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| <b>Name of School:</b> Sewells Point Elementary School | <b>School Division:</b> Norfolk Public Schools |
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**Area of Focus: Academic Achievement in Literacy**

**SMART Goal: The pass rate of Students with Disabilities (SWD) will increase from 67% in 2023 to 75% in 2024 on the reading SOL.  
The pass rate of Black Students will increase from 79% in 2023 to 85% in 2024 on the reading SOL.  
The overall pass rate for all students will increase from a 83% in 2023 to 92% in 2024 on the reading SOL.**

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| <b>Essential Action/ Evidence-based Intervention/Research-based Strategy: Set high expectations for student achievement supported by frequent monitoring of student progress.</b> | <input type="checkbox"/> <b>Academic Review Finding</b> |
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**Action Plan**

| Action Steps<br>(Place in sequential order)<br>One must be related to family engagement.   | Position(s)<br>Responsible for Implementation    | Implementation Frequency | Evidence/<br>Artifacts:<br>Implementation and Impact   | Position(s)<br>Responsible for Monitoring   | Monitoring Frequency           | Budget<br>(Title I, SIG,<br>other funding sources) | Title I Measurable Objective | Alignment to NPS Strategic Plan Goal (name goal)                   |
|--|--|--------------------------|--|---|--------------------------------|--|------------------------------|--|
| 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   | Administration<br>Reading Specialist<br>Teachers  | Weekly                         | N/A  | N/A                          | Increase the percentage of students passing the reading SOL tests- |
| 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)<br>Lexia usage and progress monitoring | Administration<br>Counselor<br>Gifted Teacher<br>Reading specialist   | Weekly PLC meeting discussions | N/A  | N/A                          | Increase the percentage of students passing the reading SOL tests- |
| 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   | Administration<br>Reading specialist<br>Lead Special Education Teacher<br>SPED Teachers<br>Specialist<br>Learning Support | Monthly                        | N/A  | N/A                          | Increase the percentage of students passing the reading SOL tests. |



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| 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<br>Peer observation schedule<br>Peer observation positive feedback | Administration     | Quarterly | N/A | N/A | Increase the percentage of students passing the reading SOL tests. |
| Literacy Night with Families   | Reading Specialist and Committee | First Quarter           | Agenda, schedule, make and take activities, sign in sheet                                    | Reading Specialist | Anually   | N/A | N/A | Increase the number of school and community partnerships.          |

Name of School: Sewells Point Elementary School School Division: Norfolk Public Schools

Area of Focus: Academic Achievement in Numeracy

**SMART Goal:**

The pass rate of Students with Disabilities (SWD) will increase from 66% in 2023 to 76% in 2024 on the math SOL.

The pass rate of Black students will increase from 65% in 2023 to 75% in 2024 on the math SOL.

The overall pass rate for all students will increase from an 76% in 2023 to 86% in 2024 on the math SOL.

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

**Action Plan**

| Action Steps<br>(Place in sequential order)<br>One must be related to family engagement.   | Position(s) Responsible for Implementation       | Implementation Frequency | Evidence/ Artifacts: Implementation and Impact                            | Position(s) Responsible for Monitoring                           | Monitoring Frequency                        | Budget (Title I, SIG, other funding sources) | Title I Measurable Objective | Alignment to NPS Strategic Plan Goal (name goal)                   |
|--|--|--------------------------|---|--|---|--|------------------------------|--|
| 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        | Administration<br>Math specialist                                | Weekly                                      | N/A  | N/A                          | Increase the percentage of students passing mathematics SOL tests. |
| 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) | Administration<br>Counselor<br>Gifted Teacher<br>Math specialist | Bi-weekly teacher conferences with students | N/A  | N/A                          | Increase the percentage of students passing mathematics SOL tests. |

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| 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 Coteaching models are in practice<br>Lesson Plans<br>Walkthroughs  | Administration Math specialist<br>Lead Special Education Teacher<br>SPED Teachers<br>Specialist Learning Support | Monthly   | N/A | N/A | Increase the percentage of students passing mathematics SOL tests. |
| 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<br>Peer observation schedule<br>Peer observation positive feedback   | Administration   | Quarterly | N/A | N/A | Increase the percentage of students passing mathematics SOL tests. |
| Monitor teacher implementation of the Edmentum curriculum; Review Edmentum assessment reports                            | Grade level teachers<br>Math specialist          | August 2023 to May 2024 | Accurate implementation of the Edmentum curriculum by teachers<br>Research-based teaching models<br>Expected student academic growth | Administration<br>Math specialist  | Quarterly | N/A | N/A | Increase the percentage of students passing mathematics SOL tests. |
| Math and Science Family Night  | Math Specialist and Committee                    | February                | Agenda, schedules, make and take activities, sign in sheet   | Administration   | Annually  | N/A | N/A | Increase the number of school and community partnerships.          |

Name of School: Sewells Point Elementary School School Division: Norfolk Public Schools

Area of Focus: Attendance

S.M.A.R.T. Goal: The overall school absenteeism rate for all students will decrease from an 29% in 2023 to 9% in 2024.

Essential Action /Research-based Strategy/Evidence-based Intervention: Set high expectations for student attendance supported by on-going monitoring.  Academic Review Finding

**Action Plan**

| Action Steps<br>(Place in sequential order)<br>One must be related to family engagement. | Position(s) Responsible for Implementation                | Implementation Frequency | Evidence/ Artifacts: Implementation and Impact         | Position(s) Responsible for Monitoring   | Monitoring Frequency                     | Budget (Title I, SIG, other funding sources) | Title I Measurable Objective | Alignment to NPS Strategic Plan Goal (name goal)                         |
|--|---|--------------------------|--|--|--|--|------------------------------|--|
| Develop and implement a system of monitoring classroom attendance.                       | Classroom teachers  | August 2023 to May 2024  | Review of daily attendance                             | Attendance Team Administration Counselor | Review of student attendance weekly      | N/A  | N/A                          | Attendance Decrease the percentage of students with chronic absenteeism. |
| 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 | Attendance Team Administration Counselor | Weekly teacher conferences with students | N/A  | N/A                          | Attendance Decrease the percentage of students with chronic absenteeism. |

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Area of Focus: Attendance

S.M.A.R.T. Goal: By the end of 2023-2024 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/ Evidence-based Intervention/Research-based Strategy: Use the PBIS Framework to implement and monitor the continuum of supports to meet the social and behavioral needs of students.  Academic Review Finding

**Action Plan**

| Action Steps<br>(Place in sequential order)<br>One must be related to family engagement.   | Position(s) Responsible for Implementation | Implementation Frequency | Evidence/ Artifacts: Implementation and Impact     | Position(s) Responsible for Monitoring       | Monitoring Frequency | Budget (Title I, SIG, other funding sources) | Title I Measurable Objective | Alignment to NPS Strategic Plan Goal (name goal)   |
|--|--|--------------------------|--|--|----------------------|--|------------------------------|--|
| 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              | N/A  | N/A                          | Safety and Climate<br>Decrease the percentage of students with referrals for disruption. |
| 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              | N/A  | N/A                          | Safety and Climate<br>Decrease the percentage of students with referrals for disruption. |
| 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              | N/A  | N/A                          | Safety and Climate<br>Decrease the percentage of students with referrals for disruption. |



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| 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 | N/A | N/A | Safety and Climate<br>Decrease the percentage of students with referrals for disruption. |
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