Provide 1 on 1 tutoring using individe	mic language, depth of knowl I consistent instructional inter	edge, vention	Students with Disabilities Break learning tasks into sma Probe regularly to check und Provide regular quality feedb Present information visually Use diagrams, graphics and p Provide independent practice Model what we want studen	all steps. erstanding. pack. and verbally. pictures to support instructione. e. ts to do ; individual student progress	
English Learners Conduct professional learning in acade technology integration. • Identify and implement effective and strategies • Provide 1 on 1 tutoring using individe	mic language, depth of knowl I consistent instructional inter	edge, vention	Students with Disabilities Break learning tasks into smather the second secon	all steps. erstanding. back. and verbally. bictures to support instruction e. ts to do ; individual student progress Ity.	
English Learners Conduct professional learning in acade technology integration. • Identify and implement effective and strategies • Provide 1 on 1 tutoring using individe math concepts/areas of difficulty.	mic language, depth of knowl I consistent instructional inter ual student progress reports t	edge, vention	Students with Disabilities • Break learning tasks into smather the second structure • Probe regularly to check und • Probe regularly to check und • Provide regular quality feedber • Present information visually • Use diagrams, graphics and present independent practice • Model what we want studen • Provide 1 on 1 tutoring using math concepts/areas of difficule Transient, Foster and Homeless	all steps. erstanding. back. and verbally. bictures to support instruction e. ts to do ; individual student progress Ity.	reports to address
English Learners Conduct professional learning in acade technology integration. • Identify and implement effective and strategies • Provide 1 on 1 tutoring using individe math concepts/areas of difficulty.	mic language, depth of knowl I consistent instructional inter ual student progress reports t	edge, vention o address	Students with Disabilities • Break learning tasks into sma • Probe regularly to check und • Provide regular quality feedb • Present information visually • Use diagrams, graphics and p • Provide independent practice • Model what we want studen • Provide 1 on 1 tutoring using math concepts/areas of difficul Transient, Foster and Homeless • Identify ways of embed	all steps. erstanding. pack. and verbally. pictures to support instruction e. ts to do ; individual student progress lty.	reports to address thin the school day.

*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.



strategies

Provide 1 on 1 tutoring using individual student progress reports to address

math concepts/areas of difficulty.

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).

Essential Action /Research-based Strategy/Evidence-based Intervention: Academic **Review Finding** Provide daily interventions to individual students based upon data analysis on assessments in the 4 content areas of the GED Assessment. Position(s) **Action Steps** Monitoring Implementation **Evidence/Artifacts:** Position(s) Responsible **Responsible for** Implementation and Impact for Monitoring Frequency Frequency (Place in sequential order.) Implementation September to Data progress folders Principal **Bi-Weekly** 1 Every student will maintain a Interventions Timeline ISAFP Teacher ISAFP Teacher June Annually data progress form to identify Data form reviews. observations and



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



	teacher tutors		GED Success/Fail Rate		
	ISAEP student for				
	the science				
	portion of the				
	test).				
4) Team members will		September to	PD Sessions on Data	Principal	Bi-Weekly
coordinate and develop the		June Annually	Assessment.	ISAEP Teacher	
	ILT Team		Minutes from Data		
professional capacity of staff	ISAEP Teacher		Review Meetings		
using professional					
self-assessment data.					
Supplemental Supports: What a	ditional action steps will b	pe implemented to su	upport achievement, opportunit	y, and/or access for stude	nts?
	dditional action steps will b nglish Learners	pe implemented to su		y, and/or access for stude	nts?
	nglish Learners			dents with Disabilities	nts?
E	nglish Learners		Stud	dents with Disabilities all steps.	nts?
• Conduct professional learning in ac	nglish Learners ademic language, depth of kn	owledge,	• Break learning tasks into small	dents with Disabilities all steps. lerstanding.	nts?
Conduct professional learning in active technology integration.	nglish Learners ademic language, depth of kn	owledge,	Stud Stud Break learning tasks into small Probe regularly to check unc	dents with Disabilities all steps. lerstanding. pack.	nts?
 Conduct professional learning in active technology integration. Identify and implement effective and impleme	nglish Learners ademic language, depth of kn nd consistent instructional inte	owledge, ervention	 Break learning tasks into small Probe regularly to check und Provide regular quality feed 	dents with Disabilities all steps. lerstanding. back. and verbally.	
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 End Conduct professional learning in active technology integration. Identify and implement effective and strategies Provide 1 on 1 tutoring using indivisional strategies 	nglish Learners ademic language, depth of kn nd consistent instructional inte	owledge, ervention	Stud Break learning tasks into small Probe regularly to check unc Provide regular quality feed Present information visually Use diagrams, graphics and	dents with Disabilities all steps. lerstanding. back. and verbally. bictures to support instruct	



	 Model what we want students to do Provide 1 on 1 tutoring using individual student progress reports to address math concepts/areas of difficulty.
Economically Disadvantaged	Transient, Foster and Homeless
• 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. 	 Identify and implement effective and consistent instructional intervention
 Identify and implement effective and consistent instructional intervention 	strategies
strategies	
 Provide 1 on 1 tutoring using individual student progress reports to address 	
math concepts/areas of difficulty.	