**SMART Goal:**

S.M.A.R.T. Goal: By June of 2024, all middle and high school students will meet their growth target in 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 2024 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 2024 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 2024 if the student has been continuously enrolled for 90 or more days.

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

Develop, Implement, and monitor the K-12 literacy plan with explicit focus on student learning outcomes.

<table>
<thead>
<tr>
<th>Action Steps (Place in sequential order)</th>
<th>Position(s) Responsible for Implementation</th>
<th>Implementation Frequency</th>
<th>Evidence/Artifacts: Implementation and Impact</th>
<th>Position(s) Responsible for Monitoring</th>
<th>Monitoring Frequency</th>
<th>Budget (Title I, SIG, other funding sources)</th>
<th>Title I Measurable Objective</th>
<th>Alignment to NPS Strategic Plan Goal (name goal)</th>
</tr>
</thead>
<tbody>
<tr>
<td>One must be related to family engagement.</td>
<td>All Content Teachers</td>
<td>August to June</td>
<td>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</td>
<td>Principal</td>
<td>Bi-Weekly</td>
<td>N/A</td>
<td>N/A</td>
<td>Student Excellence Objectives 1,2, and 4</td>
</tr>
</tbody>
</table>
## Norfolk Public Schools
### Comprehensive School Improvement Plan 2023-2024

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
<th>Start Date</th>
<th>End Date</th>
<th>Checklist</th>
<th>Frequency</th>
<th>Data Team</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Students will maintain data progress forms to identify their individual strengths and/or weaknesses, and goals for progressing through each course/program</td>
<td>English Teachers</td>
<td>August to June</td>
<td>Principal Observations, Post Observation Conferences, Data form reviews, observations, and interviews with individual students. Teacher-Generated student data form</td>
<td>Every 5th class period attended by student</td>
<td>Principal and Data Team</td>
<td>N/A</td>
</tr>
<tr>
<td>3.</td>
<td>100% of teachers will implement Quality Questioning Strategies daily to ensure student success in reaching the higher level of Bloom’s Taxonomy.</td>
<td>All Teachers</td>
<td>August to June</td>
<td>Completed observations and Walkthrough documentation, PD agendas, scripted higher-level questions in lesson plans and on assignments.</td>
<td>Weekly announced and unannounced observations</td>
<td>Principal</td>
<td>N/A</td>
</tr>
<tr>
<td>4.</td>
<td>Lesson plans will be aligned to the Standards of Learning in content and cognition.</td>
<td>All Teachers</td>
<td>August to June</td>
<td>Lesson plan feedback/notes, written lesson plan model, PD on effective lesson planning based upon evaluation of data/interventions</td>
<td>Weekly</td>
<td>Principal</td>
<td>N/A</td>
</tr>
<tr>
<td>5.</td>
<td>Analyze data from pre/post assessments and reading programs such as STAR Reading, Read 180, IXL, and Achieve 3000 to document student’s growth. Specific interventions will be put in place based on student’s progress.</td>
<td>ELA and SPED Teachers</td>
<td>August to June</td>
<td>Documented notes from meetings between teacher and principal to discuss student data/progress, documented notes from teachers and students to discuss student’s progress and future goals.</td>
<td>Bi-Weekly</td>
<td>Principal</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Student Excellence**
- Objectives 1,2,4
## Area of Focus: Numeracy

### SMART 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 22 if 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 22 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 22 if the student has been continuously enrolled for 90 or more days.

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

Develop, Implement, and monitor the K-12 numeracy plan with explicit focus on student learning outcomes.

### Action Plan

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<th>Title I Measurable Objective</th>
<th>Alignment to NPS Strategic Plan Goal (name goal)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analyze data from pre/post assessments, determine mastery on different types of problems to document student's growth. Specific interventions will be put in place based upon the student's progress.</td>
<td>Math and SPED Teachers</td>
<td>August to June</td>
<td>Data form reviews, Observations and/or interviews with individual students, and Minutes from data review meetings</td>
<td>Principal and Data Team</td>
<td>Bi-Weekly</td>
<td>N/A</td>
<td>N/A</td>
<td>Student Excellence Objectives 1,2,4 Workforce Objective 2 Resources Objective 1</td>
</tr>
</tbody>
</table>
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| 2. Every student will maintain a data progress form to identify their individual strengths and/or weaknesses, and goals for progressing through each course/program. | Math and SPED Teachers | August to June | Data progress folders, Interventions Timeline Data form reviews, observations and/or interviews with individual students | Principal and Data Team | Bi-Weekly | N/A | N/A | Student Excellence
Objectives 1,2,4
Workforce
Objective 2
Resources
Objective 1 |

| 3. Lesson plans will be aligned to the Standards of Learning in content and cognition. | Math and SPED Teachers | August to June | Lesson plan feedback/notes, written lesson plan expectations, PD on effective lesson planning based upon evaluation of data/interventions | Principal | Bi-Weekly | N/A | N/A | Student Excellence
Objectives 1,2,4
Workforce
Objective 2
Resources
Objective 1 |

| 4. Team members will coordinate and develop the professional capacity of staff using professional self-assessment data. | ILT Team | August to June | PD Sessions on Data Assessment and Minutes from Data Review Meetings | Principal | Bi-Weekly | N/A | N/A | Student Excellence
Objectives 1,2,4
Workforce
Objective 2
Resources
Objective 1 |
## NET Academy

**Area of Focus:** ISAEP

### SMART Goal:

By June of 2024, 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/ Evidence-based Intervention/Research-based Strategy:

Provide daily interventions to individual students based upon data analysis on assessments in the 4 content areas of the GED Assessment.

<table>
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<td><strong>Action Steps</strong> (Place in sequential order) One must be related to family engagement.</td>
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<tr>
<td>Position(s) Responsible for Implementation</td>
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<tr>
<td>2. Every student will maintain a data progress form to identify their individual strengths and/or weaknesses, and goals for progressing through each course/program</td>
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| 2. Analyze data from pre/post assessments and document reading progress on different types of texts. | Teachers that provide tutoring (in their content areas) to ISAEP students. | August to June | Data from reviews, Observations, and interviews with individual students | Principal and ISAEP Teacher | As Needed based on individual test dates and/or scores. | N/A | N/A | **Student Excellence**  
Objectives 1,2,4  
**Workforce**  
Objective 2  
**Resources**  
Objective 1 |
|---|---|---|---|---|---|---|---|---|
| 3. Provide interventions based on data analysis | Teachers that provide tutoring (in their content areas) to ISAEP students. | August to June | Minutes from Data Review Committee, Evaluations of Interventions (pros/cons), Classroom observations, Student Individual study plans, and GED Success/Fail Rate | Principal and ISAEP Teacher | As Needed based on individual test dates and/or scores. | N/A | N/A | **Student Excellence**  
Objectives 1,2,4  
**Workforce**  
Objective 2  
**Resources**  
Objective 1 |
| 4. Team members will coordinate and develop the professional capacity of staff using professional self-assessment data. | Teachers that provide tutoring (in their content areas) to ISAEP students. | August to June | PD Sessions on Data Assessment and Minutes from Data Review Meetings | Principal and ISAEP Teacher | As Needed based on individual test dates and/or scores. | N/A | N/A | **Student Excellence**  
Objectives 1,2,4  
**Workforce**  
Objective 2  
**Resources**  
Objective 1 |