

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 <small>(What date did you and your School Planning Committee complete each section?)</small>
1	School Profile, Mission, Vision, School Improvement Planning Committee	March 6th, 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 13th, 2024 (Data updated)
3	The Goals and the Plan: Goal 1-Leadership Development Plan; Goal 2-Reading Plan; Goal 3-Mathematics Plan	September 20, 2024
(Completed Plan, Sections 1-3, Submission Date to Network Superintendent)		September 27, 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 *October 4, 2024, from Network Superintendent.		

SECTION 1

School Profile

Accountability Plan Template

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

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. <ul style="list-style-type: none"> <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 21st 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 _____ 		

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	Toccara Montgomery		Toccara.Montgomery@slps.org
Academic Instructional Coach	Tifani Allen		Tifani.Allen@slps.org
Family Community Specialist	Shantelle Williams-Green		Shantelle.Williams@slps.org
SPED Staff	Dorothy Davis		Dorothy.Davis2@slps.org
ISS/PBIS Staff	Melvin Cooper		Melvin.Cooper@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	Dr. Shaimeka Humphrey		Shaimeka.Humphrey@slps.org
<i>Other</i>			

(What date did you and your School Planning Committee Complete Section 1? 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, 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. Now the 90/90 percentage exceeds the district average. 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.
Mobility	35% (DESE) 14.6% (SLPS)	According to available DESE reports, Nance had a mobility rate of approximately 35% in 2023. Data provided by SLPS 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 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 .

Student Achievement- State Assessments				
<i>(Please analyze your achievement data for 23-24 and provide an explanation for the current performance data.)</i>				
Goal Areas	22-23 performance	23-24 performance	24-25 Goals	Explanation/Rationale for Current Performance
ELA	13.4% Proficient MPI: 311 (MAP-2023) 3 rd : 18.7% 4 th : 10.2% 5 th : 12.8% 6 th : 8.6%	12.0% Proficient 3 rd : 13.3% 4 th : 17.8% 5 th : 8.4% 6 th : 4.5%	MPI On-Track for ELA 381-399.9	There was a slight decrease in ELA proficiency from 2023 to 2024. However, the number of students performing Below Basic has decreased each year, from 98 in 2021 to 78 in 2024. 4 th grade had the highest proficiency in ELA during 2024, with 17.8% 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. Prior Year Proficiency: 2022- 13.3%; 2021- 5.6%; 2019- 5.5%; 2018- 8.6%
Math	12% Proficient MPI: 287 (MAP- 2023) 3 rd : 20.8% 4 th : 10.2% 5 th : 10.2% 6 th : 0%	20.0% Proficient 3 rd : 40% 4 th : 15.6% 5 th : 16.7% 6 th : 4.5%	MPI On-Track for Math 370-399.9	The percentage of students proficient in Math increased by 8% compared to 2023. Compared to 2021, 59 fewer students are Below Basic based on MAP results. 3 rd grade had the highest proficiency in Math during 2024, with 40% of students being proficient. There were increases in Math proficiency at each grade level. These students have experienced several years of improved instructional practices which should continue to impact students as they move grade levels. Prior Year Proficiency:

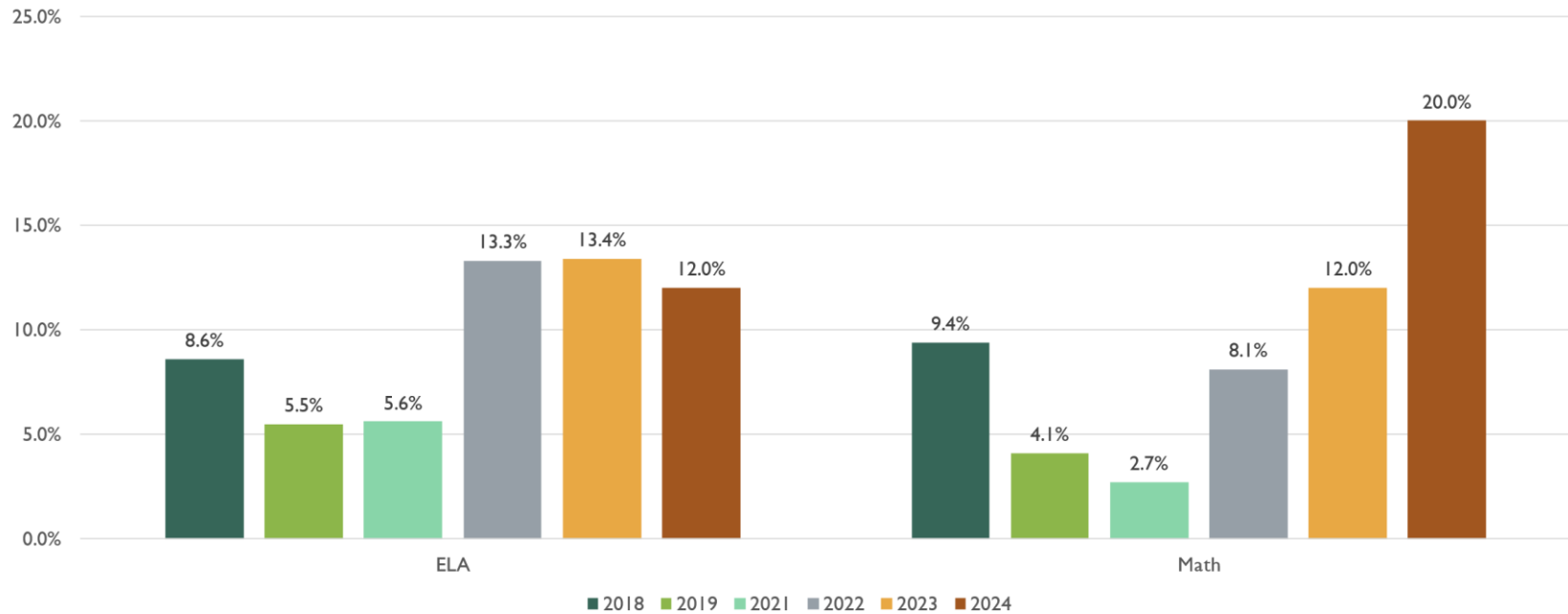
				2022- 8.1% Proficient; 2021- 2.7% Proficient; 2019- 4.1% Proficient; 2018- 9.4% Proficient
Science	5 th : 10.2% Proficient MPI: 281 (MAP-2023)		MPI On-Track for Science 372-399.9	A focus on teaching the “Core Four” at Nance, as well as an additional partnership to support students in grades 4-6 in Science, Gateway to the Great Outdoors (GGO) has positively impacted student performance in science.

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%	BOY → EOY (By Grade Level) 25% (2nd) → 21% 16% (3rd) → 50% 18% (4th) → 29% 9% (5th) → 17% 16% (6th) → 24% 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).
STAR Math (Grades 1-6)	10%	20%	21%	27%	100%	BOY → EOY (By Grade Level) 23% (2nd) → 24% 17% (3rd) → 61% 16% (4th) → 32% 13% (5th) → 14% 13% (6th) → 14%

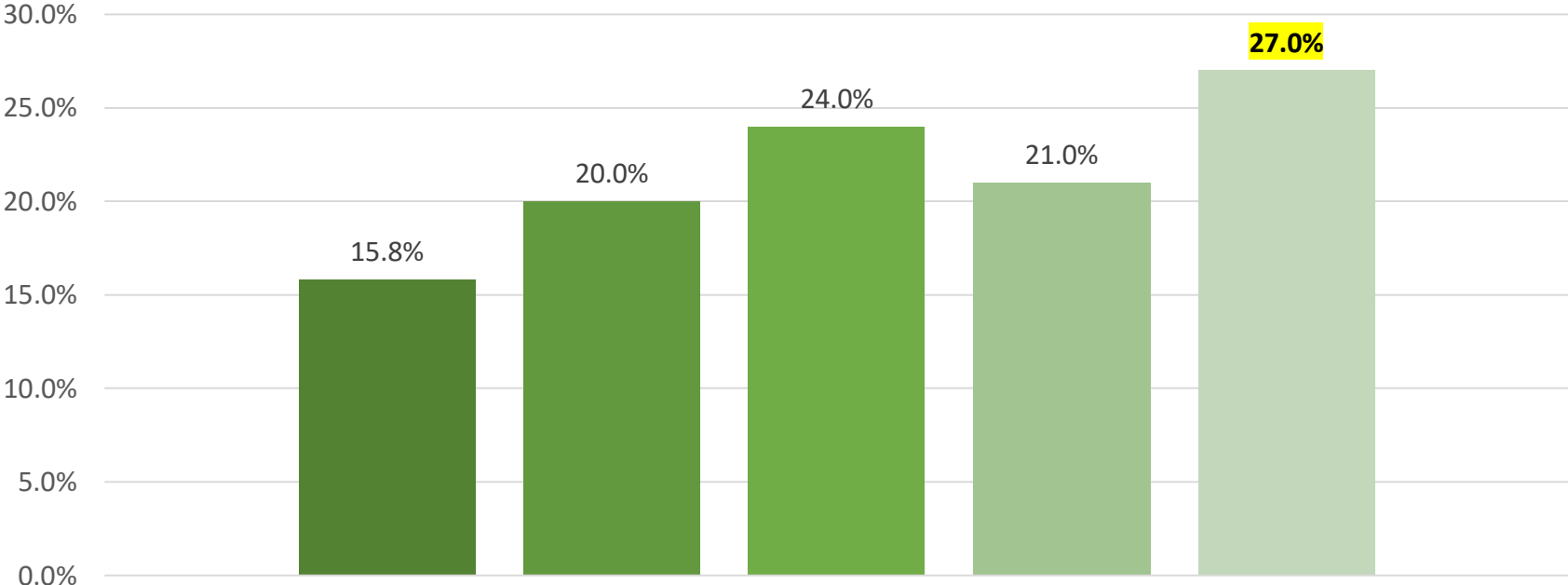
						The percentage of students with an SGP of 35 or higher (average growth) has increased significantly according to STAR Math, as has the percentage of students with an SGP of 50 or higher.
DRDP (PreK)	44%	73%	60%	67%		

BOY - % Proficient Beginning of Year; EOY - % Proficient End of Year

MATH & ELA PROFICIENCY



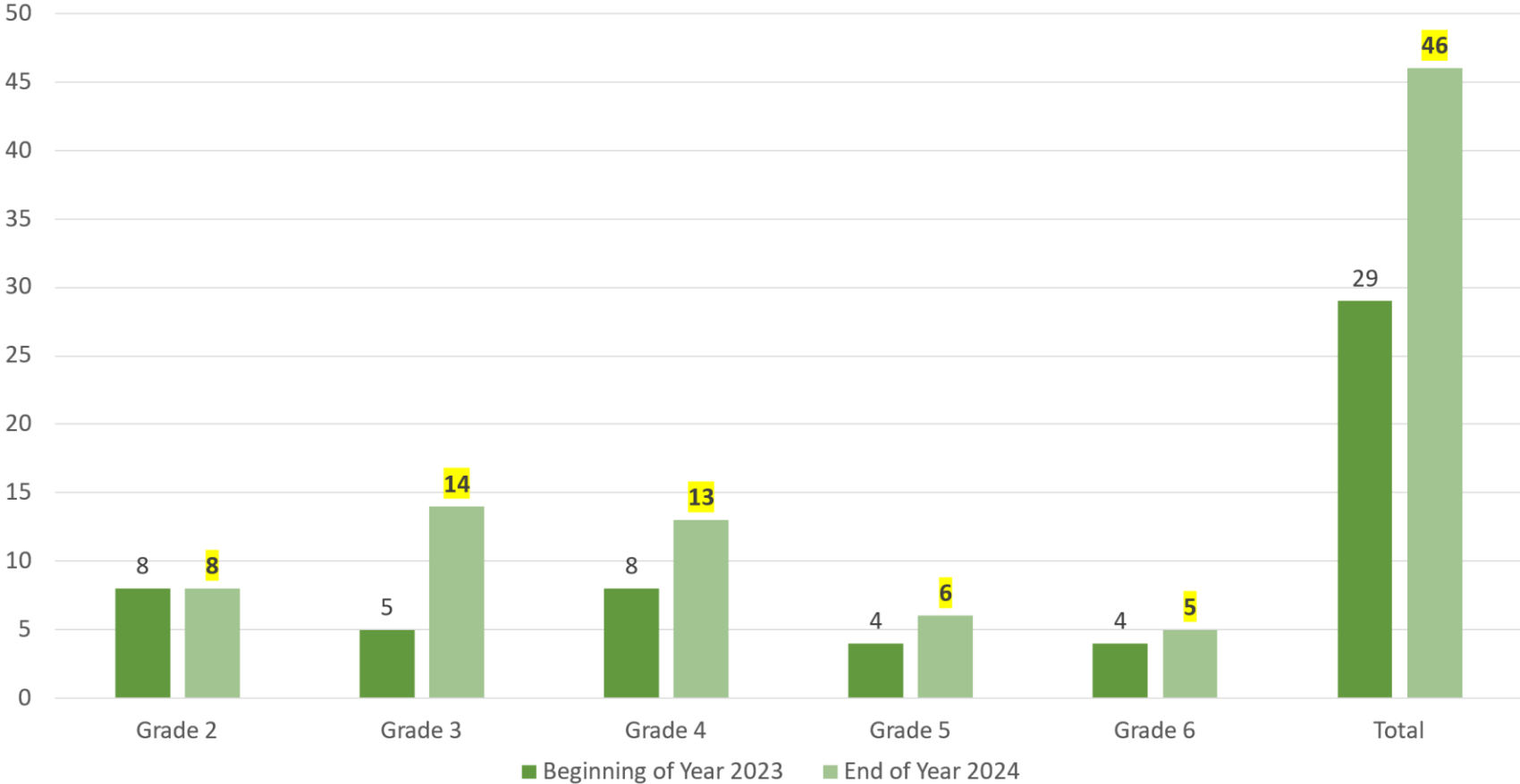
STAR Reading Proficiency Rate (Grades 1-6)



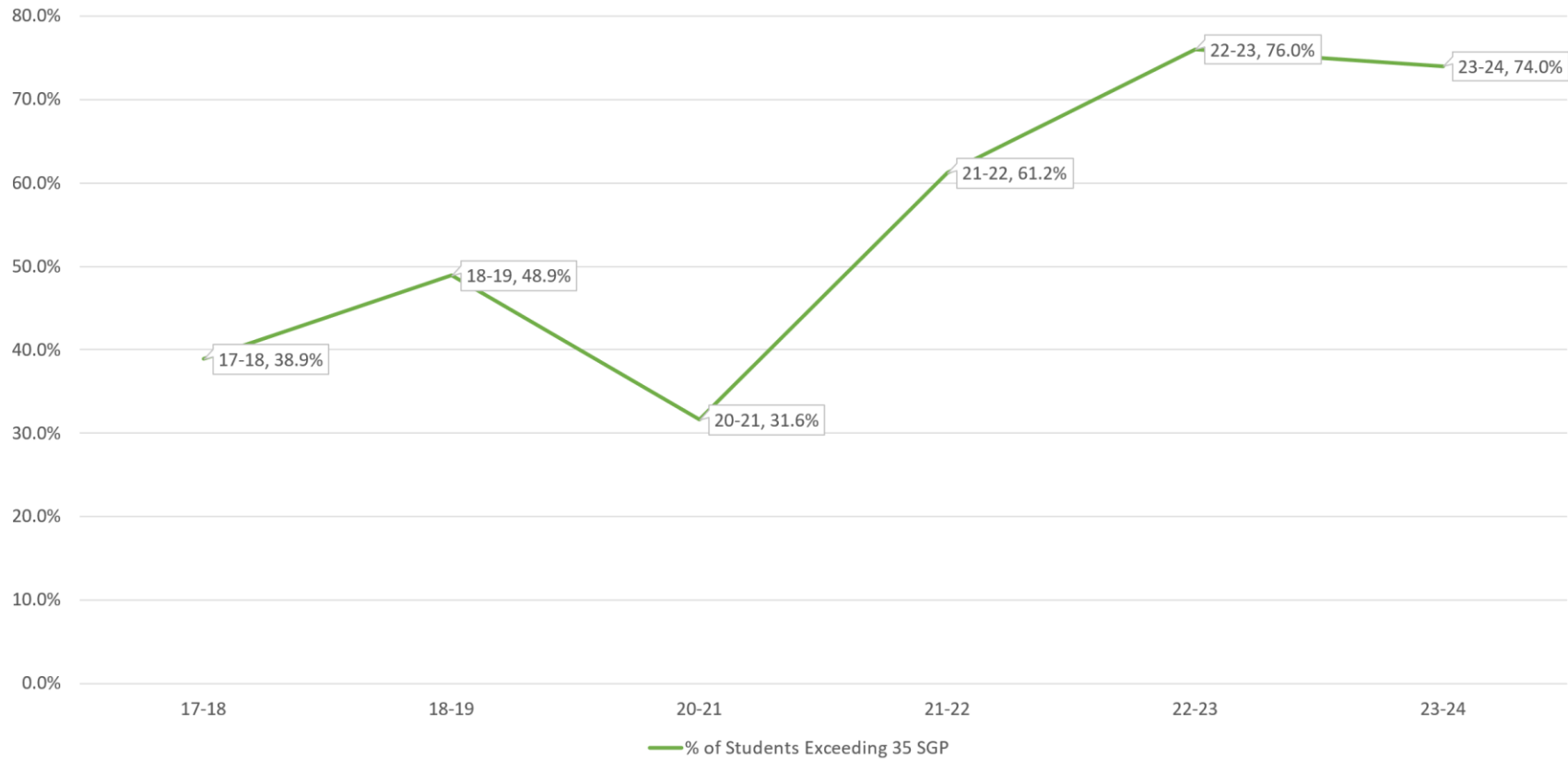
All Students

- End of Year 2021 Proficiency Rate
- End of Year 2022 Proficiency Rate
- End of Year 2023 Proficiency Rate
- Beginning of Year 2023 Proficiency Rate
- End of Year 2024 Proficiency Rate

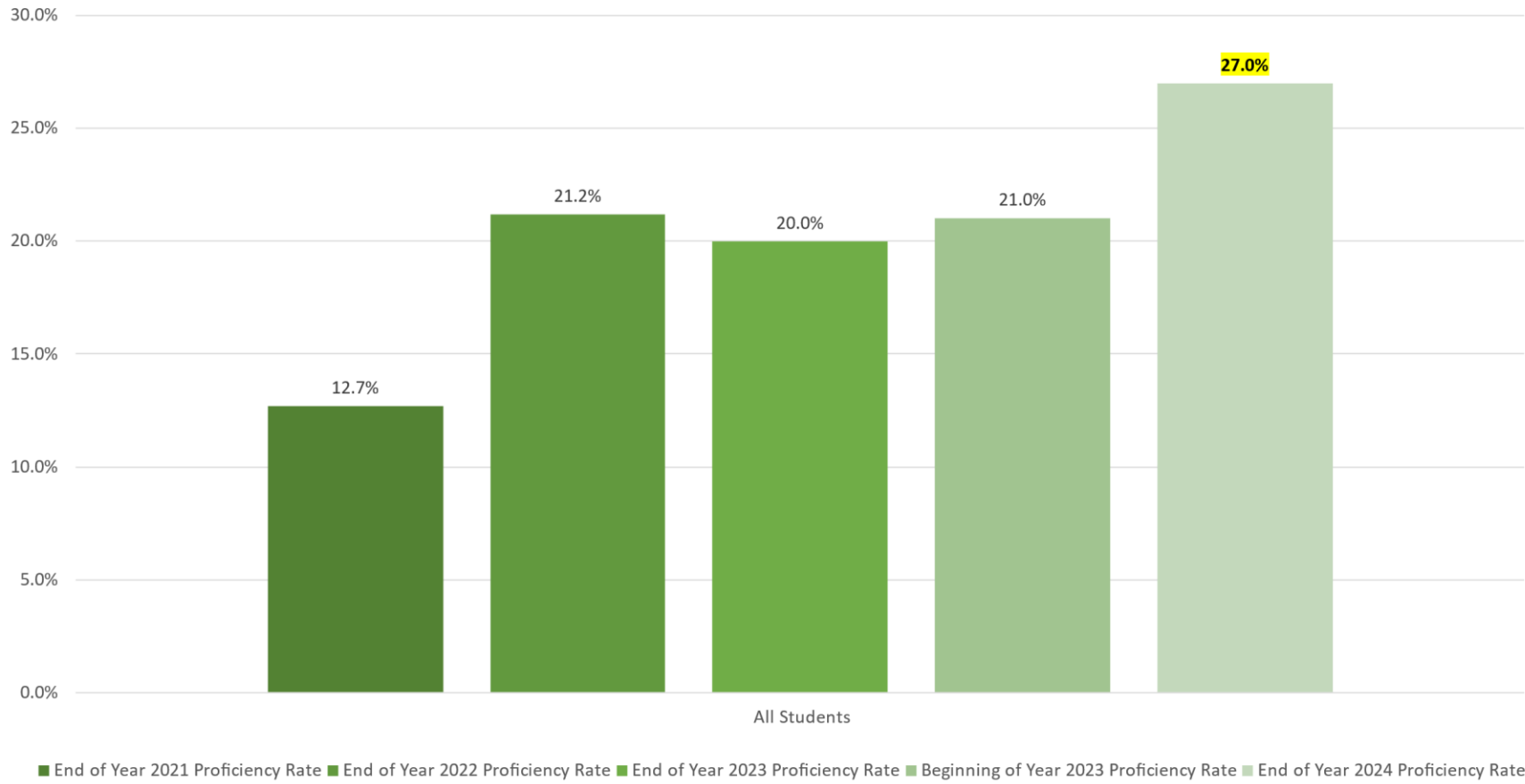
Number of Students Reading on Grade Level



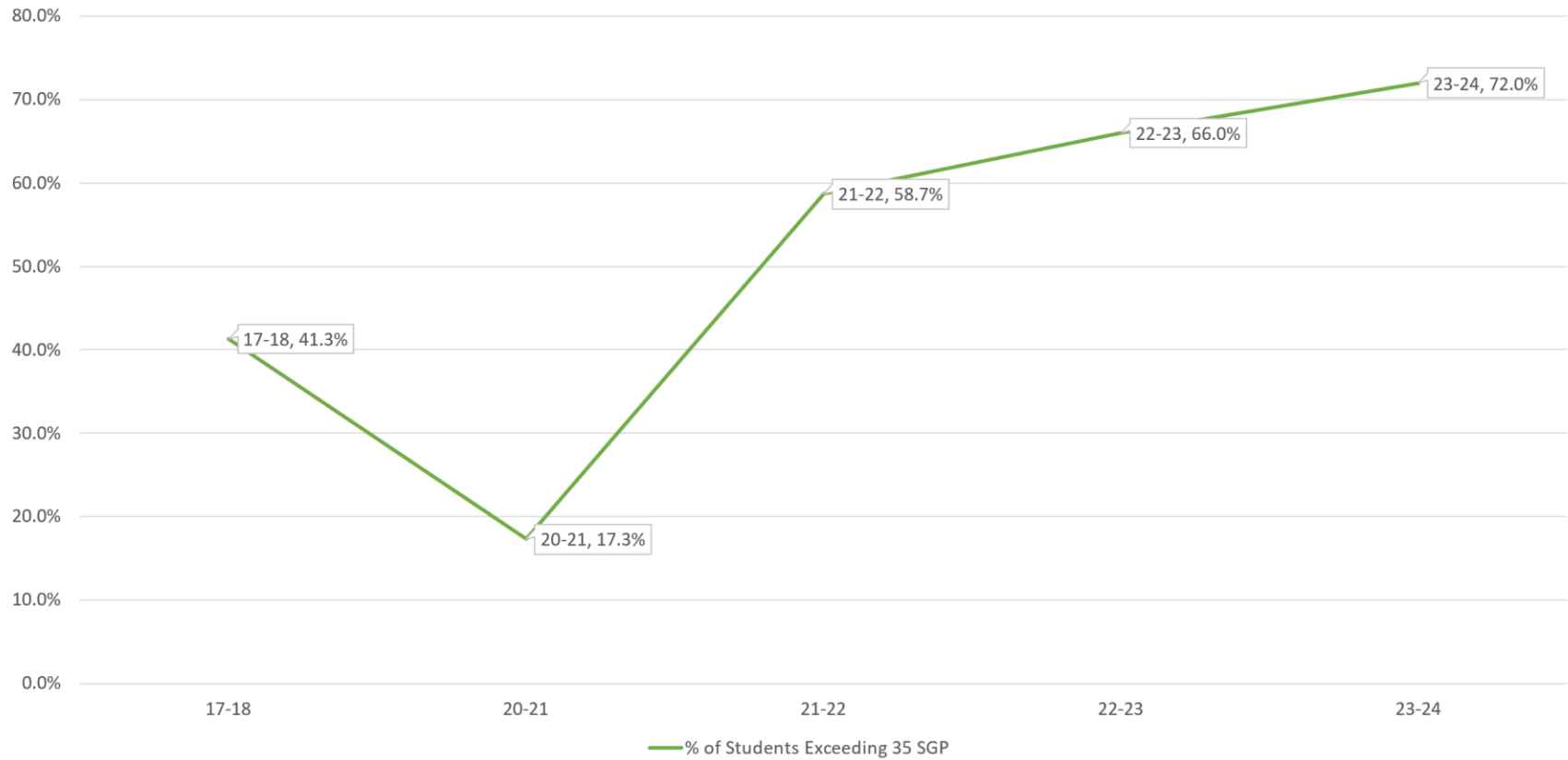
Percentage of Students Scoring At/Above Typical Average Growth
STAR Reading Student Growth Percentile (Fall to Spring Screening)



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)



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
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 Nance <i>Teacher Coaching and Support Journal</i> to provide a framework for instructional expectations.</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>
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>
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 Subscriptions and licenses for Freckle, MyOn, Successmaker, etc.</p>
Support personnel	<p>Instructional Leadership Team Assistant Principal Academic Instructional Coach Reading Intervention Teacher for Grades 3-5 Supplemental Teacher(s)</p>

High Quality Professional Staff

(How are you ensuring that all students are taught by a high-quality teacher?)

Data Type	Current Information																																									
Staff Preparation	<p>2024-2025 Nance PD Focus: Making Instruction Affirming and Meaningful for Students</p> <ul style="list-style-type: none"> • Ongoing reflection on school values & personal missions • <i>MyView & Envision</i> curriculum implementation • Scaffolding instruction & unfinished learning • Standards-based grading • Restorative practices • Intrinsic motivation • <i>Grading 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</i> book studies. <p>Weekly data team meetings are held each Thursday with a focus on lesson internalization.</p>																																									
Staff Certification	<table border="1"> <thead> <tr> <th data-bbox="653 742 909 776">Grade Level</th> <th data-bbox="909 742 1125 776"># of Teachers</th> <th data-bbox="1125 742 1530 776">Certification Notes</th> </tr> </thead> <tbody> <tr> <td data-bbox="653 776 909 813">ECSE</td> <td data-bbox="909 776 1125 813">1</td> <td data-bbox="1125 776 1530 813">1 Non-Certified (Contractor)</td> </tr> <tr> <td data-bbox="653 813 909 850">Integrated Pre-K</td> <td data-bbox="909 813 1125 850">1</td> <td data-bbox="1125 813 1530 850">Certified</td> </tr> <tr> <td data-bbox="653 850 909 888">Pre-K</td> <td data-bbox="909 850 1125 888">2</td> <td data-bbox="1125 850 1530 888">Certified</td> </tr> <tr> <td data-bbox="653 888 909 948">KG</td> <td data-bbox="909 888 1125 948">2</td> <td data-bbox="1125 888 1530 948">1 Certified 1 Non-Certified (ILA)</td> </tr> <tr> <td data-bbox="653 948 909 985">1st</td> <td data-bbox="909 948 1125 985">2</td> <td data-bbox="1125 948 1530 985">Certified</td> </tr> <tr> <td data-bbox="653 985 909 1023">2nd</td> <td data-bbox="909 985 1125 1023">2</td> <td data-bbox="1125 985 1530 1023">Certified</td> </tr> <tr> <td data-bbox="653 1023 909 1060">3rd</td> <td data-bbox="909 1023 1125 1060">2</td> <td data-bbox="1125 1023 1530 1060">Certified</td> </tr> <tr> <td data-bbox="653 1060 909 1097">4th</td> <td data-bbox="909 1060 1125 1097">2</td> <td data-bbox="1125 1060 1530 1097">Certified</td> </tr> <tr> <td data-bbox="653 1097 909 1135">5th</td> <td data-bbox="909 1097 1125 1135">2</td> <td data-bbox="1125 1097 1530 1135">2 Non-Certified (ILA)</td> </tr> <tr> <td data-bbox="653 1135 909 1172">6th</td> <td data-bbox="909 1135 1125 1172">1</td> <td data-bbox="1125 1135 1530 1172">Certified</td> </tr> <tr> <td data-bbox="653 1172 909 1248">Related Arts</td> <td data-bbox="909 1172 1125 1248">3</td> <td data-bbox="1125 1172 1530 1248">2 Certified 1 Non-Certified (ILA/Music)</td> </tr> <tr> <td data-bbox="653 1248 909 1252">Special Education</td> <td data-bbox="909 1248 1125 1252">3</td> <td data-bbox="1125 1248 1530 1252">Certified</td> </tr> </tbody> </table>			Grade Level	# of Teachers	Certification Notes	ECSE	1	1 Non-Certified (Contractor)	Integrated Pre-K	1	Certified	Pre-K	2	Certified	KG	2	1 Certified 1 Non-Certified (ILA)	1 st	2	Certified	2 nd	2	Certified	3 rd	2	Certified	4 th	2	Certified	5 th	2	2 Non-Certified (ILA)	6 th	1	Certified	Related Arts	3	2 Certified 1 Non-Certified (ILA/Music)	Special Education	3	Certified
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Special Education	3	Certified																																								
Staff Specialist and other support staff	<p>Academic Instructional Coach Supplemental Instruction Teacher PBIS Coordinator</p>																																									

	Counselor, Social Worker (part-time) & Embedded Therapist (provided by outside agency) Family Community Specialist
Staff Demographics	24-25 Teacher Demographics: Black- 15 White- 8 Hispanic- 1 Male- 2 Female-22
School Administrators	Dr. Tyler Archer, Principal Ms. Toccara Montgomery, Assistant Principal

24-25 School Parent and Family Engagement Policy

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-2nd grade families. Each family attended received their own reading kit and were given instructions on 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 experiencing 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 to 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 a 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?
<p>SLPS Parents will support academic achievement includes but may not be limited to the following.</p> <ul style="list-style-type: none"> · 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

How does the school provide assistance to parents in understanding the following items?

- 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

Regular parent events will assist parents and families in understanding:

- 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

How does your school provide materials and training to help parents work with their children to improve achievement?

In addition to parent meetings there will be workshops offered as needed 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.

How does your school educate school personnel (*teachers, specialized instructional support personnel, principals, and other school leaders, and other staff*) 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>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 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 are 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>
<p style="text-align: center;">Accessibility Assurance</p>
<p>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:</p> <ul style="list-style-type: none"> ✓ 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
<p>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.</p>

Summary Statements

Summary of the Strengths

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.

Nance has seen an increase in the number of students enrolled. Enrollment has increased by 30 students since the end of 2019-2020. Community engagement with Nance and the perception of the school has improved steadily during the past four years.

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%.

Teaching staff is hardworking and seeks feedback and support. Teachers are consistently implementing grade level instructional resources. Teachers have experienced ongoing professional development at the school level in ELA and Math. Differentiated group support has also been provided. 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%.

Summary of the Weaknesses

Teachers need additional professional development and support by providing instruction that is affirming and meaningful to students’ identities and experiences.

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. 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.

Attendance Team procedures 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.

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. Pre-K to 1st grade students have the highest rates of behavior incidents which require more support and intervention by school personnel.

Summary of the Needs

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. Teachers continue to need additional support with district curriculum programs, especially how to make content affirming and meaningful for students.

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. Teachers need additional time and capacity to fulfill their varied responsibilities and to plan effectively to meet students’ needs.

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.

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.

Summary of Focus Priorities for 24-25

Prioritized areas of Need for 24-25 based on needs assessment/data analysis

Outline your 3 priority areas of focus/programmatic shifts you will make to ensure success during the 24-25 school year.

1. 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.
2. Sustainable academic improvements in literacy achievement including reading, language, and writing.
3. Enhancing instructional practices to make learning affirming and meaningful for students in literacy and math.

(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:

<input type="checkbox"/> Pillar 1: The District creates a system of excellent schools	<input type="checkbox"/> Pillar 2: The District advances fairness and equity across its system	<input checked="" type="checkbox"/> Pillar 3: The District cultivates teachers and leaders who foster effective, culturally responsive learning environments	<input type="checkbox"/> Pillar 4: All students learn to read and succeed	<input type="checkbox"/> 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 Plan

Based on your needs assessment and evaluation, what are two areas of growth to increase the sense of belonging at your school? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Sense of Belonging goal. *Please identify two areas of focus that most align with this goal.*

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 student-centered goal setting and enthusiasm for learning.

Evidence-based strategy

- SLPS Positive Behavior Interventions and Supports (PBIS) Protocols
- 11 Principles of Character Education
- *RethinkEd* Social Emotional Learning

Implementation Plan

Action Steps

30 Days:

Professional Development

- SLPS Districtwide PBIS Protocols: Leader PD / Staff PD
- Establish small group staff cohort professional development model to promote cross-role collaboration and support belonging, including social-emotional check-ins and wellness activities. (Principles 4 & 9)
- Continue practice of school-based leadership team, staff committees, and student advisory group (including expanding student advisory to grades 1 & 2). (Principle 8)

Observation and Feedback

- Social emotional learning lessons including *RethinkEd* are implemented in classrooms for twenty minutes on the first day of each week. (Principle 5)

Implementation/Monitoring

- Begin weekly Student Support Team and Attendance Team meetings to monitor student outcomes and areas of support. (Principles 4 & 11)
- Begin schoolwide Monday Morning Meetings to promote positive behavior and core values. (Principle 5)

Monitoring Student Progress

- Students establish goals for the 2024-2025 school year. (Principles 5 & 6)

Person(s) Responsible	Resources
<ul style="list-style-type: none">▪ Principal, Assistant Principal & AIC▪ Leadership Team Members▪ Attendance Team Members▪ Classroom Teachers▪ Counselor, Social Worker & PBIS Coordinator	<ul style="list-style-type: none">▪ Districtwide PBIS Matrix▪ Student, staff, family and community-created Nance Knights Have HEART Core Values & Matrix▪ PBIS Districtwide Bus and Building Expectations▪ Nance Elementary School Culture Rubric▪ Time allocated for professional development▪ Nance Elementary Culture and Climate Toolkit▪ Time for Attendance Team, Student Support Team & Leadership Team collaboration

60 Days:

Professional Development

- Character Plus Professional Development- CEEL & TACE cohorts begin.

Observation and Feedback

- School Counselor and Social Worker begin monthly classroom lessons utilizing *RethinkEd* materials.
- PBIS Coordinator & Assistant Principal conduct regular review of discipline referral data to refine classroom supports. (Principle 11)

Implementation/Monitoring

- Implement cross-age buddy program to cultivate relationships among the students between grade levels. (Principles 2 & 4)

<ul style="list-style-type: none"> Continue practice of new student welcoming protocol for students coming to Nance throughout the year and refine protocol for young students. (Principle 4 & 10) 	
<p>Monitoring Student Progress</p> <ul style="list-style-type: none"> Begin monthly Celebrating Character incentives aligned with school core values. (Principle 7) Implement student-led conferences with students during October/March parent teacher conferences. (Principles 6 & 10) 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> Leadership Team Members Student Support Team Members School Secretary & Family Community Specialist School Counselor & Social Worker Classroom Teachers Instructional Leadership Team Members 	<ul style="list-style-type: none"> Time allocated for school activities Resources to implement cross-age buddy activities Professional development for student support team members Access to <i>RethinkEd</i> curriculum resource
<p>90 Days:</p> <p>Professional Development</p> <ul style="list-style-type: none"> Character Education Emerging Leaders (CEEL) Cohort visit to Nance. (Principle 11) <p>Observation and Feedback</p> <ul style="list-style-type: none"> Utilize School Culture Rubric to assess school culture and provide feedback to staff regarding implementation. (Principle 8) <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> Staff member participation in student shadowing and empathy interview protocols to deepen understanding of student experiences. (Principle 11) <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> Mid-Year Data Review as part of SST and Attendance Team process. (Principle 8) Mid-Year Celebration of students achieving academic and behavioral goals first semester. (Principle 7) 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> Participating Staff Leadership Team Members Attendance Team & Student Support Team Members 	<ul style="list-style-type: none"> Funds and time for Character Plus Professional development Time allocated for school activities
<p>Funding Source(s)/ Cost to Support Implementation of Strategy</p> <ul style="list-style-type: none"> <i>District-wide initiatives will be funded by the central office.</i> <ul style="list-style-type: none"> Panorama Ed Survey Platform <i>For building initiatives, please identify the funding source (GOB, Title I, Comprehensive, Other):</i> 	

- Salary and benefits associated with Academic Instructional Coach (Title)
- \$2000 for professional development books and resources for staff (Title/Comprehensive)
- Funds for Character Plus professional development cohorts CEEL, TACE, etc. (Comprehensive/GOB)
- Funds for field trip admission and transportation for learning experiences to enhance classroom learning. (GOB)
- Funds to upgrade and refresh literacy spaces throughout the building as needed (Comprehensive/GOB)

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

<input type="checkbox"/> Pillar 1: The District creates a system of excellent schools	<input type="checkbox"/> Pillar 2: The District advances fairness and equity across its system	<input type="checkbox"/> Pillar 3: The District cultivates teachers and leaders who foster effective, culturally responsive learning environments	<input checked="" type="checkbox"/> Pillar 4: All students learn to read and succeed	<input type="checkbox"/> 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,

- 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.
- 100% of students will increase their beginning of year STAR Reading Grade Equivalent score by 2.5 GEs by the end of the year.

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. *Please identify two areas of focus that most align with this goal.*

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 texts (speaking, writing, listening, reading).

Evidence-based strategy

- SLPS Instructional Vision for Academic Excellence utilizing Savvas myView (K-5) Instructional Resources:
 - Gradual Release Model with an Emphasis on Academic Conversation and Complex Texts and Tasks
 - Instructional Design Framework and ELA Lesson Plan Internalization Protocol
 - ELA Collaborative Lesson Planning Protocol (PLCs)
- Supplemental Phonics Instruction: UFLI Phonological Awareness Program
- LETRS Training: School Leaders, Instructional Coaches, and Teachers

Implementation Plan**Action Steps****30 Days:****Professional Development**

- Leader PD - Gradual Release Model and Academic Conversations
- Leader PD - Collaboration, Consistency, and Clarity for PLCs w/Solutions Tree
- Staff PD – Grade Level and Content PD utilizing ELA instructional resources / Gradual Release Model and Academic Conversations PD
- Leader PD - ELA Lesson Planning and High-Quality Instructional Design / Plan for Staff PD / Determine ELA PLC Cohorts
- Staff PD - ELA Lesson Planning and High-Quality Instructional Design/ Plan for Implementation

Implementation/Monitoring:

- Teacher self-assessment of instructional model completed.

- STAR Reading BOY Assessment
- Initial implementation of UFLI for foundational literacy skills instruction in KG-5th grade.

Observation and Feedback:

- Weekly Data Team meetings led by focused on standards-based lesson planning and data analysis initiated.
- Classroom observations utilizing Relay protocols as well as AIC coaching cycles.

Monitoring Student Progress:

- Teachers establish priority plan and IPDP goals and engage in goal setting conversations with students.

Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Professional Development Department ▪ Curriculum Specialists ▪ Director of Academic Instructional Coaches ▪ Academic Instructional Coaches ▪ Instructional Leadership Team ▪ Classroom Teachers 	<ul style="list-style-type: none"> ▪ SLPS Instructional Vision for Academic Excellence ▪ SLPS High Quality Instructional Design ▪ Savvas ELA myView (K-5) ▪ STAR Renaissance ▪ Nance Instructional Framework & Teacher Coaching and Support Journal ▪ Time for professional development with teachers and collaboration with Instructional Leadership Team ▪ Professional book study resources and materials for teachers ▪ Weekly data meeting time and facilitation support

60 Days:

Professional Development

- Leader PD - ELA Collaborative Planning Protocols (PLCs) / Plan for Staff PD and PLC Implementation
- Staff PD - ELA Collaborative Planning Protocols (PLCs) / Plan for Implementation

Observation and Feedback

- Classroom observations and feedback for Gradual Release & SLPS High Quality Instructional Design elements.
- Initial observations and feedback of UFLI implementation conducted with MTSS Coordinator.

Implementation/Monitoring

- Savvas professional development contract approval and job-embedded professional development dates identified.
- Hold first semester grade level parent literacy workshops.

Monitoring Student Progress

- Reading Success Plans initiated and plan for progress monitoring established as part of weekly data meetings.
- Review progress of weekly curriculum writing prompts and supplemental support resources (i.e. Lakeshore) as part of weekly data meetings.
- Review of project-based inquiry internalization and student work for Units 1 & 2 as part of weekly data meetings.

Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Instructional Leadership Team ▪ Classroom Teachers & Support Staff ▪ Professional Development Department ▪ District MTSS Coordinator 	<ul style="list-style-type: none"> ▪ SLPS Collaborative Lesson Planning Protocol ▪ SLPS Gradual Release Rubric ▪ Take-home literacy resources ▪ Professional development time for classroom teachers and support staff ▪ Writing supplemental resources (i.e. Lakeshore journals) and district curricular resources ▪ Supplemental Teacher/Reading Intervention Teacher ▪ Leader PD
<p>90 Days:</p> <p>Professional Development</p> <ul style="list-style-type: none"> ▪ Staff team participation in PLC At Work Summit professional development. ▪ Small group UFLI professional development for identified teachers. <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ Classroom observations and feedback for Gradual Release & SLPS High Quality Instructional Design elements. <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ Participate in multi-tiered systems of support (MTSS) pilot to support implementation of the Science of Reading including completing the Reading Tiered Fidelity Inventory. ▪ Identified classrooms implement service-learning projects and field trips with connections to myView curricular resource. <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ Review of MAP Practice assessment data as part of weekly data meetings. ▪ Mid-year evaluation of classroom and student goals as part of weekly data meetings. ▪ STAR Reading MOY Assessment 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Instructional Leadership Team ▪ District MTSS Coordinator ▪ Identified Classroom Teachers 	<ul style="list-style-type: none"> ▪ STAR Renaissance ▪ Funds for professional development and release time for teacher engagement and collaboration ▪ Time for implementing MTSS pilot ▪ Resources for classrooms to implement service learning and support of other staff/community resources
<p>Funding Source(s)/ Cost to Support Implementation of Strategy</p>	
<ul style="list-style-type: none"> ▪ <i>District-wide initiatives will be funded by the central office.</i> 	

- Tier 1 Instructional Tools (myView Literacy)
- Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math; myON)
- Academic Competitions
- **For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):**
 - 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, Solution Tree conferences, ASCD, Innovative Schools Conference, Solution Tree/PLC, etc. (Title/Comprehensive)
 - Funds to renew licenses for supplemental resources (Title/Comprehensive)
 - 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)

Goal #3- Check the appropriate Transformation 4.0 pillar this goal falls under:

<input type="checkbox"/> Pillar 1: The District creates a system of excellent schools	<input type="checkbox"/> Pillar 2: The District advances fairness and equity across its system	<input type="checkbox"/> Pillar 3: The District cultivates teachers and leaders who foster effective, culturally responsive learning environments	<input checked="" type="checkbox"/> Pillar 4: All students learn to read and succeed	<input type="checkbox"/> 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 #3: Mathematics

GOAL 3: MATH
 By May 2025,
 - 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.
 - 100% of students will increase their beginning of year STAR Reading Grade Equivalent score by 2.5 GEs by the end of the year.

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. *Please identify two areas of focus that most align with this goal.*

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.

Evidence-based strategy

- SLPS Instructional Vision for Academic Excellence utilizing Savvas enVision Math (K-6) Resources:
 - Gradual Release Model with an Emphasis on Structured Dialogue and Academic Discussion on Complex Math Concepts
 - Instructional Design Framework and Math Lesson Plan Internalization Protocol

Implementation Plan

Action Steps

30 Days:

Professional Development

- Leader PD - Gradual Release Model and Academic Conversations
- Staff PD – Grade Level and Content PD utilizing math instructional resources / Gradual Release Model and Academic Conversations
- Leader PD - Math Lesson Planning and High-Quality Instructional Design / Plan for Staff PD
- Staff PD - Math Lesson Planning and High-Quality Instructional Design/ Plan for Implementation

Implementation/Monitoring

- Teacher self-assessment of instructional model completed.
- Weekly Data Team meetings led by focused on standards-based lesson planning and data analysis initiated.

Observation and Feedback:

- Weekly Data Team meetings led by focused on standards-based lesson planning and data analysis initiated.
- Classroom observations utilizing Relay protocols as well as AIC coaching cycles.

Monitoring Student Progress

- STAR Math BOY Assessment
- Teachers establish priority plan and IPDP goals and engage in goal setting conversations.

Person(s) Responsible

Resources

- Professional Development Department
- Curriculum Specialists

- [SLPS Instructional Vision for Academic Excellence](#)
- [SLPS High Quality Instructional Design](#)

<ul style="list-style-type: none"> ▪ Academic Instructional Coaches ▪ Instructional Leadership Team ▪ Classroom Teachers 	<ul style="list-style-type: none"> ▪ Savvas enVision Math (K-6) ▪ STAR Renaissance ▪ Nance Instructional Framework & Teacher Coaching and Support Journal ▪ Time for professional development with teachers and collaboration with Instructional Leadership Team ▪ Professional book study resources and materials for teachers ▪ Weekly data meeting time and facilitation support
<p><u>60 Days:</u> Professional Development</p> <ul style="list-style-type: none"> ▪ Thinking Classrooms professional development led by Ed Plus. <p>Observation and Feedback</p> <ul style="list-style-type: none"> ▪ Classroom observations and feedback for Gradual Release & SLPS High Quality Instructional Design elements. <p>Implementation/Monitoring</p> <ul style="list-style-type: none"> ▪ Utilize Illustrative Mathematics tasks across grades KG-5th to develop conceptual understanding of mathematics. ▪ Savvas professional development contract approval and job-embedded professional development dates identified. ▪ Identified teachers implement STEM projects as part of Envision units to help students make real-world mathematics connections. <p>Monitoring Student Progress</p> <ul style="list-style-type: none"> ▪ Align support provided to students in the after-school program with individual academic needs. ▪ Review of Topic Assessment Results and STAR Math Instructional plans as part of weekly data meetings. 	
<p>Person(s) Responsible</p>	<p>Resources</p>
<ul style="list-style-type: none"> ▪ Instructional Leadership Team ▪ Classroom Teachers & Support Staff ▪ After School Program Staff 	<ul style="list-style-type: none"> ▪ SLPS Gradual Release Rubric ▪ Instructional time and teacher professional development to implement mathematics tasks ▪ Professional development time for classroom teachers and support staff ▪ STEM/Mathematics supplemental resources and materials to support the implementation of projects and curriculum ▪ Supplemental Teacher/Reading Intervention Teacher
<p><u>90 Days:</u> Professional Development</p> <ul style="list-style-type: none"> ▪ Staff team participation in PLC At Work Summit professional development. 	

Observation and Feedback	
<ul style="list-style-type: none"> ▪ Classroom observations and feedback for Gradual Release & SLPS High Quality Instructional Design elements. 	
Implementation/Monitoring:	
<ul style="list-style-type: none"> ▪ Continue implementation of STEM initiative using staff STEM Ambassadors to incorporate instructional practices throughout the school's culture, including annual STEM fair held in December. ▪ Implement regular activities celebrating mathematics including Knights of the Round Table and the annual math games celebration. 	
Monitoring Student Progress:	
<ul style="list-style-type: none"> ▪ STAR Math MOY Assessment ▪ Review of MAP Practice assessment data as part of weekly data meetings. ▪ Mid-year evaluation of classroom and student goals as part of weekly data meetings. 	
Person(s) Responsible	Resources
<ul style="list-style-type: none"> ▪ Instructional Leadership Team ▪ District MTSS Coordinator ▪ Classroom Teachers 	<ul style="list-style-type: none"> ▪ STAR Renaissance ▪ Funds for professional development and release time for teacher engagement and collaboration ▪ Resources for classrooms to implement STEM projects and incorporate STEM resources into instruction
Funding Source(s) / Cost to Support Implementation of Strategy	
<ul style="list-style-type: none"> ▪ <i>District-wide initiatives will be funded by the central office.</i> <ul style="list-style-type: none"> ○ Tier 1 Instructional Tools (enVision Math) ○ Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math) ○ Academic Competitions ▪ <i>For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):</i> <ul style="list-style-type: none"> ○ \$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, Solution Tree/PLC etc. (Title/Comprehensive) ○ \$7,000 for purchase of <i>Envision</i> Extra Practice workbooks (KG-6th) (Title/Comprehensive) ○ After school program costs (Twenty First Century Grant) ○ \$5,000 for teacher extra service for planning in ELA and Math (Title/Comprehensive) 	

(What date did you and your School Planning Committee Complete Section 3? September 6th, 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