

**2022-2023 Comprehensive School Improvement Plan**

**Name of School: Colonial Heights Middle School**

**School Division: Colonial Heights Public Schools**

**Area of Focus: Reading 6, 7, 8- Academic Achievement Gap Groups (SWD and Black Students)**

**SMART Goal:**

**By June 2023, CHMS will improve scores for Students with Disabilities (SWD) passing the Reading SOL assessment to greater than the 75% VDOE accreditation benchmark or by reducing the subgroup failure rate by at least 4.6%.**

**By June 2023, CHMS will improve scores for Black students passing the Reading SOL assessment to greater than 75% VDOE accreditation benchmark or by reducing the subgroup failure rate by at least 3%.**

**Essential Action/Research-based Strategy/Evidence-based Intervention:** Clear identification of students in need of support and a Multi-Tiered System of support to meet students specific needs. Monitor for aligned instruction in the written, taught, and tested curriculum.

**Academic Review Finding**

**Action Plan**

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. Create time in the instructional day to serve as an intervention and enrichment period for all students.	Master Schedule Coordinator, Principal	June	Master Schedule Copy	Administrators	Once	
2. Adjust pacing guides for all English courses to be aligned with the local consortium pacing and integrate common language amongst the three	Secondary Literacy Specialist	August	Pacing Guides	Secondary Literacy Specialist, Administrators	Ongoing	

**\*Insert more rows as necessary. If additional essential actions/strategy/interventions, duplicate the chart as needed.**

Include a maximum of five (5) Essential Actions/Strategies/EBIs based on prioritized areas derived from the Comprehensive Needs Analysis (CNA) and the Academic Review (AR), if applicable.

grade levels in both reading & writing.						
3. Provide all teachers with Lexile levels to differentiate small group instruction in classrooms and to provide appropriate interventions.	Secondary Literacy Specialist, English Teachers	September & Quarterly Checks	Lexile Reports	Secondary Literacy Specialist, Administrators	Quarterly	
4. Provide common planning to grade level content teachers to help facilitate reflection and collaboration on instructional planning and implementation.	Master Schedule Coordinator, Principal	June	Master Schedule Copy	Administrators	Once	
5. Utilize PLC+ Framework in PLC meetings, so teachers learn how to analyze their classroom data and find evidence-based instructional strategies to target common problems amongst their grade level teams.	Administrators, Teachers, Instructional Specialists	Weekly	Running Agendas	Administrators, Instructional Specialists	Weekly	
6. Track classroom-level data on a classroom accreditation report by teachers with particular emphasis on the achievement of SWD and Black Students.	Teachers	Monthly	Classroom Accreditation Reports	Administrators, Secondary Literacy Specialist	Monthly	
7. Implement a Multi-Tiered System of support where Tier 2 students receive additional reading instruction in Read180, Tier 3 students receive	Read180 Teacher, EL Teacher, Title I Teacher, Secondary		Intervention Schedules	Administrators, Teachers, Secondary Literacy Specialist	Ongoing	Title I funds the Title I teacher position & all aspects of the Title I program

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additional support in Title I reading, and Tier I students receive enrichment in reading during the I/E period.	Literacy Specialist, Administrators	Implemented in August / October				
8. Provide instructional feedback on lesson plans and classroom observations.	Administrators, Instructional Specialists, Central Office Administrators	Ongoing	Observation forms & documented feedback	Administrators, Instructional Specialists, Central Office Administrators	Ongoing	
9. Utilize Benchmarks and common assessments as continuous checks throughout the school year and adjust instruction where needed.	Teachers, Instructional Specialists, Administrators	Quarterly	Performance Matters Reports	Administrators, Instructional Specialists, Central Office Administrators	Quarterly	
10. Create a systematic tiered remediation plan in the weeks leading up to the SOL and place appropriate staff with small groups of students who need additional support prior to taking their reading SOL test.	Administrators, Teachers, Secondary Literacy Specialist	March/ May/ June	Remediation Schedules	Administrators, Secondary Literacy Specialist	Before SOL remediation begins	

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**2022-2023 Comprehensive School Improvement Plan**

**Name of School: Colonial Heights Middle School**

**School Division: Colonial Heights Public Schools**

**Area of Focus: Science 6,7,8**

**SMART Goal:**

**By June 2023, CHMS will improve Science SOL scores to meet or exceed the 70% VDOE accreditation benchmark.**

**Essential Action/Research-based Strategy/Evidence-based Intervention:** Implementation of PLC+ framework to guide instructional data analysis and provide a framework for collaboration on areas for improvement. Monitor for aligned instruction in the written, taught, and tested curriculum. Maximize frequency of hands-on learning opportunities in conjunction with a universal laboratory reporting system.

**Academic Review Finding**

**Action Plan**

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. Adjust pacing guides for all science courses to be aligned with the local consortium pacing.	Teachers, Secondary Science Specialist	August	Pacing Guide	Administrators, Secondary Science Specialist	Ongoing	
2. Utilize PLC+ Framework in PLC meetings so teachers learn how to analyze their classroom data and find	Teachers, Instructional Specialists, Administrators	Weekly	PLC Running Agenda	Teachers, Instructional Specialists, Administrators	Weekly	

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evidence-based instructional strategies to target common problems amongst their grade-level teams.						
3. Provide instructional feedback on lesson plans and classroom observations.	Administrators, Instructional Specialists, Administrators	Ongoing	Observation notes / form, lesson plan feedback documentation	Administrators, Instructional Specialists, Administrators	Ongoing	
4. Utilize consortium benchmarks as a way to track student progress and achievement throughout the school year and to inform instruction.	Teachers, instructional Specialists, Administrators	Quarterly	Performance Matters Assessment Data	Teachers, Administrators, Instructional Specialists,	Quarterly	
5. Utilize the school-wide data tracking system to analyze classroom data.	Teachers, Administrators	Ongoing	Data Tracking Sheets	Teachers, Administrators, Instructional Specialists,	Ongoing	
6. Offer professional development throughout the year targeting instructional best practices.	Teachers, Administrators, Instructional Specialists,	Ongoing	Professional Development Logs	Teachers, Administrators, Instructional Specialists,	Ongoing	
7. Utilize the school-wide intervention/ enrichment block as an opportunity to provide students with science-based enrichment activities.	Teachers	Ongoing	I/E Menu Offerings	Teachers, Administrators	Ongoing	

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8. Create a systematic tiered remediation plan in the weeks leading up to the SOL and place appropriate staff with small groups of students that need additional support prior to taking their science SOL test.	Teachers, Administrators, Instructional Specialists,	May/ June	Remediation Schedules	Teachers, Administrators, Instructional Specialists	At the conclusion of SOLs	
9. Maximize intentional engaged learning opportunities in all science classes.	Teachers, Administrators, Instructional Specialists,	Ongoing	Lesson plans, pacing guide	Teachers, Administrators, Instructional Specialists	Weekly	
10. Create and utilize a universal lab report across all grade levels	Teachers, Administrators, Instructional Specialists,	Ongoing	PLC created lab sheet	Teachers, Administrators, Instructional Specialists	Ongoing	

**2022-2023 Comprehensive School Improvement Plan**

**Name of School: Colonial Heights Middle School**

**School Division: Colonial Heights Public Schools**

**Area of Focus: Absenteeism**

**SMART Goal:**

**By June 2023, CHMS will reduce the number of students that are at or above 10% absenteeism by a minimum of 16 Students to exceed accreditation standards.**

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**Essential Action/Research-based Strategy/Evidence-based Intervention:** CHMS staff will prioritize the building of relationships with students to be sure that each student has a positive contact with a staff member. CHMS administration will plan and hold positive school based events to engage students and build a positive student culture.

**Academic Review Finding**

**Action Plan**

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. Monitor student attendance weekly by meeting with the Division Attendance Officer.	Administrator overseeing attendance, Attendance Secretary, Division Attendance Officer	Weekly	Weekly attendance reports	Division Attendance officer, Administration	Weekly	
2. Make parent contact when a student is approaching 10 absences to complete an attendance conference over the phone.	Admin overseeing attendance, parents	Weekly	Attendance conference summaries located in Google drive	Administration, Division Attendance Officer	Weekly	
3. Conduct in-person meetings with the parent, student, and division attendance officer if student absences continue to accrue.	Admin overseeing attendance, Division Attendance Officer, parents, students	As needed	Attendance plans	Division Attendance Officer, Administration	Ongoing	
4. Call families when student absences are close to	Attendance Secretary, students, parents	Ongoing	Truancy notes in PowerSchool	Administration, Division Attendance Officer	Ongoing	

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meeting the ten day absence threshold.						
5. Collect parent notes for student absences.	Attendance secretary	Ongoing	Student files	Administration, Division Attendance Officer	Ongoing	
6. Include attendance plan in beginning of the year forms.	School Counseling office, School Secretary	August/September	PowerSchool, Division attendance office	Division Attendance Officer	September	
7. Contact home if a student is absent for 3 consecutive days.	CHMS Teachers	Ongoing	Teacher documented contact log	Administration, Teachers	Ongoing	
8. Hold meetings with teachers, administrators, and school counselors to communicate about student absenteeism. Share information, monitor progress, and help create plans with measurable improvement.	Teachers, Administration, School Counselors, Students	Ongoing			Ongoing	
9. Monitor Chronic Absenteeism Rate	Administration	Quarterly	Quarterly Data Meetings	Administration	Quarterly	
10. Strengthen the school to home bond by creating enriching and exciting school-driven activities for the children.	Administration, Teachers, Staff	Ongoing	Student attendance	Administration, Attendance Secretary	Ongoing	

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