

Nance Elementary Accountability Plan

2024-2025



The Accountability Plan Template embodies requirements set by the Missouri Department of Elementary and Secondary Education (DESE) relative to Schoolwide Planning and the completion of the Consolidated Application and Comprehensive School Improvement Plan. It also supports the continuous improvement of all St. Louis Public Schools.

We are committed to a Continuous Improvement System based on the Theory of Action: Improved student learning for every student in every school, with the primary goal of having all Missouri students graduate ready for success. This improvement guidance document has as its foundation the following five pillars of the **SLPS Transformation 4.0 Plan**, which support the Continuous Improvement Theory of Action:

Pillar 1: The District creates a system of excellent schools

Pillar 2: The District advances fairness and equity across its system

Pillar 3: The District cultivates teachers and leaders who foster effective and culturally responsive learning environments

Pillar 4: All students learn to read and succeed

Pillar 5: Community partnerships and resources support the District's **Transformation 4.0 Plan**

24-25 ACCOUNTABILITY PLAN TEMPLATE

Table of Contents

Section	Contents	Completion Dates (What date did you and your School Planning Committee complete each section?)
1	School Profile, Mission, Vision, School Improvement Planning Committee	March 6 th , 2024
2	Comprehensive Needs Assessment: Student Demographics; Student Achievement; Curriculum and Instruction; High Quality Professional Development; 2024-2025 Priorities; Root Cause Analysis; School Parent and Family Engagement: Program Evaluation Results; Policy Involvement; Shared Responsibilities for Student Achievement (School Parent Compact); School Capacity for Involvement; Summary Statements	May 13 th , 2024 (Data updated)
3	The Goals and the Plan: Goal 1-Leadership Development Plan; Goal 2-Reading Plan; Goal 3-Mathematics Plan	April 23 rd , 2024
(Completed Plan, Sections 1-3 , Submission Date to Network Superintendent)		*May 8 th , 2024
The WORD version of this plan must be completed, signed by Principal and Network Superintendent, and submitted to State and Federal Programs Team by *May 17, 2024, from Network Superintendent.		

SECTION 1

School Profile

Accountability Plan Template

Improvement/Accountability Plan		
Focus of Plan (check the appropriate box): <input type="checkbox"/> LEA <input checked="" type="checkbox"/> School	Name of LEA: St. Louis Public Schools Name of School: Nance Elementary School Code: 5610	Check if appropriate <input checked="" type="checkbox"/> Comprehensive School ***Requires a Regional School Improvement Team <input type="checkbox"/> Targeted School <input checked="" type="checkbox"/> Title I.A
Date: June 1, 2024		
Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.		
School Mission: The mission of Earl Nance, Sr. Elementary School is to empower students to have a voice within their community. All students will achieve success in a school environment that promotes literacy, equity, innovation, social justice, voice, and belonging.		
School Vision: Nance Elementary students will be empowered as change agents to make a positive impact on the world.		
One plan may meet the needs of a number of different programs. Please check all that apply. <input checked="" type="checkbox"/> Title I.A School Improvement <input type="checkbox"/> Title I.C Education of Migratory Children <input type="checkbox"/> Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk <input type="checkbox"/> Title II.A Language Instruction for English Learners and Immigrant Children <input type="checkbox"/> Title IV 21 st Century Schools <input type="checkbox"/> Title V Flexibility and Accountability <input type="checkbox"/> Individuals with Disability Education Act <input type="checkbox"/> Rehabilitation Act of 1973 <input type="checkbox"/> Carl D. Perkins Career and Technical Education Act <input type="checkbox"/> Workforce Innovation and Opportunities Act <input type="checkbox"/> Head Start Act <input type="checkbox"/> McKinney Vento Homeless Assistance Act <input type="checkbox"/> Adult Education and Family Literacy Act <input type="checkbox"/> MSIP <input type="checkbox"/> Other State and Local Requirements/Needs _____		

Districts, charters and/or schools should engage in timely and meaningful discussions, with a broad range of stakeholders, to examine relevant data to understand the most pressing needs of students, schools and/or educators and the potential root causes for each need. By inviting all stakeholders to participate in the needs assessment process you are establishing a unified understanding of the LEA and/or school(s), identifying goals that reflect the vision of the entire learning community and promoting buy-in for improvement efforts. The following chart identifies stakeholders who may participate in the needs assessment process.

School Planning Committee			
Position/Role	Name	Signature	Email/Phone Contact
Principal	Dr. Tyler Archer		Tyler.Archer@slps.org
Assistant Principal (if applicable)	Toccare Montgomery		Toccare.Montgomery@slps.org
Academic Instructional Coach	Tifani Allen		Tifani.Allen@slps.org
Family Community Specialist (if applicable)	Shantelle Williams-Green		Shantelle.Williams@slps.org
ESOL Staff (if applicable)	N/A		
SPED Staff (if applicable)	Dorothy Davis		Dorothy.Davis2@slps.org
ISS/PBIS Staff (if applicable)	Melvin Cooper		Melvin.Cooper@slps.org
Supplemental Math Teacher	Kathryn Noelle		Kathryn.Noelle@slps.org
Teacher	Corsandra Foster		Corsandra.Foster@slps.org
Teacher	Marqueitta McBride		Marqueitta.McBride@slps.org
Parent	Alberta Edwards		Alberta464645@gmail.com
Parent	Patricia Taylor		ptylr1@sbcglobal.net
Support Staff	Marilyn Jackson (School Counselor)		Marilyn.Jackson@slps.org
Community Member/Faith Based Partner	Tiffany Lee-Moore (Urban League)		tmoore1@urbanleague-stl.org
Network Superintendent	Peggy Meyer		Margaret.Meyer@slps.org
Other			

(What date did you and your School Planning Committee complete Section1? March 6th, 2024 (Title 1 Annual Evaluation))

SECTION 2

Comprehensive Needs Assessment

Comprehensive Needs Assessment

Student Demographic		
Data Type	Current Information	Reflections
Student Enrollment as of 3/1	332	Student enrollment has increased each year since 2019-2020 in which the enrollment was 302. Both K-6 and Pre-K enrollment have increased.
Grade Level Breakdown	Pre-K: 60 KG: 43 1 st : 49 2 nd : 43 3 rd : 31 4 th : 45 5 th : 37 6 th : 24	If most students remain enrolled in the 2024-2025 school year, the following regular classroom allocations will be used for planning purposes: Pre-K- 2, KG- 2, 1 st - 2, 2 nd - 2, 3 rd - 2, 4 th - 2, 5 th - 2 & 6 th - 1 There will also be 1 ECSE classroom, 1 Integrated Pre-K classroom, and 3 Cross-Cat Special Education classrooms. In the future, Nance would like to consider whether it is viable to keep 6 th grade as part of the school program and instead to adopt a Pre-K to 5 th grade model. Currently, the building is out of classroom space.
Ethnicity	97% Black 2% White <1% Hispanic	
Attendance	53.3% (90/90) as of 5/23/24 89.0% (ADA) as of 5/23/24	90/90 attendance has decreased slightly since the 2022-2023 school year, however, ADA has remained consistent. Nance exceeds the district 90/90 by 8% and the district ADA by 4%. In 2019-2020, Nance had a 90/90 percentage that was 9% less compared to the district. Attendance Team has refined protocols and caseloads to ensure the root cause of student attendance concerns are being addressed. ADA is up 2% over the same period from the 2021-2022 school year. Compared to the district attendance,
Mobility	14.6%	According to available DESE reports, Nance had a mobility rate of approximately 35% in 2023. Data provided by the district on 5/9/24 indicated this percentage is 14.6%.
Socioeconomic status	72.9% Free & Reduced Lunch	Nance has several partnerships (Operation Food Search, The Little Bit Foundation, etc.) who support students and families with meeting needs related to food insecurity, health, wellness, and school climate.
Discipline	4 Type 1 1 Additional OSS	The PBIS Coordinator works with the School Counselor, Assistant Principal, and Principal in order to implement protocols and procedures

		to ensure a positive climate. Throughout the year the Knights Have HEART matrix was introduced, and staff continue to work to create a shared understanding of restorative classroom practices. All classroom teachers will implement the <i>RethinkEd</i> SEL program in classrooms as well as daily morning meetings.
Limited English Proficiency	<1%	
Special Education	21% 69 students	The Special Education population at Nance has grown for a few reasons. First, an additional Integrated Pre-K classroom was added which includes several students who receive special education services. Additionally, the ECSE classroom is a full classroom unlike previous years. There are 3 Cross-Categorical teachers who support students in grades KG-6 th .

Strengths	Weaknesses	Needs
<p>Nance was recognized as a “State School of Character” by Character.org in 2024, the first time a north city neighborhood school has ever received this recognition. Nance was also recognized as a National School of Character.</p> <p>Nance has seen an increase in the number of students enrolled. Enrollment has increased by 30 students since the end of 2019-2020.</p> <p>Community engagement with Nance and the perception of the school has improved steadily during the past four years.</p>	<p>Although school discipline numbers are declining, there is a continued need for staff reflection on restorative practices and the implementation of culturally responsive instructional practices.</p> <p>Attendance Team procedures that have been put in place have helped address root causes of student attendance concerns, however, Attendance and Student Support Teams need to continue to refine procedures and ensure caseload model is effective.</p> <p>Pre-K to 1st grade students have the highest rates of behavior incidents which require more support and intervention by school personnel.</p>	<p>Continued support of an Assistant Principal, PBIS Coordinator, Counselor, and a full-time Social Worker to provide a team approach to addressing students’ social emotional needs.</p> <p>Additional capacity of the embedded therapist to see additional students in small group or individual settings.</p> <p>Classroom teachers need additional development in implementing restorative practices in the classroom as well as ways to address behavior issues, particularly in lower grades students.</p>

Student Achievement- State Assessments
(Please analyze your achievement data for 23-24 and provide an explanation for the current performance data.)

Goal Areas	22-23 performance	23-24 performance	24-25 Goals	Explanation/Rationale for Current Performance
ELA	13.4% Proficient (MAP-2023) 3 rd : 18.7% 4 th : 10.2% 5 th : 12.8% 6 th : 8.6%		MPI On-Track for ELA 381-399.9	Although there was no change in ELA performance from 2023-2024, the number of students performing Below Basic has decreased each year, from 98 in 2021 to 79 in 2023. 3 rd grade had the highest proficiency in ELA during 2023, with 18.7% of students being proficient. These students have experienced several years of improved instructional practices which should continue to impact students as they move grade levels.
Math	12% Proficient (MAP- 2023) 3 rd : 20.8% 4 th : 10.2% 5 th : 10.2% 6 th : 0%		MPI On-Track for Math 370-399.9	The percentage of students proficient in Math increased by 4% compared to 2022. Compared to 2021, 36 fewer students are Below Basic based on MAP results. 3 rd grade had the highest proficiency in Math during 2023, with 20.8% of students being proficient. These students have experienced several years of improved instructional practices which should continue to impact students as they move grade levels.
Science	5 th : 10.2% Proficient (MAP-2023)		MPI On-Track for Math 372-399.9	A focus on teaching the “Core Four” at Nance, as well as an additional partnership to support students in grades 4-6 in Science, Gateway to the Great Outdoors (GGO) has positively impacted student performance in Science.
WIDA ACCESS (Progress Indicator)				<i>For ELLs- % of students making progress in learning English per DESE Benchmark (minimum n-count of 30 students over three years)</i>
WIDA ACCESS (Proficiency Indicator)				<i>For ELLs- % of students scoring proficient in English per DESE Benchmark (minimum n-count of 30 students over three years)</i>

Please include any data tables, charts, graphs, etc. to support your current performance below

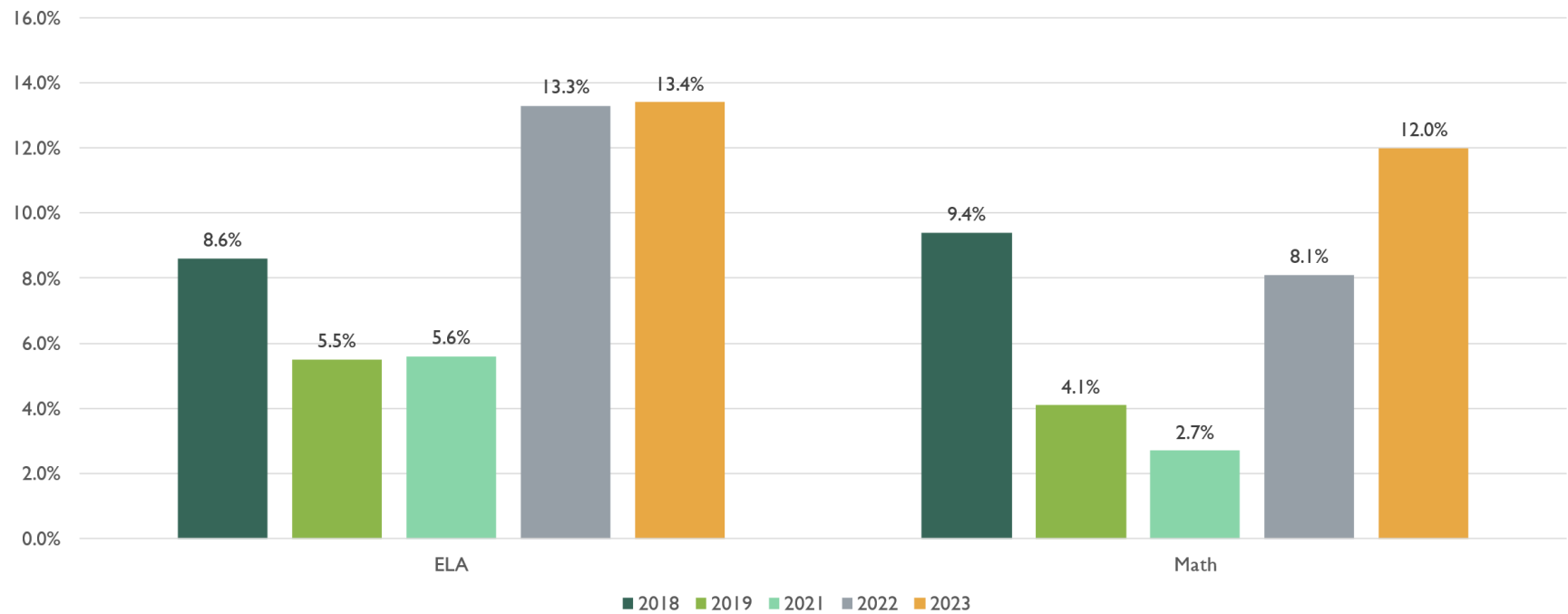
Student Achievement- Local Assessment				
Goal Areas	22-23 performance	23-24 performance	24-25 Goals	Explanation/Rationale for Current Performance

	BOY	EOY	BOY	EOY		
STAR Reading (Grades 1-6)	16%	24%	21%	27%	100%	<p>BOY → EOY (By Grade Level)</p> <p>25% (2nd) → 21%</p> <p>16% (3rd) → 50%</p> <p>18% (4th) → 29%</p> <p>9% (5th) → 17%</p> <p>16% (6th) → 24%</p> <p>The percentage of students with a SGP of 35 or higher (average growth) has increased significantly according to STAR Reading, as has the percentage of students with an SGP of 50 or higher. Students working with the reading intervention teacher have also made more growth compared to peers not being served by the reading teacher. Students and teachers monitor and reflect on individual reading goals which has contributed to growth in reading overall (see STAR data below).</p>
STAR Math (Grades 1-6)	10%	20%	21%	27%	100%	<p>BOY → EOY (By Grade Level)</p> <p>23% (2nd) → 24%</p> <p>17% (3rd) → 61%</p> <p>16% (4th) → 32%</p> <p>13% (5th) → 14%</p> <p>13% (6th) → 14%</p> <p>The percentage of students with a SGP of 35 or higher (average growth) has increased significantly according to STAR Math, as has the percentage of students with an SGP of 50 or higher.</p>
Science (CFA/CSA)						
Social Studies (CFA/CSA)						
DRDP (PreK)	44%	73%	60%	67%		
ELL Benchmark Assessment- Speaking *EL students only						(ELL OFFICE WILL PROVIDE)

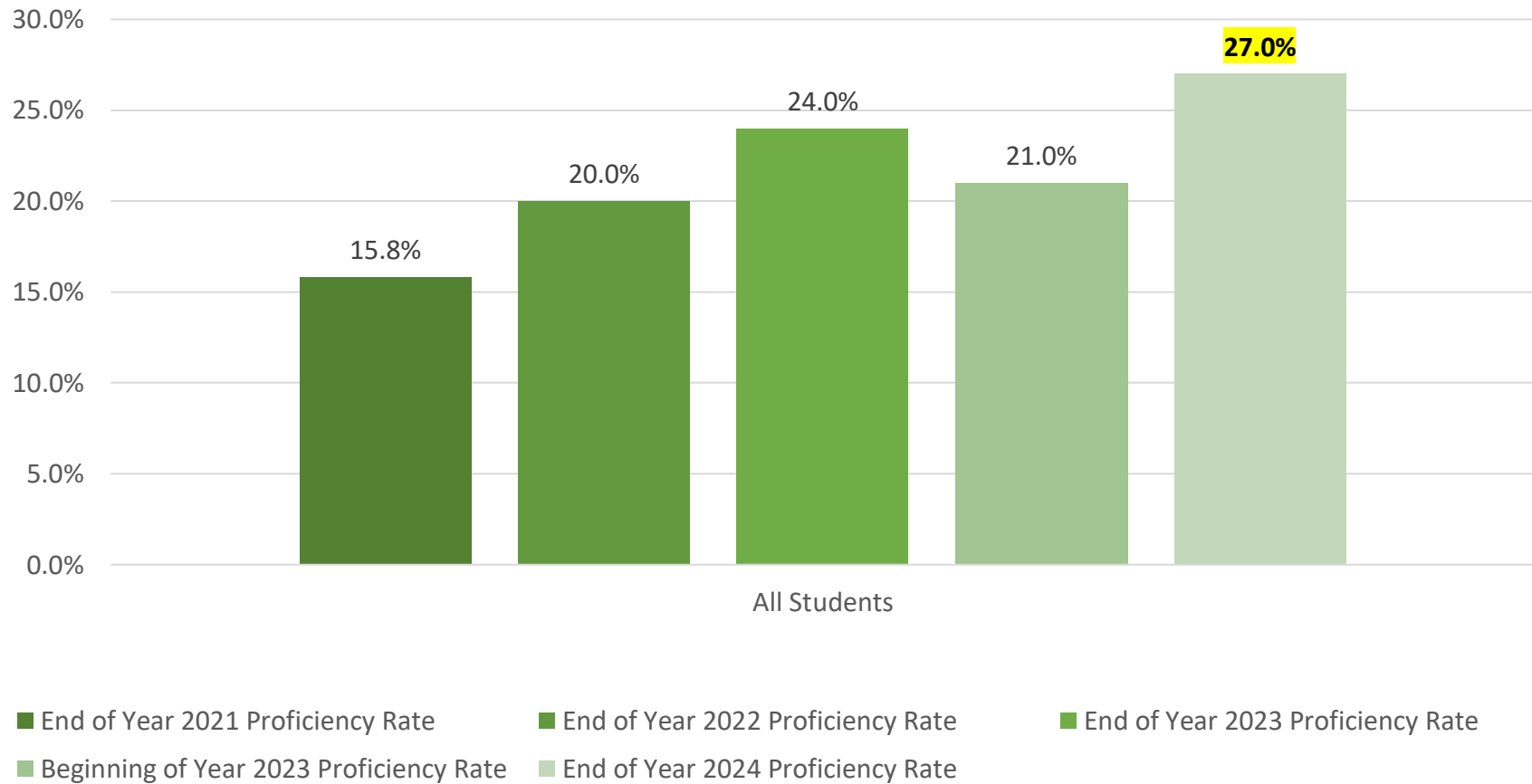
ELL Benchmark Assessment- Writing *EL students only						(ELL OFFICE WILL PROVIDE)
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BOY - % Proficient Beginning of Year; EOY - % Proficient End of Year

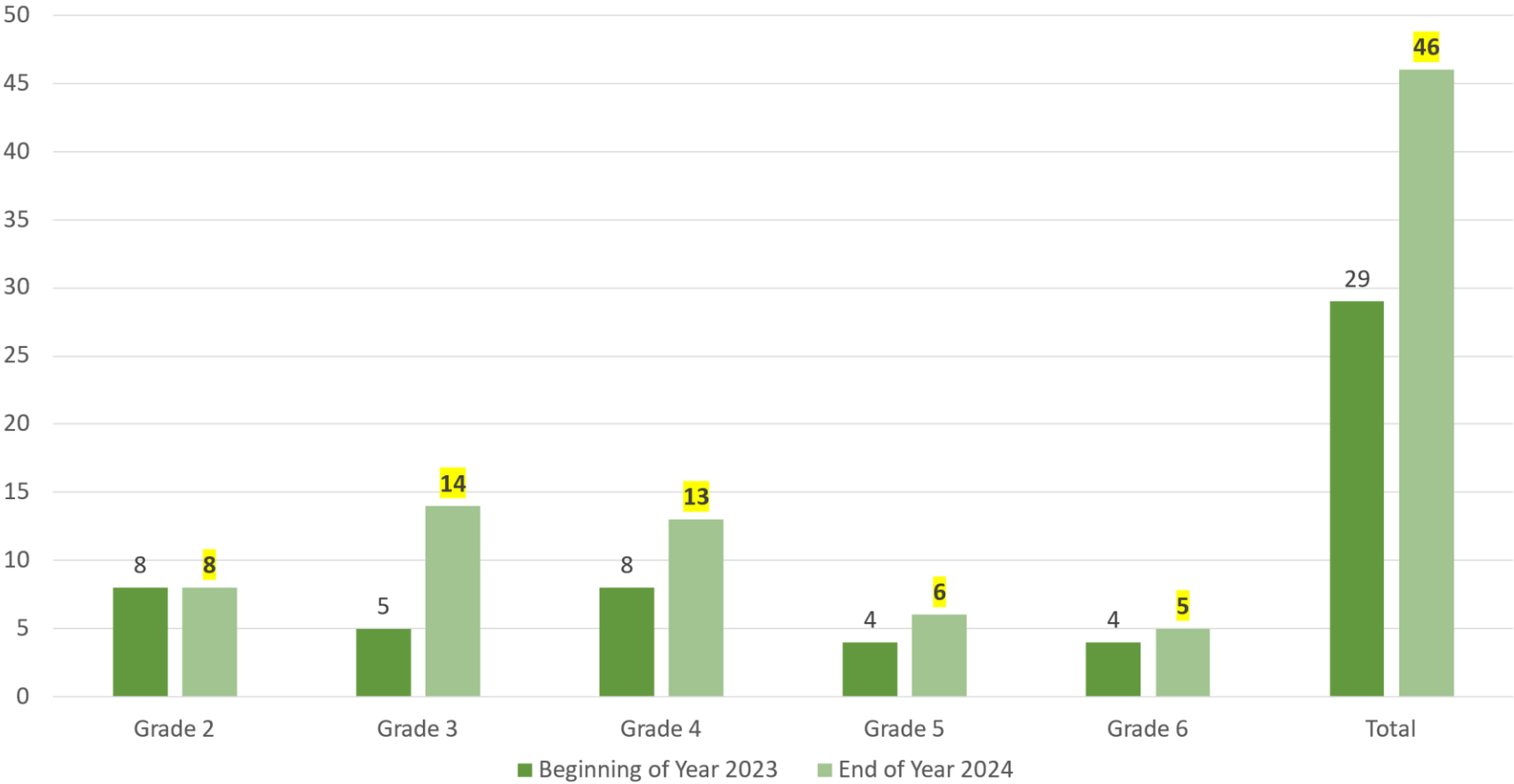
MATH & ELA PROFICIENCY



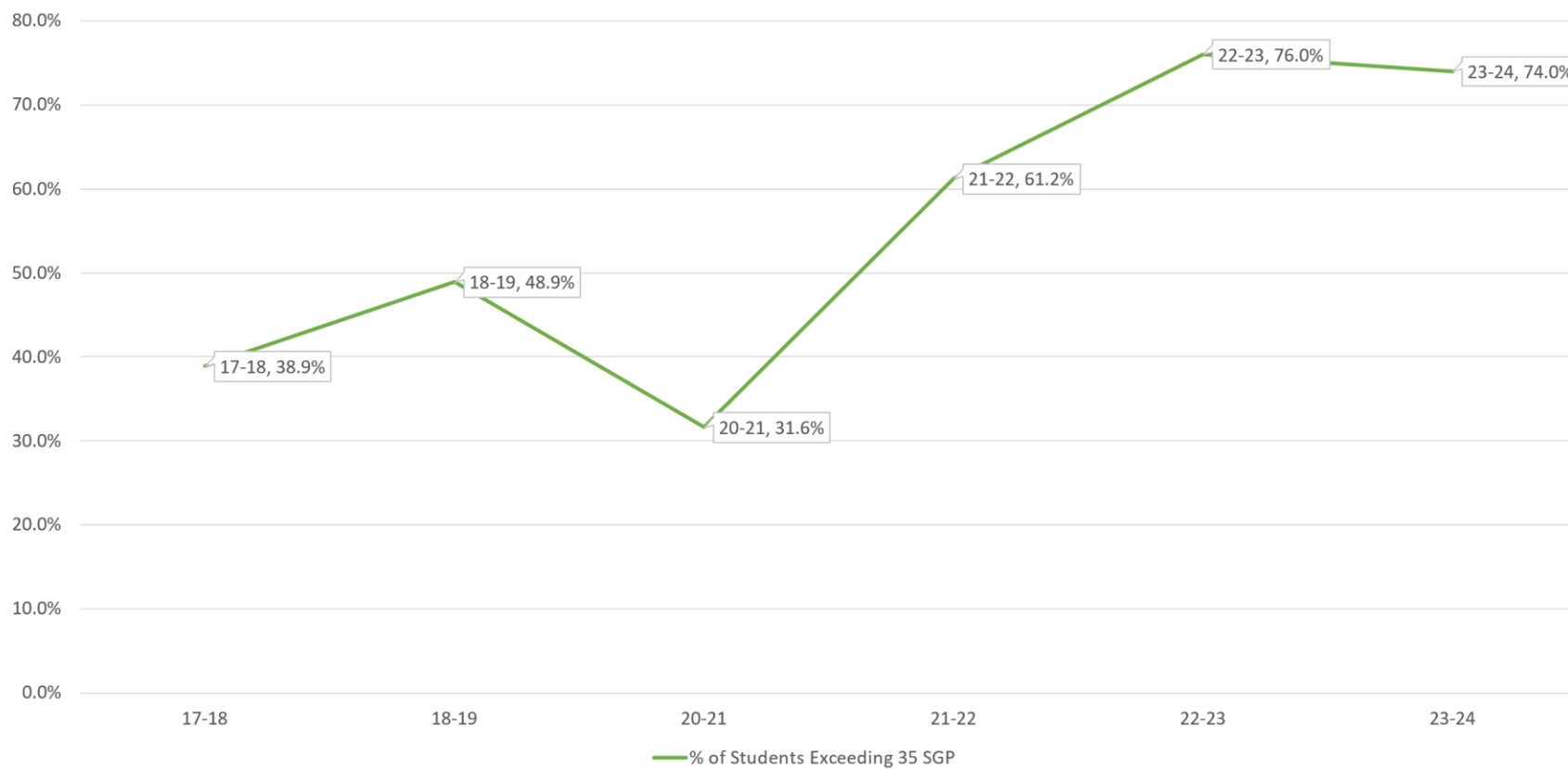
STAR Reading Proficiency Rate (Grades 1-6)



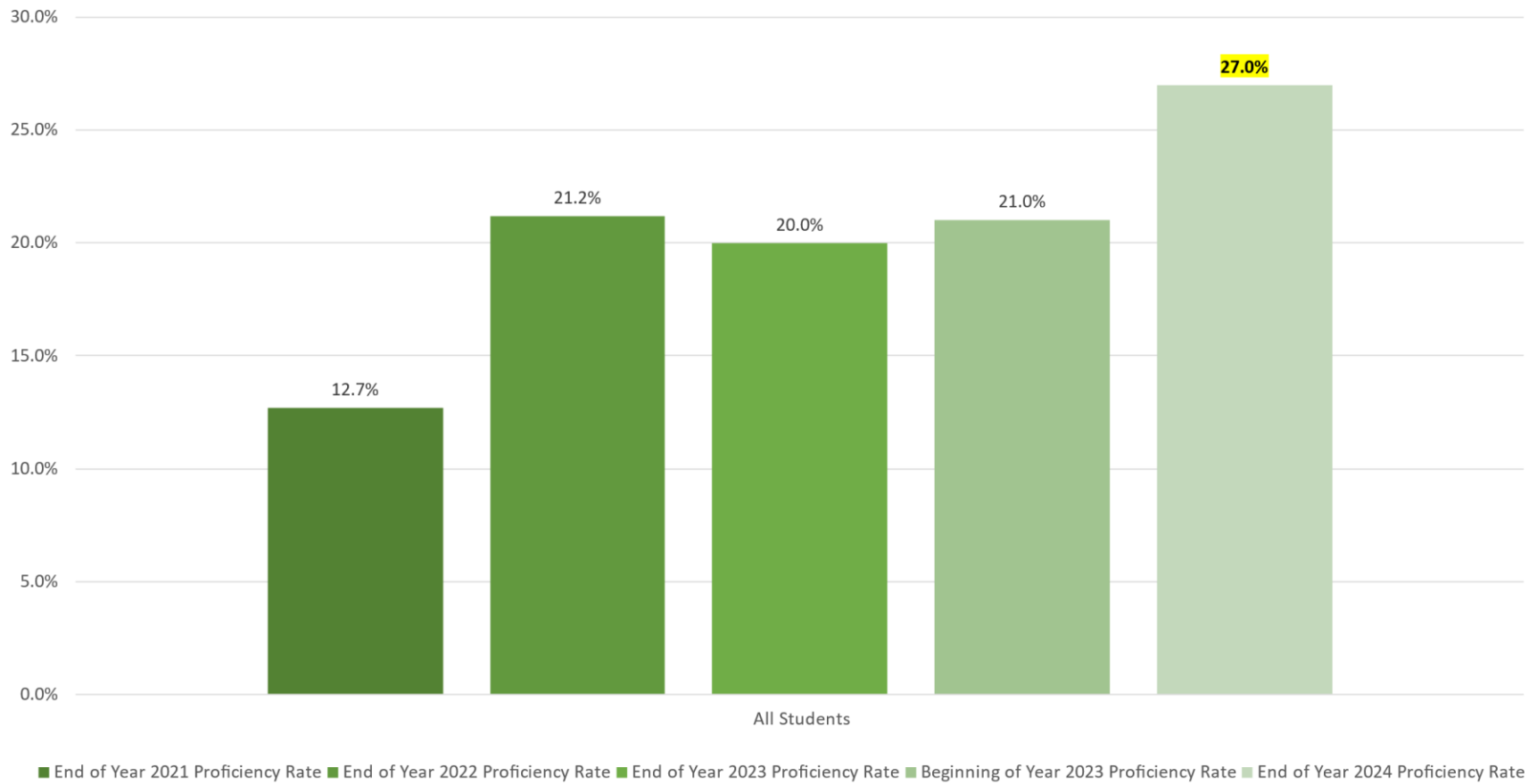
Number of Students Reading on Grade Level



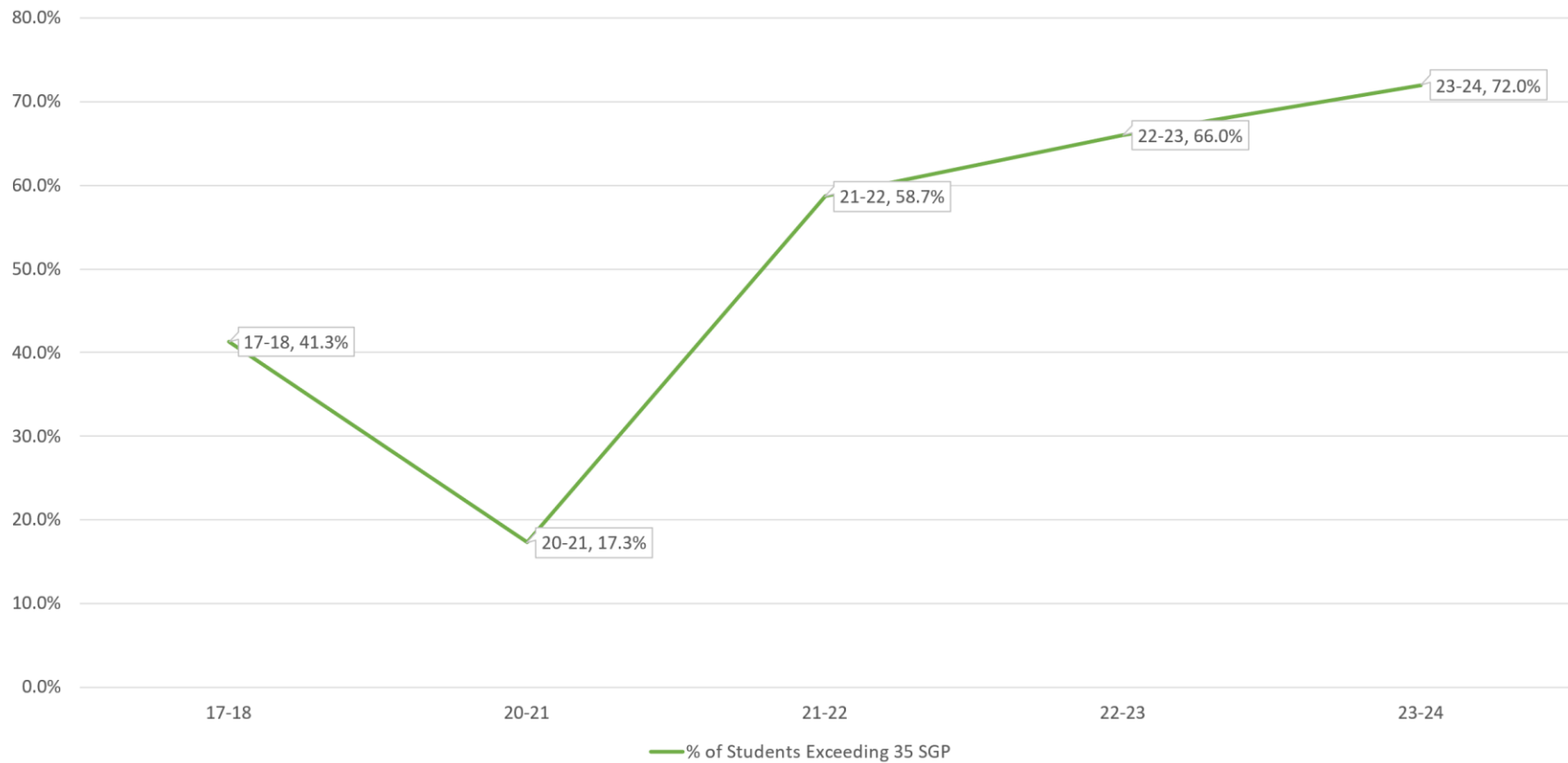
Percentage of Students Scoring At/Above Typical Average Growth
STAR Reading Student Growth Percentile (Fall to Spring Screening)



STAR Math Proficiency Rate (Grades 1-6)



Percentage of Students Scoring At/Above Typical Average Growth
STAR Math Student Growth Percentile (Fall to Spring Screening)



Strengths	Weaknesses	Needs
<p>Student achievement has increased in all areas since 2019-2020. According to STAR Reading, the percentage of students proficient in grades 2-6 has increased by 11%. According to STAR Math, the percentage of students proficient in grades 2-6 has increased by 15%.</p> <p>Individual student growth has shown a tremendous increase since 2019. The percentage of students meeting/exceeding national growth averages (SGP) is 74% according to the May 2024 STAR Reading screening. It was just 39% in December 2019. In STAR Math this percentage has increased from 41% in 2018 to 72% in 2024.</p> <p>MAP proficiency has improved across all subject areas since 2019. In ELA, the number of proficient students increased by 9%. In Math and Science, the number of proficient students increased by 10%.</p> <p>During the 2023-2024 school year, the number of students reading at/above grade level in grades 2-6 increased by 17 students from the beginning of the year to the end of the year.</p>	<p>Although the number of students proficient has increased in both Reading and Math, there are still only 27% of students in grades 1-6 who are reading at/above grade level and 27% of students performing at/above grade level in Math according to mid-year screening data.</p> <p>Overall grade equivalent growth for grades 2-6 in STAR Reading for 2023-2024 was +1.0 compared to +0.6 in 2021-2022.</p>	<p>Teachers need continued instructional support in curriculum implementation in ELA and Math, especially how to scaffold grade level content for students who are performing significantly below grade level.</p> <p>Students who are reading significantly below grade level need additional reading support which will be supported by a Reading Intervention Teacher/Supplemental Reading Teacher who will support individuals and small groups of students.</p> <p>Teachers continue to need additional support with district curriculum programs, especially how to make content affirming and meaningful for students.</p>

Curriculum and Instruction

(Please use the boxes below to describe how your school supports the following factors of curriculum and instruction)

Data Type	Current Information	Reflections
Learning Expectations	<p>A focus of the 2023-2024 school year has been high-quality curriculum implementation, focusing on <i>MyView</i> and <i>Envision</i>, particularly as it relates to scaffolding grade level instruction for students. Small group instruction has also been an area of focus during this school year.</p> <p>All instructional staff utilize the “Teacher Coaching and Support Journal” to provide a framework for instructional expectations.</p>	<p>Research shows that a more equitable instructional approach consists of supporting students who are performing below grade level with having access to rigorous, grade level texts. Teachers have adapted to shifts in grading practices and are focused on looking at standards, determining what mastery means, then applying a variety of methods to assess student progress.</p>
Instructional Programs	<ul style="list-style-type: none"> • <i>MyView</i> • <i>Envision</i> • <i>MyWorld</i> (Savvas) • <i>Mystery Science, National Geographic Science</i> (New program for 24-25 TBD) 	<p>Teachers continue to need job-embedded professional development in the form of LPIPS, data team meetings, and ongoing coaching to understand how program can be implemented with best results.</p>
Instructional Materials	<p>ELA- Trade Books & Classroom Libraries; <i>MyView</i> workbooks and materials Math- <i>Envision 2.0</i> workbooks Leveled books and hands-on materials for small groups STEAM materials and resources</p>	<p>ESSER II funding has provided additional supplemental instructional materials including grade level manipulatives and culturally relevant classroom libraries. Classrooms are also well-outfitted with high-quality flexible seating furniture options to promote a comfortable learning environment. A district library collection upgrade is anticipated during 2024-2025.</p>
Technology	<p>1:1 iPads for all students (PK-6) Two mobile Dell laptop labs Desktop classrooms in each classroom (if requested by teacher) SMART Boards in each classroom, including teacher webcams Document cameras iPad Keyboards for all students in grades 1-6</p>	<p>Technology is updated throughout the building. All students access to iPads and students are engaging more in online tools and resources for learning.</p> <p>The Prop S computer lab was converted to a STEAM classroom during the 2022-2023 school year.</p>

	Subscriptions and licenses for Freckle, MyOn, Successmaker, etc.	
Support personnel	Instructional Leadership Team Assistant Principal Academic Instructional Coach Reading Intervention Teacher for Grades 3-5 Supplemental Teacher(s)	Instructional Leadership Team works to facilitate ongoing coaching and support with teachers. Moving forward the focus will continue to be on weekly data meetings to support Tier 1 instruction. ILT has received professional development aligned to the <i>Get Better Faster</i> framework as well as professional development from the Unbound Ed Standards Institute. The focus of the team is on high-leverage instructional practices and strategies.

Strengths	Weaknesses	Needs
<p>Instructional Leadership Team members have both adequate content and pedagogical expertise to support teachers.</p> <p>Teaching staff is hardworking and seeks feedback and support. Teachers are consistently implementing grade level instructional resources.</p> <p>Teachers have experienced ongoing professional development at the school level in ELA and Math. Differentiated group support has also been provided.</p> <p>Panorama data indicates 72% of staff are satisfied with Feedback and Coaching they received, compared to the district average of 55%. 64% of staff are satisfied with Professional Learning, compared to the district average of 54%.</p>	<p>Teachers need additional professional development and support with providing instruction that is affirming and meaningful to students' identities and experiences.</p> <p>Teachers are still developing skills in the areas of scaffolding instruction as well as developing an understanding of student mastery based on a variety of assessment methods.</p>	<p>Weekly Data Meetings will transition to Thursdays to allow for staff to have time to preview content for the coming week rather than overanalyze previously taught lessons and instruction.</p> <p>Additional instruction for students in the areas of STEAM (Science, Technology, Engineering, Arts, and Mathematics) to engage students in relevant, real-world instruction that will impact all areas of instruction including ELA and Math.</p> <p>Teachers need additional time and capacity to fulfill their varied responsibilities and to plan effectively to meet students' needs.</p>

High Quality Professional Staff (How are you ensuring that all students are taught by a high-quality teacher?)			
Data Type	Current Information		Reflections
Staff Preparation	2024-2025 Nance PD Focus: Making Instruction Affirming and Meaningful for Students <ul style="list-style-type: none">Ongoing reflection on school values & personal missionsMyView & Envision curriculum implementationScaffolding instruction & unfinished learningStandards-based gradingRestorative practicesIntrinsic motivationGrading for Equity, The Restorative Practices Playbook, Cultivating Genius, The Teaching Reading Sourcebook, The Commonsense Guide to Your Classroom Library, and Morning Meetings and Closing Circles book studies.		The focus of the 23-24 school year consisted of a focus on Tier 1 instruction, small group instruction, and a positive school climate and culture. Professional development included job-embedded support from Savvas for grades K-6, including Special Education teachers. Moving forward, this will continue to be a focus. Staff need additional support with making instructional decisions that make the learning affirming and meaningful for students.
	Weekly data team meetings held each Thursday with a focus on lesson internalization.		
Staff Certification	Grade Level	# of Teachers	Certification Notes
	ECSE	1	1 Non-Certified (Contractor)
	Integrated Pre-K	1	Certified
	Pre-K	2	Certified
	KG	2	Certified
	1 st	2	Certified
	2 nd	2	Certified
	3 rd	2	Certified
As of 4/17/2024, all classrooms are anticipated to be staffed with fully certified teachers for the 2024-2025 school year. Currently there are only (3) non-certified teachers/ILAs at Nance. 1 ILA is assigned to 4 th grade, 1 ILA is assigned to Music, and 1 contractor/substitute is assigned to ECSE. Pipeline programs such as the St. Louis Teacher Residency has helped to cultivate relationships with potential talent and new hires each year.			

	4 th	2	1 Certified 1 Non-Certified	Nance plans to retain the contractors assigned to ECSE and 1 Cross-Cat classroom.
	5 th	2	Certified	
	6 th	1	Certified	
	Related Arts	3	2 Certified 1 Non-Certified	
	Special Education	3	Certified	
Staff Specialist and other support staff	Academic Instructional Coach Supplemental Instruction Teacher PBIS Coordinator Counselor, Social Worker (part-time) & Embedded Therapist (provided by outside agency) Family Community Specialist			For the 24-25 school year, support staff will continue to be utilized in a strategic way to provide push-in/pull-out interventions to students as schedules allow. Nance students would continue to benefit from a full-time reading specialist or supplemental instruction teacher.
Staff Demographics	24-25 Anticipated Teacher Demographics: Black- 13 White- 9 Hispanic- 1 Male- 3 Female-20 1 Vacancy (Music)			Nance has participated in the district's pre-hire cohort to find highly qualified, certified teachers of color to better represent the Nance student population. Nance would like to continue to be part of this type of pipeline program in the future.
School Administrators	Dr. Tyler Archer, Principal Ms. Toccara Montgomery, Assistant Principal			The addition of an Assistant Principal has helped to build staff capacity and support families. Dr. Archer is entering his fifth year at Nance and also serves as a mentor to novice and aspiring leaders.

Strengths	Weaknesses	Needs
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<p>Nance has increased teacher retention and given the size of the school, has few out of certification area/non-certified teachers. No teachers left their assignment mid-year except for contractors who were not meeting expectations.</p> <p>Staff feedback about professional development has been positive. Ongoing conversations with staff have connected the professional learning with building initiatives.</p> <p>Establishing new core values as a school community was a positive step for school improvement.</p> <p>Incorporating LPIP/WDM routines into daily and weekly data team schedules has kept work focused on student learning.</p> <p>Routines for building staff culture promoted a positive environment as reflected in Panorama survey results.</p>	<p>Time is always a limitation when it comes to professional development with the number of staff with after school obligations.</p>	<p>Continue to incorporate LPIP/WDM into daily and weekly schedule to embed professional learning into the school day for staff.</p> <p>Opportunity to participate in a pipeline program that helps to strategically recruit and retain teachers who want to support Nance students.</p>
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<p>24-25 Priorities</p> <p>Prioritized areas of <u>Need</u> for 24-25 based on needs assessment/data analysis</p>
<p>Enhancing instructional practices to make learning affirming and meaningful for students.</p>
<p>Sustainable academic improvements in literacy achievement including reading, language, and writing.</p>
<p>Maintain a systematic approach to school culture and climate that incorporates social emotional learning, schoolwide expectations, discipline procedures, and opportunities for students to demonstrate school values and leadership.</p>

Root Causes

Determine the Root Causes of the needs listed above using the 5 Whys:

Root Cause Analysis #1

Need #1- Please describe the need:	Enhancing instructional practices to make learning affirming and meaningful for students.
Why?	Teachers do not provide students with enough opportunities to demonstrate autonomy for their learning.
Why?	Students need metacognitive strategies to support them with thinking about their thinking and how they can be more engaged, independent learners.
Why?	Students need a deeper understanding of and commitment to the impact of education on their future.
Why?	Opportunities such as service-learning projects can create links between students' experiences and their community.
Why?	Teachers need support with making connections between students' lives and academic content.
Root Cause	Teachers understand what rigorous, grade level content looks like for students, but need support with making instruction affirming and meaningful for students' identities.

Root Cause Analysis #2

Need #2 - Please describe the need:	Sustainable academic improvements in literacy achievement, including reading, language and writing.
Why?	If students are behind by 3 rd grade, they seem to rarely catch up to grade level.
Why?	Many students are reading below grade level and are not demonstrating mastery of grade level standards, as early as KG-2 nd grade.
Why?	Teachers are learning how to scaffold for gaps in student understanding and unfinished learning.
Why?	Teachers understand what rigorous, grade level content looks like for students, but need support with making instruction affirming and meaningful for students' identities.
Why?	Teachers are developing knowledge of standards and curriculum, and how they work together.
Root Cause	Teacher instructional capacity needs to continue to improve and develop to ensure that instructional strategies can meet students' needs.

Root Cause Analysis #3

Need #1- Please describe the need:	Maintain a systematic approach to school culture and climate that incorporates social emotional learning, schoolwide expectations, discipline procedures, and opportunities for students to demonstrate school values and leadership.
Why?	School procedures and expectations have been refined in an ongoing manner since 2020.
Why?	Student discipline referrals and suspensions have declined during the past three years, however, students still have a number of needs as it relates to behavior.
Why?	Staff reflection on core values and anti-bias practices has led to ongoing discussions about how to best support students.

Why?	Students need intentional social emotional learning embedded in instruction that supplements academic learning.
Why?	Efforts have been made to implement processes and procedures that support students more effectively.
Root Cause	Maintaining a positive school culture and climate that honors student voice and promotes equity is critical to ensure students feel a sense of belonging at school.

In addition to the LEA's Parent and Family Engagement Policy (P1230), each Title I.A school must jointly develop with parents of participating children a written Parent and Family Engagement Policy. The school policy shall be distributed to parents and made available to the local community. The school policy must be reviewed annually and updated as needed to meet the changing needs of parents, families and the school. Parents shall be notified of the policies in an understandable and uniform format. To the extent practicable, the policy shall be provided in a language the parents can understand. If the school has a Parent and Family Engagement Policy, that policy may be amended to meet the federal policy requirements.

Program Evaluation Results

How does your school seek and obtain the agreement of parents to the parent and family engagement policy?
Nance Elementary provides all parents with a three-way compact that states the agreement between the parent, student, and homeroom teacher. It lists all the responsibilities for the current year. The compact is a document that is signed by all parties and the principal.
What are the strengths of family and community engagement?
Overall, programs and events organized by the school have been well-received this school year. They included programs such as a Winter Program, Black History Program, literacy night, fall festival, STEAM Fair, and literacy workshops. Parents were very engaged in the early literacy workshop organized for KG-2 nd grade families. Each family attended received their own reading kit and were given instructions how the kit worked and would assist their children. This helped parents and families gain insights into what their child needs for their grade level.
What are the weaknesses of family and community engagement?
Finding ways to deepen parent engagement with how to help parents support their children at home is an area of growth and consideration. Additional workshops next year including a separate Math workshop would be beneficial. Utilizing parent leaders to help identify additional families to get involved is an important way to develop additional parent.
What are the needs identified pertaining to family and community engagement?
Throughout the course of the year, many families face hardships that can lead to students going into transition, family members being incarcerated, and experience substance abuse. Our community could benefit from programs that will assist families that are in transition with food, job opportunities, clothing, childcare and other resources.

Policy Involvement

How are parents involved in the planning, review, and improvement of the Schoolwide plan?
Parents are notified in a timely manner and given the opportunity to attend Title 1 meetings offered in the fall and spring. This meeting discusses parent's right to know, compact, parent involvement plan and more. Twice a year families have an opportunity to complete the Panorama survey which provides feedback on school programming. During the annual evaluation meeting changes are made to the plan for the upcoming school year.
How are parents involved in the planning, review, and improvement of the school parent and family engagement policy?

All parents are welcome and invited to attend and participate in regular events and programs. Updates are provided monthly through these events. Parents are also given the opportunity to attend the annual meeting scheduled in the spring to review improvements of the school plan and the family engagement policy. Several meetings are held to give parents an opportunity to use their voice to advocate for school improvement.
How is timely information about the Title I.A program provided to parents and families?
The Knights Parents and Family Newsletter is shared each month by the principal. Nance Elementary has a bulletin board with all engagements for the month, as well as meetings. Parents can also access information via Class Dojo and the Nance website. The Family and Community Specialist sends home flyers and notices in timely manner so that parents can attend. Teachers post on Class Dojo regularly to give parents ample notice.
What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families?
Parents can attend the two scheduled Bi-Annual Title 1 meetings which are offered in the Fall and Spring. The AIC or Principal will discuss curriculum, assessments, and MAP achievement levels. Parent conferences highlight students' progress on STAR and MAP assessments. Nance parents are always welcome to make an appointment with the Principal, AIC, Teachers, or FCS with any further questions or concerns. The school also plans events to showcase students' success.

24-25 Shared Responsibility for Student Achievement-School Parent Compact

Purpose: The school-parent compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

What are the ways in which all parents will be responsible for supporting their children's learning?

SLPS Parents will support of academic achievement includes but may not be limited to the following.

- Make sure my child is in school every day possible and on time;
- Check that homework is completed including reading for 30 minutes per night;
- Monitor and limit screen time;
- Volunteer in my child's classroom/school when possible;
- Be aware of my child's extra-curricular time and activities;
- Stay informed about my child's education by reading all communications from the school and responding appropriately;
- Keep school informed and up-to-date with contact information (phone numbers, email, etc.); and
- Notify school of all absences as they occur.

Describe the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment.

Our School Staff will provide high quality curriculum and instruction in a supportive and effective learning environment by doing the following:

- We will provide high-quality instruction and materials to our students.
- We will plan and participate in high-quality professional development which incorporates the latest research.
- We will maintain a safe and positive school climate.

We will hold annual parent-teacher conferences in the fall and spring to:

- Discuss the child's progress/grades during the first quarter (Fall Conference)
- Discuss this compact as it relates to the child's achievement
- Examine the child's achievement and any pending options at the end of the third quarter (Spring Conference)

Provide parents with frequent reports on their child's progress as follows:

- Frequent communication from the teacher;
- Mid quarter progress reports and quarterly grade reports; and
- MAP and STAR test scores shared on progress reports, report cards, and at parent/teacher conferences.

Be accessible to parents and offer them opportunities to provide input through:

- Email, phone calls or person-to-person meetings;
- Scheduled consultation before, during, or after school and
- Scheduled school or home visits, as necessary.

Provide Parents Opportunities to volunteer and participate in their child's class and to observe classroom activities as follows:

- Listen to children read;
- Have an opportunity to become a room parent;
- Present a program on their culture, a different country, a special skill or career, etc.;
- Assist with programs or parties, educational trips,

Please provide assurance that the school is:

- ✓ Conducting parent-teacher conferences at least annually, during which the compact shall be discussed
- ✓ Issuing frequent reports to parents on their children's progress
- ✓ Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities
- ✓ Ensuring regular two-way, meaningful communication between family members and school staff and, in a language that family members understand.

Parent-teacher conferences are held two times each year. Teachers provide frequent updates to parents and families about their student's progress by using e-mail, Class Dojo, and phone calls/text messages. Parents and families are encouraged to visit the school, participate in activities, and visit classrooms. Communication from school staff is frequent and aligned to school priorities.

School Capacity for Involvement

<p>How does the school provide assistance to parents in understanding the following items?</p> <ul style="list-style-type: none"> - Missouri Learning Standards - Missouri Assessment Program - Local Assessments - How to monitor a child's progress - How to work with educators to improve the achievement of their children
<p>Regular parent events will assist parents and families in understanding:</p> <ul style="list-style-type: none"> - Missouri Learning Standards (MLS) - Missouri Assessment Program (MAP) - Local Assessments - How to monitor a child's progress - How to work with educators to improve the achievement of their child. - Social emotional learning (SEL) - Engaging families with Math, Literacy, Reading and STEAM nights
<p>How does your school provide materials and trainings to help parents work with their children to improve achievement?</p>
<p>In addition to parent meetings there will be workshops offered as need to give parents support and training. Parents are also encouraged to meet teachers during their planning time if they need additional support. Introduce parents to current technology so that they are equipped to perform and understand what the students are experiencing, proving them with college and career readiness skills.</p>
<p>How does your school educate school personnel (<i>teachers, specialized instructional support personnel, principals, and other school leaders, and other staff</i>) in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners?</p>
<p>SLPS has scheduled professional development days, which are designed to assist all teachers, specialized instructional support personnel, principals, school leaders, and support staff, with training to promote all areas of successful relationship building with students, parents, and families. The district also offers off-site training and professional development opportunities. Nance's two monthly scheduled staff meetings to address many concerns educationally and professionally.</p>
<p>How does your school implement and coordinate parent programs, and build ties between parents and the school?</p>
<p>Parents are given a survey at the beginning of the year to weigh their opinion on programs from the previous year. Programs that were highly attended is scheduled for families to attend. Parents are also given opportunities to volunteer for events, while receiving timely notification about the events. This will build relationships between parents, school and community.</p>
<p>Describe plans to coordinate and integrate, to the extent feasible and appropriate, parental involvement programs and activities with other programs, such as parent resource centers that encourage and support parents in more fully participation in the education of their children.</p>
<p>Parents will be given timely notifications of programs and regularly scheduled parent meetings which will help families to be prepared to attend events relative to their children. The parent resource center (area) will be available and visible for parents to use and be fully participating families. Nance will encourage and support parents with the education of their children.</p>

Accessibility Assurance

In carrying out the parent and family engagement requirements, the school, to the extent practicable, provides opportunities for the informed participation of parents and families including:

- ✓ Parents and family members who have limited English proficiency
- ✓ Parents and family members with disabilities
- ✓ Parents and family members of migratory children
- ✓ Provides information and school reports in a format and language parents understand

Nance provides consistent parent and family engagement opportunities regardless of English proficiency, disability, migratory status, or language. Efforts are made when needed to accommodate all parent and family needs.

Summary Statements

Summary of the strengths and weaknesses relative to Family and Community Engagement.

Nance offers a variety of opportunities for parents and families to be involved in the instructional program. Parents and families generally have a positive perception of the school and outside agencies recognize Nance as being an important part of the community. In the future, Nance will continue to focus on proactive communication with families and engagement with the academic program.

Summary of the strengths and weaknesses relative to the school context and organization.

Strengths

- Parents and families generally have a positive relationship with school staff;
- Student Support Team and Attendance Team meet weekly to address academic, behavior, and attendance concerns;
- Monthly parent meetings/events are held to promote a positive home-school connection;
- Principal sends monthly newsletters to stakeholders;
- Family Community Specialist organizes activities to promote parent involvement;
- Part-time Trauma Informed Specialist was added to staff to aid students with extreme emotional needs;
- Urban League Mentor provides case management support to parents and families;
- Parents and families have been receptive to the changes made in the school and have been supportive with getting students to school;
- Overall community perception of the school is strong

Weaknesses

- There are few parents who consistently advocate and support school improvement efforts
- Parents and families need additional support with understanding the academic expectations and rigor at each grade level

Summary of Needs Assessment and Priorities for 24-25

Summarize your current progress as a school, what is going well, where there is room for growth. Outline your 2 priority areas of focus/programmatic shifts you will make to ensure success during the 24-25 school year.

- Materials to support parents with understanding academics for students including hands-on workshops for families
- Providing new ways for parents to engage with the school community that enhance understanding of the academic program (HomeWorks!, literacy/math workshops, community walkthroughs)
- Empowering parent/family leaders to engage other families in the improvement efforts of the school.

(What date did you and your School Planning Committee complete Section 2?) April 16th, 2024

SECTION 3

The Goals and the Plan

The Goals and the Plan

Goal #1 - Check the appropriate Transformation 4.0 pillar this goal falls under:

<ul style="list-style-type: none"> • Pillar 1: The District creates a system of excellent schools 	<ul style="list-style-type: none"> • Pillar 2: The District advances fairness and equity across its system 	<ul style="list-style-type: none"> • Pillar 3: The District cultivates teachers and leaders who foster effective, culturally responsive learning environments 	<ul style="list-style-type: none"> • Pillar 4: All students learn to read and succeed 	<ul style="list-style-type: none"> • Pillar 5: Community partnerships and resources support the District's Transformation 4.0 Plan
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SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1: Leadership

Create an overarching SMART goal that reflects your Leadership Development Plan. Please ensure that your goal reflects an emphasis on equitable practices for all students and staff.

GOAL 1: SENSE OF BELONGING

By May 2025, School Leadership will demonstrate a minimum of 30% growth year-over-year (from Spring 2024 to Spring 2025) on Panorama Survey Data responses by students and school-based staff in the category of 'Sense of Belonging', as evidenced by Spring 2025 Panorama Survey Results.

Leadership Development Plan

Based on your needs assessment and evaluation, what are two areas of growth that you should spend your time developing? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your leadership goal. *Please select two of the following areas of focus that most align with this goal.*

- Providing high-quality professional development to teachers
- Supporting first year teachers
- Creating systems to establish a clear focus on attaining student achievement goals
- Creating a collaborative and data-driven culture through PLCs
- Establishing a positive culture and climate
- Becoming an effective instructional leader

Priorities:

1. Leaders will promote a healthy school climate by maintaining a culture of high expectations, empowerment, recognition of success, and collaboration to foster a sense of belonging among the school community.
2. Leaders will promote a culture of engagement in literacy and mathematics that encourages student engagement and enthusiasm about learning and supports the attainment of student achievement goals.

Funding source(s):

District-wide initiatives will be funded by the central office.

- *Tier 1 Instructional Tools*
- *Identified Tier 2 and Tier 3 Instructional Tools (Freckle)*
- *Academic Competitions*

For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other)

Priority # 1	Leaders will promote a healthy school climate by maintaining a culture of high expectations, empowerment, recognition of success, and collaboration to foster a sense of belonging among the school community.
Evidence-based strategy	<ul style="list-style-type: none"> • Utilize small group staff cohort professional development model to promote cross-role collaboration and support belonging, including social-emotional check-ins and wellness activities. • Implement cross-age buddy program to cultivate relationships among the students between grade levels. • Staff member participation in student shadowing and empathy interview protocols to deepen understanding of student experiences. • Continue practice of new student welcoming protocol for students coming to Nance throughout the year and refine protocol for young students. • Continue practice of school-based leadership team, staff committees, and student advisory group (including expanding student advisory to grades 1 & 2). • Implement comprehensive attendance plan to support daily attendance and address root causes of attendance concerns. • Reinstitute weekly, in-person “Monday Morning Meetings” to build school community and celebrate successes. • Utilize parent and family leaders to connect with other families to increase participation in school activities and engagement. • Character Plus Professional Development- CEEL & TACE cohorts • Classroom and school newsletters that are appealing, engaging, and communicate school priorities and vision.
Cost to support implementation of strategy:	<p>Salary and benefits associated with PBIS Coordinator and Family Community Specialist (Title/Comprehensive)</p> <p>\$2000 for costs associated with participation in Character Plus professional development workshops (Title/Comprehensive)</p> <p>\$2500 for costs associated for annual, off-site professional development retreat/meeting with staff in August (GOB)</p>

	\$2000 for license to Smore newsletter platform (Title/GOB) \$2000 for funds associated with school branded items to promote a sense of cohesiveness and commitment to the school mission and vision throughout the year (GOB) *Possible funds for travel to engage in an immersive experience with staff out of town during a professional development day (i.e. Civil Rights Museum in Memphis) (Title/Comprehensive)		
Indicators of Success			
August	December	February/March	May
Nance School Culture Rubric and Elena Aguilar’s <i>Coaching for Equity</i> “Equity Rubric” (2020) utilized as self-assessment tools for school climate and culture	Mid-year Panorama survey Results	Nance School Culture Rubric and Elena Aguilar’s <i>Coaching for Equity</i> “Equity Rubric” (2020) utilized as self-assessment tools for school climate and culture	End of year Panorama survey Results

Priority # 2	Leaders will promote a culture of engagement in literacy and mathematics that encourages student engagement and enthusiasm about learning and supports the attainment of student achievement goals.
Evidence-based strategy	<ul style="list-style-type: none"> Establish consistent procedures for grades KG-6th grade teachers to set goals with students and monitor progress through teacher priority plans, classroom SMART goals, individual goal sheets, and classroom data binders. Implement "Knights Book Club" initiative to connect literacy with school values. Implement regular activities celebrating literacy including book battles, monthly writing prompts/experiences (i.e. National Poetry Month), spelling bees, reading challenges, Read Across America week, and author visits. Continue implementation of STEAM initiative utilizing staff STEAM Ambassadors to incorporate instructional practices throughout the culture of the school. Implement regular activities celebrating mathematics including Knights of the Round Table and the annual math games celebration. Implement Lego robotics team. Implement annual STEAM Fair.
Cost to support implementation of strategy:	Salary and benefits associated with Academic Instructional Coach (Title) \$2000 for professional development books and resources for staff (Title/Comprehensive) Funds for field trip admission and transportation for learning experiences to enhance classroom learning. (GOB)

	STEAM Fair & Replacement Materials (Comprehensive/GOB) Funds to purchase books for students, including Knights Book Club books (Comprehensive/Title) Funds to upgrade and refresh literacy spaces throughout the building as needed (Comprehensive/GOB)		
Indicators of Success			
August	December	February/March	May
Establishment of student goals utilizing beginning of year STAR Early Literacy, Reading, and Math data. Establishment of teacher priority plans and SMART goals. Development of classroom schedules including all “Core Four” subjects. All classrooms have high-quality classroom libraries in place and first “Knights Book Club” title is identified and being prepared for introduction in September. All teachers experience initial STEAM initiative professional development, and first “Knights of the Round Table” activity is identified and being prepared for September.	Mid-year STAR Early Literacy, Reading, and Math data. Progress of students towards individual goals. STEAM Ambassadors provide mid-year check-in with plans to continue the initiative during second semester Mid-year Panorama survey Results reflect a culture of high expectations	Review of teacher priority plans and SMART goals.	End of year STAR Early Literacy, Reading, and Math data. Progress of students towards individual goals. End of year Panorama results reflect a culture of high expectations

Goal #2- Check the appropriate Transformation 4.0 pillar this goal falls under:

<ul style="list-style-type: none"> • Pillar 1: The District creates a system of excellent schools 	<ul style="list-style-type: none"> • Pillar 2: The District advances fairness and equity across its system 	<ul style="list-style-type: none"> • Pillar 3: The District cultivates teachers and leaders who foster effective, culturally responsive learning environments 	<ul style="list-style-type: none"> • Pillar 4: All students learn to read and succeed 	<ul style="list-style-type: none"> • Pillar 5: Community partnerships and resources support the District's Transformation 4.0 Plan
SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2: Reading				
GOAL 2: READING By May 2025, <ul style="list-style-type: none"> - 100% of students scoring below proficiency in reading at the start of the year will score proficient at the end of the year, as evidenced by the STAR Reading assessment. - 100% of students scoring proficient in reading at the start of the year will score advanced at the end of the year, as evidenced by the STAR Reading assessment. - 100% of students scoring advanced in reading at the start of the year will increase their scaled scores by a minimum of 50 points at the end of the year, as evidenced by the STAR Reading assessment. 				
Reading Plan				
Based on your needs assessment and Reading data, what are your two reading priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Reading SMART Goal. <i>Please identify two areas of focus that most align with this goal.</i>				
Priorities:				
1. Students demonstrate mastery of the Five Pillars of Literacy: phonemic awareness, phonics, vocabulary, comprehension, and fluency. 2. Students demonstrate mastery of academic discourse on complex ideas and texts (speaking, writing, listening, reading).				
Funding Source(s): <i>District-wide initiatives will be funded by the central office.</i> <ul style="list-style-type: none"> - Tier 1 Instructional Tools - Identified Tier 2 and Tier 3 Instructional Tools (Freckle) - Academic Competitions <i>For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other)</i>				

Priority # 1	Students demonstrate mastery of the Five Pillars of Literacy: phonemic awareness, phonics, vocabulary, comprehension, and fluency.
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Evidence-based strategy	<ul style="list-style-type: none">• Gradual Release of Responsibility model implemented and refined.• Direct and Explicit Instruction in the Five Pillars of Literacy using MyView standards-aligned curriculum (KG-6th) and UFLI (KG-2nd).• Instructional Leadership Teams (ILT) leading grade-level or content-specific teams in standards-based lesson planning and data analysis.• Utilize Gholdy Muhammad’s “Historically Responsive Literacy Framework” and UnboundEd’s GLEAM model to frame opportunities to make instruction affirming and meaningful for students.• School-based professional development to provide strategies and resources to provide affirming and meaningful instruction to students.• Staff participation in professional development led by consultants as well as conferences with a focus on promoting student voice and agency within curriculum framework (Savvas, ASCD, Unbound Ed, etc.)• Provide literacy workshops to parents and families to make home school connections about instructional practices.• Utilize Nance “Teacher Coaching and Support Journal” resource to support teachers with scaffolding instruction to meet the needs of each learner.• Implement high-quality, flexible small grouping structures within classroom to support students with mastering grade level standards.• Align supports provided to students in the after-school program with individual academic needs.			
Cost to support implementation of strategy:	Salary and benefits associated with Reading Intervention Teacher/Supplemental ELA Teacher (Title/Comprehensive) \$15,000 for professional development from Savvas (Title/Comprehensive) \$10,000 for costs associated with staff participation in conferences- Unbound Ed Standards Institute, ASCD, Innovative Schools Conference, etc. (Title/Comprehensive) Funds to renew licenses for supplemental resources (Title/Comprehensive)			
Indicators of Success				
August	December	February/March	May	
Establishment of student goals utilizing beginning of year STAR Early Literacy, Reading, and Math data. Establishment of teacher priority plans and SMART goals.	Mid-year STAR Early Literacy, Reading, and Math data. Progress of students towards individual goals. Review surveys from parent events during first semester to plan follow-up workshops for second semester.	Review of teacher priority plans and SMART goals.	End of year STAR Early Literacy, Reading, and Math data. Progress of students towards individual goals.	

Priority # 2	Students demonstrate mastery of academic discourse on complex ideas and texts (speaking, writing, listening, reading).		
Evidence-based strategy	<ul style="list-style-type: none">• School-based professional development to provide strategies for utilizing high-quality classroom libraries.• Convert leveled book room to a “knowledge library” organized by theme and topic.• Identified classrooms implement service-learning projects with connections to MyView curricular resource.• Implementation of SLPS writing framework.		
Cost to support implementation of strategy:	Approx. \$1500 for replacement classroom rugs (Comprehensive/GOB) \$2000 for literacy kits and materials for family literacy workshops (Title) Funds to purchase supplies to support the implementation of ELA curriculum (i.e. Post it notes, Markers, Chart paper, Vocabulary journals, etc.) (Title/Comprehensive) \$5,000 for teacher extra service for planning in ELA and Math and reorganizing leveled book room (Title/Comprehensive)		
Indicators of Success			
August	December	February/March	May
Leveled book room converted to knowledge content library Teachers establish high-quality classroom libraries to engage students in literacy	Teacher professional development implemented to connect curricular resource to service learning All teachers implement writing instruction in alignment with the SLPS writing framework	All classrooms engage in at least 1 curriculum-aligned service learning project	End of year STAR Early Literacy, Reading, and Math data.

Goal #3 - Check the appropriate Transformation 4.0 pillar this goal falls under:				
• Pillar 1:	• Pillar 2:	• Pillar 3:	• Pillar 4:	• Pillar 5:

The District creates a system of excellent schools	The District advances fairness and equity across its system	The District cultivates teachers and leaders who foster effective, culturally responsive learning environments	All students learn to read and succeed	Community partnerships and resources support the District's Transformation 4.0 Plan
SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3: Mathematics				
GOAL 3: MATH By May 2025, <ul style="list-style-type: none"> - 100% of students scoring below proficiency in math at the start of the year will score proficient at the end of the year, as evidenced by the STAR Math assessment. - 100% of students scoring proficient in math at the start of the year will score advanced at the end of the year, as evidenced by the STAR Math assessment. - 100% of students scoring advanced in math at the start of the year will increase their scaled scores by a minimum of 50 points at the end of the year, as evidenced by the STAR Math assessment. 				
Mathematics Plan:				
Based on your needs assessment and Mathematics data, what are your two mathematics priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Mathematics SMART Goal. <i>Please identify two areas of focus that most align with this goal.</i>				
Priorities:				
1. Students demonstrate mastery of the Five Components of Math: Strategic Competence, Procedural Fluency, Conceptual Understanding, Adaptive Reasoning, Productive Disposition. 2. Students demonstrate mastery of the Strands of Math: Number Sense; Geometry and Measurement; Data, Statistics and Probability; and Algebraic Operations.				
Funding Source(s): <i>District-wide initiatives will be funded by the central office.</i> <ul style="list-style-type: none"> - Tier 1 Instructional Tools - Identified Tier 2 and Tier 3 Instructional Tools (Freckle) - Academic Competitions <i>For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other)</i>				

Priority # 1	Students demonstrate mastery of the Five Components of Math: Strategic Competence, Procedural Fluency, Conceptual Understanding, Adaptive Reasoning, Productive Disposition.		
Evidence-based strategy	<ul style="list-style-type: none">• Gradual Release of Responsibility model implemented and refined.• Direct and Explicit Instruction in the Five Components of Math using Envision standards-aligned curriculum (KG-6th).• Instructional Leadership Teams (ILT) leading grade-level or content-specific teams in standards-based lesson planning and data analysis.• School-based professional development to provide strategies and resources to provide affirming and meaningful instruction to students.• Staff participation in professional development led by consultants as well as conferences with a focus on promoting student voice and agency within curriculum framework (Savvas, ASCD, Unbound Ed, etc.).• Utilize Nance “Teacher Coaching and Support Journal” resource to support teachers with scaffolding instruction to meet the needs of each learner.• Implement small group pull-out/push-in support utilizing support staff members to address foundational skills gaps.		
Cost to support implementation of strategy:	\$15,000 for professional development from Savvas (Title/Comprehensive) \$10,000 for costs associated with staff participation in conferences- Unbound Ed Standards Institute, ASCD, Innovative Schools Conference, etc. (Title/Comprehensive) \$7,000 for purchase of <i>Envision</i> Extra Practice workbooks (KG-6 th) (Title/Comprehensive)		
Indicators of Success			
August	December	February/March	May
Establishment of student goals utilizing beginning of year STAR Early Literacy, Reading, and Math data. Establishment of teacher priority plans and SMART goals.	Mid-year STAR Early Literacy, Reading, and Math data. Progress of students towards individual goals.	Review of teacher priority plans and SMART goals.	End of year STAR Early Literacy, Reading, and Math data. Progress of students towards individual goals.
Priority # 2	Students demonstrate mastery of the Strands of Math: Number Sense; Geometry and Measurement; Data, Statistics and Probability; and Algebraic Operations.		

Evidence-based strategy	<ul style="list-style-type: none">• Utilizing Building Thinking Classrooms framework to develop conceptual understanding of mathematics.• Implement STEM projects as part of Envision units to help students make real-world mathematics connections.• Implement high-quality, flexible small grouping structures within classroom to support students with mastering grade level standards.• Align supports provided to students in the after-school program with individual academic needs.		
Cost to support implementation of strategy:	After school program costs (Twenty First Century Grant) \$5,000 for teacher extra service for planning in ELA and Math (Title/Comprehensive)		
Indicators of Success			
August	December	February/March	May
After school program begins Classroom support schedule initiated	Teacher professional development implemented to connect curricular resource to service learning	All teachers implement STEM projects in alignment with the <i>Envision</i> curricular resource	End of year STAR Early Literacy, Reading, and Math data.

(What date did you and your School Planning Committee complete Section 3?) May 8th, 2024

Principal (required)

Date Completed (required)

Date Submitted to Network Superintendent (required)

Network Superintendent (required)

Date received from Principal (required)

Date Submitted to State and Federal Team (required)

Superintendent

Date

State Supervisor, School Improvement

Date