

2025 – 2026 Comprehensive School Support Plan

Profile Information		
Division: Norfolk Public Schools	School: Maury High School	
Principal: Karen Berg	Federal Designations Choose a Designation N/A	
Stakeholder/Family & Community Engagement		
<i>List all stakeholder/Family Community Partners involved and their specific roles.</i>		
Resource Partners	Service Partners	Strategic Partners
PTSA Booster Association Trinity Presbyterian K and G Wynne Ford EVMS	Kappa League Norfolk Police Department “TRUE” Program Calvary Revival Mentoring Program Next Steps for Success	EVMS Trinity Presbyterian
<i>Describe how the school will routinely involve internal and external stakeholders in the school improvement process to include conducting the needs assessment; selecting evidence-and research-based strategies; and developing, implementing, monitoring, and evaluating the plan.</i>		
<i>Maury High School is developing a plan that is a living and evolving document to support the findings from the needs assessment and analysis of identified school needs. In developing the plan Maury High School leadership, teachers, and staff highlighted the finding of the school's achievement data. The Norfolk Public Schools Department of Curriculum and Instruction and the Department of Special Education will provide aligned coaching and support with division wide recommended instructional strategies. The administrative team will conduct observations to laser in on the effective practices and school wide commitment to effective questioning strategies, cooperative learning, literacy, and modeling to promote student engagement during the learning process. The Executive Director of Secondary Schools and Chief Schools officer will provide guidance and feedback throughout the year. Input and feedback from teachers, staff, students, parents and stakeholders will be considered through quarterly invitations for collaboration on information regarding the process and potential adjustments needed in the proposed comprehensive school support plan. Finally, a division level Continuous Improvement Coach will provide support with the implementation and execution of the plan.</i>		



Domain I: Academic		Content Area: English
Barrier(s): Lack of training on strategies for teachers of EL students, implementation of tiered instructional practices, gaps in student proficiency levels when arriving to high school		
SMART Goal Statement: By May 2026 all English Language Learners will show growth on the Access for ELLs assessment. Students who scored 1.0 – 2.4 will increase by 0.4 points, students scoring 2.5 – 3.4 will increase 0.2 points, and students scoring 3.5 – 4.4 will increase 0.1 points from their Spring 2025 to their Spring 2026 Access for ELLs assessment.		
(Evidence-based) Strategy Name: https://www.collaborativeclassroom.org/blog/scaffolding-techniques-english-language-learners-part-1/ https://ttac.odu.edu/curriculum-and-instruction/math/doing-what-works-five-evidence-based-strategies-to-specially-design-mathematics-instruction/ Tier of Evidence: Strong		Description: Description: Following the model of explicit instruction teachers can use specific steps to promote students’ understanding of mathematical language. This includes specific vocabulary terms and implementing explicit vocabulary activities in instruction. Focusing on academic literacy among ELLs—and all students—and providing them with specific language acquisition strategies are critical steps for ensuring the long-term academic success of students. This means making sure teachers of EL students receive training in effective pedagogy. For example, teaching EL teachers how to implement scaffolding. When learning is scaffolded students are constantly building on prior knowledge and forming associations among new information, concepts, and language acquisition. Additionally, scaffolding presents opportunities for students to be successful before they move into unfamiliar territory. This type of instruction minimizes failure, which decreases frustration, especially for students acquiring a new language. .

Student Measure #1: 100% of EL students in support classes will receive monthly sessions on understanding the ACCESS for ELLS and test taking strategies.	Student Measure #2: 100% of ELL students in English 9 will show measurable progress on reading and writing unit assessments. Since each unit assessment covers different SOL strands, an analysis of the common strands from each unit assessment will be evaluated.
Staff Measure #1: Ensure that all content teachers of ELs have explicit Ellevation training. <i>Content teachers with ELL students will receive explicit training in the Ellevation platform and use it to inform instructional planning, accommodations, and integration of WIDA language domains in their lessons to improve student outcomes.</i>	Staff Measure #2: English teachers will monitor and analyze unit assessment data for ELL students, tracking potential growth for students to move from L grading to regular grading. <i>100% of ELL students in English 9 will demonstrate measurable progress in reading and writing aligned to the WIDA English Language Development Standards. Progress will be evidenced through performance on English 9 unit assessments, with analysis of common SOL strands, and by growth in the ACCESS for ELLs Reading and Writing domains.</i>

Action Steps (Describe the step and include who will implement and how often it will be implemented) *At least one Action Step must be created for family engagement*	Start of Action Step	End of Action Step	Position Responsible for Monitoring	Budget (local, state, federal funds) *Title I schools must add Title I Application measurable objectives*
Review general education and ELL programs to ensure that there is an explicit focus on building academic literacy and cultivating English language development and providing them with specific language acquisition strategies.	September 2025	May 2026	Administrative Team	
Cultivate stronger relationships with our English Learner (ELL) students and families, making sure attendance and academic support resources are communicated clearly and on a regular basis.	September 2025	May 2026	Administrative Team School Counselors EL Teachers Graduation Coaches	

Provide ELL students daily learning experiences in critical thinking, strategic writing tasks, effective communication, and justifying answers.	September 2025	May 2026	Administrative Team EL Teachers	
Provide quarterly professional development on specially designed instruction (SDI) to content teachers and collaborative special education teachers to support ELL students. PD opportunity (Aug – Dec 2025) on ELL instructional resources included in HQIM (newsela), since this instructional platform supports development of background knowledge and academic/content vocabulary https://docs.google.com/document/d/1XfVhgv0-TfkR44GGQiw_z925OaixABW11Hcj5RdWk4Q/edit?tab=t.0 PD monitoring for impact for identified strategies for ELLs (Explicit instruction- explicit vocabulary, scaffolding, activating prior knowledge, forming associations among new information, concepts, and language acquisition.	August 2025 October 2025	May 2026	Admin Team EL Teachers	
Division Support: Describe how the Division will support in implementing, monitoring, and evaluating the school's strategies & action steps · World Languages Senior Coordinator and ELL Teacher Specialist to provide training to general education teachers on ELL grading. · ELL Teacher Specialist to provide training on Elevation to ELL teachers and administrator supervising ELLL teachers.				



Evidence: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.		
Analysis: Address impact and next steps.		
Evidence of Progress (update monthly)		Analysis of Progress
<i>Month</i>	<i>Linked Artifact/Data</i>	
August	https://researchguides.library.wisc.edu/c.php?g=177873&p=1169527 (Sample Lesson plans to support ELL students) https://www.doe.virginia.gov/teaching-learning-assessment/road-to-readiness-school-performance-and-support-framework-resource-hub/supporting-virginia-learners/family-supports/english-learners	
September		
October		
November		
December		
January		
February		
March		
April		
May		

Domain II: Staffing Supports				
Barrier(s): Recruitment of Highly Qualified Teachers				
SMART Goal Statement: By August 2026 the percentage of classes taught by highly qualified teachers will increase from 94% to 100%.				
(Evidence-based) Strategy Name: Early Recruitment Tier of Evidence: Strong		Description: Targeted recruitment efforts that will include but not limited to partnerships with local colleges/universities, participation in job fairs, and support student teachers in the building.		
Student Measure #1: By January, 90% of students in classes led by new teachers will report that classroom routines and expectations are clear and consistent, as measured by a student perception survey (e.g., Panorama, school-created survey).		Student Measure #2:		
Staff Measure #1: Staff Measure1- By January 100% of new teachers will implement classroom management and instructional strategies presented in school PD as evidenced through ILT walkthrough data.		Staff Measure #2: 100% of teachers will report positive experience and feel supported as evidenced by the school climate & support survey for new teachers.		
Action Plan				
Action Steps (Describe the step and include who will implement and how often it will be implemented) *At least one Action Step must be created for family engagement*	Start of Action Step	End of Action Step	Position Responsible for Monitoring	Budget (local, state, federal funds) *Title I schools must add Title I Application measurable objectives*
District Level Professional Development	August 2025	May 2026	District Level Leadership	
Building Level Mentors	August 2025	May 2026	Lead Mentor/Administrative Team	
Booster Association Night	August 2025	May 2026	Booster Association/Teacher Reps.	
Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.				

Evidence: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.		
Analysis: Address impact and next steps.		
Evidence of Progress (update monthly)		Evidence of Progress (update monthly)
Month	Linked Artifact/Data	
August	Booster “Welcome Back” Breakfast Mentors assigned	Meeting agenda and attendance
September	Mentor Meeting	Meeting agenda and attendance
October	District Level Professional Development	Attendance
November	Mentor Meeting	Meeting Agenda and attendance
December	Booster Staff Holiday Luncheon	Attendance
January		
February		
March		
April		
May		

Domain III: Organizational Learning Supports

Barrier(s): Instructional Coaching and Support

SMART Goal Statement: By May 2026, job embedded support for planning, data analysis, co-teaching, and modeling will be implemented with fidelity as measured by student mastery on district level assessments.

(Evidence-based) Strategy Name: Student centered coaching model designed by Diane Sweeney Tier of Evidence: Choose an item.	Description: This model shifts the focus from fixing teachers to improving student learning outcomes through teacher collaboration and support.
Student Measure #1: Increase student engagement and student-centered learning and collaboration.	Student Measure #2: Increase in student performance on district level assessments.
Staff Measure #1: Observation and walkthrough data provides evidence that 100% of the teachers are implementing the student-centered coaching model.	Staff Measure #2:

Action Plan

Action Steps (Describe the step and include who will implement and how often it will be implemented) <i>*At least one Action Step must be created for family engagement*</i>	Start of Action Step	End of Action Step	Position Responsible for Monitoring	Budget (local, state, federal funds) <i>*Title I schools must add Title I Application measurable objectives*</i>
Book Talk Student Centered Coaching the Moves, by Sweeney	July 30, 2025	May 2026	Administration ILT	
Cohort 2026 Family Night	August 28, 2025	May 2026	Administration, Graduation Coaches Class Sponsors School Counselors	
Open House Family Spaghetti Dinner	Sept 18, 2025	Sept 18, 2025	Principal	Booster Funded \$500

Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.

Evidence: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.
Analysis: Address impact and next steps.



Evidence of Progress (update monthly)		Analysis of Progress (update monthly)
Month	Linked Artifact/Data	
August	ILT Retreat Agenda	
September	Attendance of Families	
October		
November		
December		
January		
February		
March		
April		
May		

Domain IV: Removing Non-Academic Barriers Supports

Barrier(s): Chronic Absenteeism

SMART Goal Statement: Decrease the chronic absenteeism rate from 22.48% to less than 15% for the 2025-2026 school year.

(Evidence-based) Strategy Name: Creating a MTSS Team

Tier of Evidence: Choose an item.

Description: The MTSS team at MHS meets weekly to identify students at risk of being chronically absent

Student Measure #1 By June, the percentage of students identified as chronically absent (missing 10% or more of school days) will decrease by 10% compared to the previous school year, as evidenced in Synergy attendance reports.

Student Measure #2:

Staff Measure #1: By each quarterly review, administrators and counselors will analyze Synergy attendance data to identify and provide targeted interventions for students at risk of chronic absenteeism, with documented follow-up support for 100% of identified students.

Staff Measure #2: Synergy Report

Action Plan

Action Steps (Describe the step and include who will implement and how often it will be implemented) *At least one Action Step must be created for family engagement*	Start of Action Step	End of Action Step	Position Responsible for Monitoring	Budget (local, state, federal funds) *Title I schools must add Title I Application measurable objectives*
Create MTSS Team	August 2025	August 2026	MTSS Team	
Cohort 2026 Family Night	August 28 2025	May 2026	Administration, Graduation Coaches Class Sponsors School Counselors	
Graduation Coaches Attend National Drop-Out Conference in Florida	October 2025		Assistant Principal Attending Conference.	

https://www.attendanceworks.org/		August 2025	May 2026	Administration, Graduation Coaches Class Sponsors School Counselors	
Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.					
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<u>Evidence:</u> Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.					
<u>Analysis:</u> Address impact and next steps.					
Evidence of Progress (update monthly)			Analysis of Progress (update monthly)		
Month	Linked Artifact/Data				
August	MTSS Team and Agenda, ITL Retreat Agenda				
September					
October					
November					
December					
January					
February					
March					
April					
May					