



CSIP Template: Title I Schools

2023-2024 Norfolk Public Schools Comprehensive School Improvement Plan Template

Name of School: Booker T. Washington High School

Area of Focus: Academic Achievement- Math

S.M.A.R.T. Goal: By June 2024, Booker T Washington High School will increase math pass rate from 75% to 85% for students taking the math Standards of Learning assessments. For achievement gaps, pass rates will increase as follows:

- The pass rate for Black students will increase from 75.4% to 80%.
- The pass rate for Economically Disadvantaged students will increase from 76.6% to 85%.
- The pass rate for Hispanic students will increase from 82.6.% to 90%.
- The pass rate for Students with Disabilities will increase from 66.6% to 75%.

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

Provide written feedback to teachers on the planning and delivery of aligned lessons within daily instruction (connecting all classroom activities to the aligned objective/s).

Provide professional development to teachers on the use of the curriculum framework in writing and delivering aligned lessons that include clear learning objectives that include the conditions, behaviors, and criteria.

Monitor the implementation of the written, taught, tested curriculum by focusing on evidence-based feedback using coaching questions to support teachers on alignment to the Standards of Learning Curriculum Frameworks in both content and cognition.

Change



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| Action Steps (Place in sequential order.) | Position(s) Responsible for Implementation | Implementation Frequency | Evidence/Artifact s: Implementation and Impact | Position(s) Responsible for Monitoring | Monitoring Frequency | Title I, Part A Budget Implications (if applicable) |
|---|---|-----------------------------------|--|--|----------------------|---|
| <p>1. Provide professional development to teachers on student engagement, formative assessment, and the use of the curriculum framework in writing and delivering aligned lessons learning that include clear learning target that include the conditions, behaviors, and success criteria.</p> | <p>Principal, Assistant Principals, Title I Team, Teacher Specialists, Content Coordinators, and Department Chairs.</p> | <p>August 2023- June 2024</p> | <p>Sign-in sheets, professional development agendas, professional development materials, and professional development evaluations.</p> | <p>Principal, Assistant Principals Department Chairs</p> | <p>Weekly</p> | |
| <p>2 Create a school wide common planning schedule that allows collaboration, between teachers, department administrators, and Title I Team to discuss instructional practices, data, monitor the expectations, and alignment of the</p> | <p>Principal, Assistant Principals, Title I Team, and Department Chairs.</p> | <p>August 2023- June 2024</p> | <p>Schedule for common lesson planning, master schedule, common planning monitoring form.</p> | <p>Principal, Assistant Principals Department Chairs</p> | <p>Weekly</p> | |

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| written, taught, and tested curriculum. | | | | | | |
| 3. Create a common planning guide, common planning expectations, co-teaching partnership guide, and co-teaching planning expectations at the beginning of the year for teachers and co-teachers to follow when planning lessons to include the district pacing guide, VDOE curriculum framework, assessment schedule, and specially designed instruction. | Principal, Assistant Principals, Title I Team, and Department Chairs. | August 2023- June 2024 | Common Planning Guide, Common Planning Expectations, Co-teaching Partnership Guide, and Co-teaching Planning Expectations | Principal, Assistant Principals Department Chairs | Weekly | |
| 4. Monitor the implementation of the written, taught, tested curriculum by focusing on evidence-based feedback using coaching questions to support teachers on alignment to the Standards of Learning Curriculum Frameworks in both content and cognition. | Principal, Assistant Principals, and Department Chairs | August 2023- June 2024 | Common planning and lesson plan feedback. | Principal Assistant Principals | Weekly | |



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| 5. Conduct weekly walkthroughs to monitor student success in engaging in the taught curriculum and provide evidence-based feedback to teachers on instructional practices. | Instructional Leadership Team Principal Assistant Principal Content Coordinators Teacher Specialists Department Chair | August 2023- June 2024 | Walkthrough feedback, observation feedback, student work samples, walkthrough observation schedules. | Principal Assistant Principals Department Chairs | Weekly | |
| 6. Engage content teams in data team meetings monthly for collaboration and data analysis to discuss student academic progress, next steps, and identified interventions in response to formative and summative assessment data. | Principal, Assistant Principal, Title I Team, content teachers, and special educators. | August 2023 - June 2024 | Data team meeting calendar, state of the data spreadsheets, and teacher data analysis forms. | Principal, Assistant Principals Department Chairs | Monthly | |
| 7. Meet with ILT on a weekly basis to share data from lesson plan reviews, classroom observations and walkthroughs, and | Principal, Assistant Principals, Title I Team, and ILT. | August 2023 - June 2024 | ILT meeting agenda and meeting notes. | Principal Assistant Principals Department Chairs | Weekly | |

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| assessment data to discuss next steps and professional development needs. | | | | | | |
| 8. Provides feedback to teachers during planning in writing and delivering aligned lessons within daily instruction (connecting all classroom activities to the aligned objective/s). (AR) | Principal, Assistant Principals, Title I Team, and ILT. | August 2023 - June 2024 | Content Planning Observation Form Common Planning Schedule | Principal, Assistant Principals, Department Chairs | Weekly | |
| 9. Monitor and provide evidence-based feedback to teachers on implementation of professional development with an explicit focus on student learning outcomes. (AR) | Principal, Assistant Principals, Title I Team, and ILT. | August 2023 2022 - June 2024 | Professional Development Walkthrough Schedule Professional Development Walkthrough Feedback Form | Principal, Assistant Principals | Monthly | |

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

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| English Learners | Students with Disabilities |
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| <ol style="list-style-type: none"> 1. Provide a multi-tiered system to support student’s academics, attendance, and social-emotional needs. This support system will include school counselors, ELL teacher assigned to BTW, communities in schools, and the school’s psychologist and social worker. These team members will monitor students and be a liaison between families and the school, and support student’s individual needs. 2. Implement a mentorship program to ensure students are connecting to the school in some capacity to include connecting with adults in the building. 3. Create opportunities for tutors to support students with classes in which they are struggling academically. 4. Family Engagement Specialist will host events that afford students and families the opportunity to participate in social-emotional activities, school and community-based seminars, and wrap around services and supports. | <ol style="list-style-type: none"> 1. Monitor Specially Designed Instruction (SDI) and Accommodations through lesson plan reviews, common planning observations, walkthroughs, and observations. 2. Monthly data team meeting to include collaborative teachers. 3. Progress meetings with case managers, students, parents, and school counselors. 4. Weekly Special Education “check-in” with Department Chair to discuss case manager work with students and student academic progress, observation and lesson plan feedback, and instructional leadership. 5. Learning Support Teacher's to utilize Booker Flex Period to work with Tier 2 and Tier 3 students. 6. Connect Family Engagement Specialist with students and families in need of wrap around services and supports. |
| Economically Disadvantaged | Transient, Foster, and Homeless |
| <ol style="list-style-type: none"> 1. Monitor Credit Recovery Programs (Edmentum) to ensure students needing to recover credits are making progress towards completion. 2. Implement a mentorship program to ensure students are connecting to the school in some capacity to include connecting with adults in the building. | <ol style="list-style-type: none"> 1. Provide a multi-tiered system to support student’s academics, attendance, behavior, and social-emotional needs. This support system will include Attendance Technician, Family Engagement Specialist, CCEIS (Comprehensive Coordinated Early Intervening Services) Counselor, Behavior Specialist, Communities In Schools Liaison, and the school Psychologist and Social Worker. These team members will monitor students and be a liaison between families and the school, and support student’s individual needs. 2. Implement a mentorship program to ensure students are connecting to the school in some capacity to include connecting with adults in the building. |



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| <ol style="list-style-type: none"> 3. Create opportunities for district sponsored tutoring services (FEV tutors, University tutors) to support students with classes in which they are struggling academically. 4. Family Engagement Specialist will host events that afford students and families the opportunity to participate in social-emotional activities, school and community-based seminars, and wrap around services and supports. 5. Content teachers to utilize Booker Flex Period to work with Tier 2 and Tier 3 students. | <ol style="list-style-type: none"> 3. Create opportunities for district sponsored tutoring services (FEV tutors, University Tutors) to support students with classes in which they are struggling academically. 4. Connect Family Engagement Specialist with students and families in need of wrap around services and supports. |
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2023-2024 Norfolk Public Schools Comprehensive School Improvement Plan Template

Area of Focus: Academic Achievement- Science

S.M.A.R.T. Goal: By June 2024, Booker T Washington High School will increase the science pass rate from 69.23% to 75% for students passing the science Standards of Learning assessments.

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| <p>Essential Action /Research-based Strategy/Evidence-based Intervention:</p> <p>Develop and implement a plan to provide written feedback to teachers on the planning and delivery of aligned lessons within daily instruction (connecting all classroom activities to the aligned objective/s).</p> <p>Provide professional development to teachers on the use of the curriculum framework in writing and delivering aligned lessons that include clear learning objectives that include the conditions, behaviors, and criteria.</p> <p>Monitor the implementation of the written, taught, tested curriculum by focusing on evidence-based feedback using coaching questions to support teachers on alignment to the Standards of Learning Curriculum Frameworks in both content and cognition.</p> | |
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| 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 | Title I, Part A Budget Implications (if applicable) |
| 1. Provide professional development to teachers on student engagement, formative assessment, and the use of the curriculum framework in writing and delivering aligned lessons learning that include clear learning target that include the conditions, behaviors, and success criteria. | Principal, Assistant Principals, Title I Team, Teacher Specialists, Content Coordinators, Department Chairs, Teacher leaders. | August 2023-June 2024 | Sign-in sheets, professional development agendas, professional development materials, and professional development evaluations. | Principal, Assistant Principals Department Chairs | Weekly | |
| 2. Create a school wide common planning schedule that allows collaboration, between teachers, department | Principal, Assistant Principals, Title I Team, and | August 2023-June 2024 | Schedule for common lesson planning, master schedule, | Principal, Assistant Principals Department Chairs | Weekly | |



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| <p>administrators, and Title I Team to discuss instructional practices, data, monitor the expectations, and alignment of the written, taught, and tested curriculum.</p> | <p>Department Chairs.</p> | | <p>common planning monitoring form.</p> | | | |
| <p>3.Create a common planning guide, common planning expectations, co-teaching partnership guide, and co-teaching planning expectations at the beginning of the year for teachers and co-teachers to follow when planning lessons to include the district pacing guide, VDOE curriculum framework, assessment schedule, and specially designed instruction.</p> | <p>Principal, Assistant Principals, Title I Team, and Department Chairs.</p> | <p>August 2023 – June 2024</p> | <p>Common Planning Guide, Common Planning Expectations, Co-teaching Partnership Guide, and Co-teaching Planning Expectations</p> | <p>Principal, Assistant Principals Department Chairs</p> | <p>Weekly</p> | |
| <p>4.Monitor the implementation of the written, taught, tested curriculum by focusing on evidence-based feedback using coaching questions to support teachers on alignment to the Standards of Learning Curriculum Frameworks in both content and cognition.</p> | <p>Principal, Assistant Principals, and Department Chairs</p> | <p>August 2023- June 2024</p> | <p>Common planning and lesson plan feedback.</p> | <p>Principal Assistant Principal Department Chairs</p> | <p>Weekly</p> | |



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| <p>5. Conduct weekly walkthroughs to monitor student success in engaging in the taught curriculum and provide evidence-based feedback to teachers on instructional practices</p> | <p>Instructional Leadership Team Principal Assistant Principal Content Coordinators Teacher Specialists Department Chair</p> | <p>August 2023 - June 2024</p> | <p>Walkthrough feedback, observation feedback, student work samples, walkthrough observation schedules.</p> | <p>Principal Assistant Principals Department Chairs</p> | <p>Weekly</p> | |
| <p>6. Engage content teams in data team meetings monthly for collaboration and data analysis to discuss student academic progress, next steps, and identified interventions in response to formative and summative assessment data.</p> | <p>Principal, Assistant Principal, Title I Team, content teachers, and special educators.</p> | <p>August 2023 - June 2024</p> | <p>Data team meeting calendar, state of the data spreadsheets, and teacher data analysis forms.</p> | <p>Principal, Assistant Principal Department Chairs</p> | <p>Monthly</p> | |
| <p>7. Meet with ILT on a weekly basis to share data from lesson plan reviews, classroom observations and walkthroughs, and assessment data to discuss next steps and professional development needs.</p> | <p>Principal, Assistant Principals, Title I Team, and ILT.</p> | <p>August 2023 - June 2024</p> | <p>ILT meeting agenda and meeting notes.</p> | <p>Principal Assistant Principals Department Chairs</p> | <p>Weekly</p> | |
| <p>8. Provide feedback to teachers during planning in writing and delivering aligned lessons within daily instruction (connecting all classroom</p> | <p>Principal, Assistant Principals, Title I Team, and ILT.</p> | <p>August 2023 - June 2024</p> | <p>Content Planning Observation Form</p> | <p>Principal, Assistant Principals Department Chairs</p> | <p>Weekly</p> | |



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| activities to the aligned objective/s). (AR) | | | Common Planning Schedule | | | |
| 9. Monitor and provide evidence-based feedback to teachers on implementation of professional development with an explicit focus on student learning outcomes. (AR) | Principal, Assistant Principals, Title 1 Team, ILT | August 2023 2022 - June 2024 | Professional Development Walkthrough Schedule Professional Development Walkthrough Feedback Form | Principal, Assistant Principals, Department Chairs | Monthly | |

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

| English Learners | Students with Disabilities |
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| <p>1. Provide a multi-tiered system to support student’s academics, attendance, and social-emotional needs. This support system will include school counselors, ELL teacher assigned to BTW, communities in schools, and the school’s psychologist and social worker. These team members will monitor students and be a liaison between families and the school, and support student’s individual needs.</p> | <ol style="list-style-type: none"> 1. Monitor Specially Designed Instruction (SDI) and Accommodations through lesson plan reviews, common planning observations, walkthroughs, and observations. 2. Monthly data team meeting to include collaborative teachers. 3. Progress meetings with case managers, students, parents, and school counselors. 4. Weekly Special Education “check-in” with Department Chair to discuss case manager work with students and student academic progress, observation and lesson plan feedback, and instructional leadership. 5. Learning Support Teacher's to utilize Booker Flex Period to work with Tier 2 and Tier 3 students. |



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| <ol style="list-style-type: none"> 2. Implement a mentorship program to ensure students are connecting to the school in some capacity to include connecting with adults in the building. 3. Create opportunities for district sponsored tutors (FEV tutors and University Tutors) to support students with classes in which they are struggling academically. 4. Family Engagement Specialist will host events that afford students and families the opportunity to participate in social-emotional activities, school and community-based seminars, and wrap around services and supports. 5. Content teachers to utilize Booker Flex Period to work with Tier 2 and Tier 3 students. | <ol style="list-style-type: none"> 6. Connect Family Engagement Specialist with students and families in need of wrap around services and supports. |
| <p>Economically Disadvantaged</p> | <p>Transient, Foster, and Homeless</p> |
| <ol style="list-style-type: none"> 1. Monitor Credit Recovery Programs (Edmentum) to ensure students needing to recover credits are making progress towards completion. 2. Implement a mentorship program to ensure students are connecting to the school in some capacity to include connecting with adults in the building. 3. Create opportunities for district sponsored tutors (FEV tutors and University tutors) to support students with classes in which they are struggling academically. 4. Family Engagement Specialist will host events that afford students and families the opportunity to participate in social-emotional activities, school and community-based seminars, and wrap around services and supports. | <ol style="list-style-type: none"> 1. Provide a multi-tiered system to support student's academics, attendance, behavior, and social-emotional needs. This support system will include Attendance Technician, Family Engagement Specialist, CCEIS (Comprehensive Coordinated Early Intervening Services) Counselor, Behavior Specialist, Communities In Schools Liaison, and the school Psychologist and Social Worker. These team members will monitor students and be a liaison between families and the school, and support student's individual needs. 2. Implement a mentorship program to ensure students are connecting to the school in some capacity to include connecting with adults in the building. 3. Create opportunities for tutors to support students with classes in which they are struggling academically. 4. Connect Family Engagement Specialist with students and families in need of wrap around services and supports. |



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| 5. Content teachers to utilize Booker Flex Period to work with Tier 2 and Tier 3 students. | |
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| <i>2023-2024 Norfolk Public Schools Comprehensive School Improvement Plan Template</i> | |
| Area of Focus: Achievement Gap English- Students with Disabilities (SWD) | |
| S.M.A.R.T. Goal: By June 2024, Booker T Washington High School will increase the achievement gap pass rate for SWD from 78.6% to 85% for students with disabilities passing the English (reading and writing EOC) Standards of Learning assessments. The participation rate of students taking the English Reading SOL will increase 90% to 95% during the 2023-2024 testing window. | |
| Essential Action /Research-based Strategy/Evidence-based Intervention: Develop and implement a plan to provide written feedback to teachers on the planning and delivery of aligned lessons within daily instruction (connecting all classroom activities to the aligned objective/s). | |

Provide professional development to teachers on the use of the curriculum framework in writing and delivering aligned lessons that include clear learning objectives that include the conditions, behaviors, and criteria.

Monitor the implementation of the written, taught, tested curriculum by focusing on evidence-based feedback using coaching questions to support teachers on alignment to the Standards of Learning Curriculum Frameworks in both content and cognition. Provide evidence-based feedback on the written, taught, and tested curriculum in content and cognition from school instructional leadership team (Department Chairs, Title I Team, and Administrators)

Change

| Action Steps (Place in sequential order.) | Position(s) Responsible for Implementation | Implementa tion Frequency | Evidence/Artifact s: Implementation and Impact | Position(s) Responsible for Monitoring | Monitori ng Frequenc y | Title I, Part A Budget Implications (if applicable) |
|--|---|---------------------------------|--|---|---------------------------------|--|
| 1. Provide professional development to teachers on student engagement, formative assessment, and the use of the curriculum framework in writing and delivering aligned lessons learning that include clear learning target that include the conditions, behaviors, and success criteria. | Principal, Assistant Principals, Title I Team, Teacher Specialists, Content Coordinators, Department Chairs, Teacher leaders. | August 2023- June 2024 | Sign-in sheets, online sign in forms, Zoom recordings, professional development agendas, professional development materials, and professional development evaluations. | Principal, Assistant Principals, Department Chairs | Weekly | |
| 2. Create a school wide common planning schedule that allows collaboration, between teachers and their co-teachers, department administrators, and Title I Team to discuss instructional practices, special | Principal, Assistant Principals, Title I Team, and Department Chairs. | August 2023- June 2024 | Schedule for common lesson planning, master schedule, common planning monitoring form. | Principal, Assistant Principals Department Chairs | Weekly | |



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| designed instruction, data, monitor the expectations, and alignment of the written, taught, and tested curriculum. | | | | | | |
| 3. Provide evidence-based feedback to teachers on lesson plans, to include SDI and co-teaching models, to ensure alignment to the curriculum framework. | Principal, Assistant Principals, and Department Chairs | August 2023- June 2024 | Common planning and lesson plan feedback. | Principal Assistant Principal Department Chairs | Weekly | |
| 4. Conduct weekly walkthroughs to monitor student success in engaging in the taught curriculum and provide evidence-based feedback to teachers on instructional practices and implementation of specially designed instruction and equitable practices. | Instructional Leadership Team Principal Assistant Principal Content Coordinators Teacher Specialists Department Chair | August 2023- June 2024 | Walkthrough feedback, observation feedback, student work samples, walkthrough observation schedules. | Principal Assistant Principal Department Chairs | Weekly | |
| 5. Engage content teams to include Learning Support co-teachers in data team meetings monthly for collaboration and data analysis of SWD gap group summative and formative data. This will support the alignment of inventions and supports. | Principal, Assistant Principal, Title I Team, content teachers, and special educators. | August 2023 2022 - June 2024 | Data team meeting calendar, state of the data spreadsheets, and teacher data analysis forms. | Principal, Assistant Principal Department Chairs | Monthly | |
| 6. Meet weekly with Learning Support Department Chair special education to share data discuss SWD academic progress across content areas, best SDI practices, next steps, and professional development needs. | Principal, Assistant Principal (Learning Support), Learning Support Department Chair | August 2023 - August 2024 | meeting agenda and meeting notes. | Principal Assistant Principal (Learning Support), Learning Support Department Chair | Bi-weekly | |

| Supplemental Supports: What additional action steps will be implemented to support achievement, opportunity, and/or access for students? | |
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| English Learners | Students with Disabilities |
| <p>Provide a multi-tiered system to support student’s academics, attendance, and social-emotional needs. This support system will include school counselors, ELL teacher assigned to BTW, communities in schools, and the school’s psychologist and social worker. These team members will monitor students and be a liaison between families and the school, and support student’s individual needs.</p> <ol style="list-style-type: none"> 1. Implement a mentorship program to ensure students are connecting to the school in some capacity to include connecting with adults in the building. 2. Create opportunities for tutors to support students with classes in which they are struggling academically. 3. Family Engagement Specialist will host events that afford students and families the opportunity to participate in social-emotional activities, school and community-based seminars, and wrap around services and supports. 4. | <ol style="list-style-type: none"> 1. Monitor Specially Designed Instruction (SDI) and Accommodations through lesson plan reviews, common planning observations, walkthroughs, and observations. 2. Monthly data team meeting to include collaborative teachers. 3. Progress meetings with case managers, students, parents, and school counselors. 4. Weekly Special Education “check-in” with Department Chair to discuss case manager work with students and student academic progress, observation and lesson plan feedback, and instructional leadership. 5. Learning Support Teacher's to utilize Booker Flex Period to work with Tier 2 and Tier 3 students. 6. Connect Family Engagement Specialist with students and families in need of wrap around services and supports. |
| Economically Disadvantaged | Transient, Foster, and Homeless |
| <ol style="list-style-type: none"> 1. Monitor Credit Recovery Programs (Edmentum) to ensure students needing to recover credits are making progress towards completion. 2. Implement a mentorship program to ensure students are connecting to the school in some capacity to include connecting with adults in the building. 3. Create opportunities for district sponsored tutors(FEV tutors, University tutors) to support students with classes in which they are struggling academically. | <ol style="list-style-type: none"> 1. Provide a multi-tiered system to support student’s academics, attendance, behavior, and social-emotional needs. This support system will include Attendance Technician, Family Engagement Specialist, CCEIS (Comprehensive Coordinated Early Intervening Services) Counselor, Behavior Specialist, Communities In Schools Liaison, and the school Psychologist and Social Worker. These team members will monitor students and be a liaison between families and the school, and support student’s individual needs. 2. Implement a mentorship program to ensure students are connecting to the school in some capacity to include connecting with adults in the building. 3. Create opportunities for tutors to support students with classes in which they are struggling academically. |



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4. Family Engagement Specialist will host events that afford students and families the opportunity to participate in social-emotional activities, school and community-based seminars, and wrap around services and supports.

4. Connect Family Engagement Specialist with students and families in need of wrap around services and supports.

2023-2024 Norfolk Public Schools Comprehensive School Improvement Plan Template

Area of Focus: Student Engagement- Graduation & Completion Index (GCI) and Dropout Rate

S.M.A.R.T. Goal: By June 2024, Booker T Washington High School will increase the GCI from 78.8% to 88 and decrease the dropout rate from 10% to 6% as measured by the Virginia Department of Educations (VDOE) GCI and Dropout benchmarks.

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

Develop, implement, and monitor a system and provide guidance and professional development to teachers and administrators regarding the protocol of on time graduation tracking.

- Implement Green, Yellow, Red (Tier System) to monitor and rack the 2024 graduation cohort.
- Collaborate with local agencies and community groups to locate, recover, and reengage the cohort of BTW dropouts in various alternative educational programs.



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| 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 | Title I, Part A Budget Implications (if applicable) |
| 1. Graduation Coaches will track all cohorts with special emphasis on the 2024 and 2025 cohorts | Assistant Principal, Graduation Coaches | August 2023- June 2024 | On time graduation cohort green, yellow, red (student tier) spreadsheets | Principal Assistant Principal (assigned to OTG) Assistant Principal (assigned to Graduation Coaches) OTG Team | Weekly | |
| 2. On-time Graduation Committee meetings will be held weekly. Discussion will center around the 2024 cohort and students' progress towards meeting graduation requirements. In addition, special attention will be placed on the 2023 and 2024 cohort of dropouts. | Principal, Assistant Principals, Graduation Coaches, School Counselors, CCEIS Counselor Behavioral Specialist Attendance Technician, Family Engagement Specialist, Learning Support Department Chair | August 2023- June 2024 | Meeting agenda, Green, Yellow, Red (Student Tiers) spreadsheets, referrals to and placement into Academic credit Recovery, Attendance Recovery, CPR, Economic and Personal Finance Recovery and other CTE recovery programs. | Principal, Principal Assistant Principal (assigned to OTG) Assistant Principal (assigned to Graduation Coaches) OTG Team | Weekly (Mondays) | |



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| <p>3. Summer Freshmen Transition Program to ensure incoming freshmen are supported transitioning from middle school to high school.</p> | <p>Assistant Principal Freshmen Transition Program Center Leader</p> | <p>August 2023</p> | <p>Freshmen Transition Program agenda, sign in sheets, and photos.</p> | <p>Principal, Assistant Principal (assigned to 9th grade) 9th grade transition team</p> | <p>Yearly</p> | |
| <p>4. Freshmen Transition Team along with graduation coach will meet bi-weekly monthly discuss the 2026 cohort to include attendance, behavior, academic data, and needed interventions based upon the data.</p> | <p>Principal, Assistant Principal, Graduation Coach, Freshmen Transition Team members</p> | <p>August 2023 - June 2024</p> | <p>Freshmen Transition Team meeting agendas, sign in forms, and minutes.</p> | <p>Principal, Principal, Assistant Principal (assigned to 9th grade) 9th grade transition team</p> | <p>Bi-Weekly</p> | |
| <p>5. Implement Booker Student Alert form for teachers to refer students who need supports and interventions to the graduation coach and behavioral specialist.</p> | <p>Assistant Principal, Graduation Coach, Behavioral Specialist</p> | <p>August 2023, - June 2024</p> | <p>Excel spreadsheet from Google Link and documentation from graduation coach and behavioral specialist</p> | <p>Principal, Assistant Principal, Graduation Coach, Behavioral Specialist</p> | <p>Weekly</p> | |
| <p>7. Review data on a quarterly basis to discuss student academic data, academic supports, progress on promotion requirements for each grade level, and build upon the academic career plan to ensure on-time graduation.</p> | <p>School Counselors</p> | <p>August 2023- June 2024</p> | <p>Meeting notes, agenda, sign-in sheet, appointment calendar, meeting dates with list of students</p> | <p>Principal, Assistant Principals</p> | <p>Quarterly</p> | |



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| <p>8. Evaluate student need for community support and opportunities for stakeholder engagement. Students in need are during weekly on-time graduation meetings as needed.</p> | <p>School Counselors Family Engagement Specialist</p> | <p>August 2023- June 2024</p> | <p>Referrals to the following agencies: Communities in Schools and various Wraparound agencies to include the Foodbank, Community Feed, Youth Outreach Urban Resources & Services, Teens with a Purpose, and Housing Authorities.</p> | <p>Principal, Assistant Principals</p> | <p>Weekly</p> | |
| <p>9. Identify and meet with students at-risk on a weekly basis, based on attendance to provide the necessary support and interventions needed to reduce the possibility of dropping out of school.</p> | <p>Principal, Assistant Principals, Graduation Coaches, School Counselors, and Attendance Tech</p> | <p>August 2023 -June 2024</p> | <p>Attendance spreadsheets, attendance reports, meeting notes, record of students and parents</p> | <p>Principal, Assistant Principals</p> | <p>Weekly</p> | |
| <p>10. Family Engagement Specialist will host Senior Night events. These events afford seniors and senior families the opportunity to participate in graduation focused activities that place emphasis on college and career planning, course performance and graduation requirements, and a variety of</p> | <p>Principal, Assistant Principals, Family Engagement Specialist OTG Committee Guidance Department</p> | <p>August 2023 – June 2024</p> | <p>Blackboard messages online sign in forms, and agendas, and PD materials.</p> | <p>Principal Assistant Principals Guidance Department OTG Committee</p> | <p>Quarterly</p> | |



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| wrap-around services and supports. | | | | | | |
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Supplemental Supports: What additional action steps will be implemented to support achievement, opportunity, and/or access for students?

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| English Learners | Students with Disabilities |
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| <ol style="list-style-type: none"> 1. Provide a multi-tiered system to support student’s academics, attendance, and social-emotional needs. This support system will include school counselors, ELL teacher assigned to BTW, communities in schools, and the school’s psychologist and social worker. These team members will monitor students and be a liaison between families and the school, and support student’s individual needs. 2. Implement a mentorship program to ensure students are connecting to the school in some capacity to include connecting with adults in the building. 3. Create opportunities for tutors to support students with classes in which they are struggling academically. 4. Create opportunities for district sponsored tutors(FEV tutors, University tutors) to support students with classes in which they are struggling academically. 5. Family Engagement Specialist will host events that afford students and families the opportunity to participate in social- | <ol style="list-style-type: none"> 1. Monitor specially designed instruction (SDI) through lesson plan reviews, common planning observations, walkthroughs, and observations. 2. Pull-out remediation session for tier II and tier III SWD. 3. Monthly data team meeting to include collaborative teachers. 4. Progress meetings with case managers, students, parents, and school counselors. 5. Weekly Special Education “check-in” with Department Chair to discuss case manager work with students and student academic progress, observation and lesson plan feedback, and instructional leadership. 6. Learning Support Teacher's to utilize Booker Flex Period to work with Tier 2 and Tier 3 students. 7. Connect Family Engagement Specialist with students and families in need of wrap around services and supports. |
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| <p>emotional activities, school and community-based seminars, and wrap around services and supports.</p> | |
| <p>Economically Disadvantaged</p> | <p>Transient, Foster, and Homeless</p> |
| <ol style="list-style-type: none"> 1. Establish contacts with property managers of the Norfolk Redevelopment and Housing Authority properties, who will make contacts with families of students not attending school regularly as shared by the school. The property manager will reach out to the families. 2. Design and host Parent Nights and Family Engagement activities 3. Conduct home visits as needed to determine the root causes of why students are not attending school. Along with providing wrap-around services. | <ol style="list-style-type: none"> 1. Provide a multi-tiered system to support student’s academics, attendance, behavior, and social-emotional needs. This support system will include Attendance Technician, Family Engagement Specialist, CCEIS (Comprehensive Coordinated Early Intervening Services) Counselor, Behavior Specialist, Communities In Schools Liaison, and the school Psychologist and Social Worker. These team members will monitor students and be a liaison between families and the school, and support student’s individual needs. 2. Implement a mentorship program to ensure students are connecting to the school in some capacity to include connecting with adults in the building. 3. Create opportunities for tutors to support students with classes in which they are struggling academically. 4. Connect Family Engagement Specialist with students and families in need of wrap around services and supports Provide a multi-tiered system to support student’s academics, attendance, behavior, and social-emotional needs. This support system will include school counselors, ELL teacher assigned to BTW, communities in schools, and the school’s psychologist and social worker. These team members will monitor students and be a liaison between families and the school, and support student’s individual needs. |

2022-2023 Norfolk Public Schools Comprehensive School Improvement Plan Template

Area of Focus: Student Engagement- College, Career, & Civic Readiness Index (CCCRI)

S.M.A.R.T. Goal: By August 2023, Booker T Washington High School will increase the CCCRI from 66% to 85% for students

Essential Action /Research-based Strategy/Evidence-based Intervention:
 Develop, implement, and monitor a system and provide guidance and professional development to teachers and administrators regarding the program implementation to increase the number of students completing advanced course work, Career and Technical Education (CTE) courses and credentialing, Advanced Placement, Work-based, and English and Government Courses Service Learning.

- Plan, develop, implement, and monitor a program to increase the number of students enrolled in Advanced Placement and Dual enrollment courses.
- Plan, develop, implement, and monitor work based and service-learning projects in the school
- Monitor all students that are currently enrolled in CTE courses and their progress towards CTE course credentials. In addition, all students that are currently enrolled in Advanced Placement courses.

Change

| Action Steps (Place in sequential order.) | Position(s) Responsible for Implementation | Implementa tion Frequency | Evidence/Artifact s: Implementation and Impact | Position(s) Responsible for Monitoring | Monitori ng Freque ncy | Title I, Part A Budget Implications (if applicable) |
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| 1.Establish a schedule for the on-time graduation committee (Principal, Assistant Principal, Graduation Coach, School Counselors, Truancy Liaison, Family Engagement Specialist, CTE Department Chair) to meet weekly (Friday mornings) to discuss all cohorts of students and to identify students in need of supports/interventions and to monitor supports/interventions put into place. | Principal Graduation Coach, On-time Graduation Committee | September 2023-August 2024 | Meeting agenda, attendance sheets, cohort spreadsheets, referrals to and placement into Academic credit Recovery, Attendance Recovery, CPR, Economic and Personal Finance Recovery and other CTE recovery programs. | Principal, Graduation Coaches Assistant Principals | Weekly | |



CSIP Template: Title I Schools

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| <p>2. Review data on a quarterly basis to discuss student academic data, academic supports, progress on promotion requirements for each grade level, and build upon the academic career plan to ensure on-time graduation.</p> | <p>School Counselors</p> | <p>August 2023 - June 2024</p> | <p>Meeting notes, agenda, sign-in sheet, appointment calendar, meeting dates with list of students</p> | <p>Principal, Assistant Principals</p> | <p>Quarterly</p> | |
| <p>3. Identify monthly seniors that are at risk of failing their AP or CTE course. Provide the necessary support and interventions needed to pass the class and credentialing.</p> | <p>Principal, Assistant Principals, Graduation Coaches, School Counselors, and CTE Teachers, Government, and 12 English teachers</p> | <p>August 2023 - June 2024</p> | <p>Attendance spreadsheets, attendance reports, meeting notes, record of students and parents</p> | <p>Principal, Assistant Principals, Guidance Counselors, Graduation Coaches</p> | <p>Weekly</p> | |
| <p>4. Host an AP and Dual enrollment night for parents of rising juniors and seniors to increase enrollment in AP and dual enrollment courses.</p> | <p>Assistant Principals, and School Counselors,</p> | <p>September 2023 - March 2024</p> | | <p>Principal, Assistant Principals</p> | <p>Quarterly</p> | |
| <p>5. Ensure all Government and English 12 students are actively engaged in service-learning projects.</p> | <p>Assistant Principals, Government and English 12 Teachers, and School Counselors,</p> | <p>August 2023 - June 2024</p> | <p>Class rosters, gradebooks, sample student work</p> | <p>Principal, Assistant Principals</p> | <p>Quarterly</p> | |
| <p>5. Host an AP Parent night for current students enrolled in AP courses. The parent workshop will review the CCRI requirements along with sharing AP survival tips for students and parents.</p> | <p>Principal, Assistant Principals, Graduation Coaches, School Counselors, and CTE Teachers.</p> | <p>September 2023, March 2024</p> | <p>Student data, remediation sign in sheets, test scores</p> | <p>Principal, Assistant Principals, Guidance Counselors, Instructional Coach, Gifted Resource Teacher</p> | <p>Quarterly</p> | |

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

| English Learners | Students with Disabilities |
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| <ol style="list-style-type: none"> 1. Provide a multi-tiered system to support student’s academics, attendance, and social-emotional needs. This support system will include school counselors, ELL teacher assigned to BTW, communities in schools, and the school’s psychologist and social worker. These team members will monitor students and be a liaison between families and the school, and support student’s individual needs. 2. Implement a mentorship program to ensure students are connecting to the school in some capacity to include connecting with adults in the building. 3. Create opportunities for district sponsored tutors(FEV tutors, University tutors) to support students with classes in which they are struggling academically. 4. Family Engagement Specialist will host events that afford students and families the opportunity to participate in social-emotional activities, school and community-based seminars, and wrap around services and supports. | <ol style="list-style-type: none"> 1. Monitor specially designed instruction (SDI) through lesson plan reviews, common planning observations, walkthroughs, and observations. 2. Pull-out remediation session for tier II and tier III SWD. 3. Monthly data team meeting to include collaborative teachers. 4. Progress meetings with case managers, students, parents, and school counselors. 5. Weekly Special Education “check-in” with Department Chair to discuss case manager work with students and student academic progress, observation and lesson plan feedback, and instructional leadership. 6. Learning Support Teacher’s to utilize Booker Flex Period to work with Tier 2 and Tier 3 students. 7. Connect Family Engagement Specialist with students and families in need of wrap around services and supports. |
| Economically Disadvantaged | Transient, Foster, and Homeless |
| <ol style="list-style-type: none"> 1. Utilize Booker Flex Period to offer support to students that need help with research, writing, presentation of the service-learning project. 2. Host Parent Nights and Family Engagement activities specifically about the CCRI requirements and Senior Learning Project. | <ol style="list-style-type: none"> 1. Provide a multi-tiered system to support student’s academics, attendance, behavior, and social-emotional needs. This support system will include school counselors, ELL teacher assigned to BTW, communities in schools, and the school’s psychologist and social worker. These team members will monitor students and be a liaison between families and the school, and support student’s individual needs. |



CSIP Template: Title I Schools

3. Provide a multi-tiered system to support student's academics, attendance, behavior, and social-emotional needs. This support system will include Attendance Technician, Family Engagement Specialist, CCEIS (Comprehensive Coordinated Early Intervening Services) Counselor, Behavior Specialist, Communities In Schools Liaison, and the school Psychologist and Social Worker. These team members will monitor students and be a liaison between families and the school, and support student's individual needs.
4. Create opportunities for tutors to support students with classes in which they are struggling academically.

2. Implement a mentorship program to ensure students are connecting to the school in some capacity to include connecting with adults in the building.
3. Provide a multi-tiered system to support student's academics, attendance, behavior, and social-emotional needs. This support system will include Attendance Technician, Family Engagement Specialist, CCEIS (Comprehensive Coordinated Early Intervening Services) Counselor, Behavior Specialist, Communities In Schools Liaison, and the school Psychologist and Social Worker. These team members will monitor students and be a liaison between families and the school, and support student's individual needs.
4. Implement a mentorship program to ensure students are connecting to the school in some capacity to include connecting with adults in the building.
5. Create opportunities for tutors to support students with classes in which they are struggling academically.
6. Connect Family Engagement Specialist with students and families in need of wrap around services and supports Provide a multi-tiered system to support student's academics, attendance, behavior, and social-emotional needs.