

Nottingham - School Action Plan - 2023-24 to 2025-26
Principal: Eileen Gardner

Goal #1	Math - Opportunity Gaps - SOL		
Strategic Plan Goal Area	Student Success		
Strategic Plan Performance Objectives	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.		
Baseline Data	Spring 2023 MATH SOL	Identify if goal is required based on state or federal requirements, or other guidelines	
	Black - Pass 50% Hispanic - Pass 90% EL - Pass 20% SWD - Pass 79% Econ. Disadv - Pass 67%		
3 Year Performance Goal			
By 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:			
Black - Increase pass rate from 50% to at least 68%, reducing the gap from 43% to 28%			
Hispanic - Increase pass rate from 90% to at least 93%, reducing the gap from 3% to 2%			
EL - Increase pass rate from 20% to at least 60%, reducing the gap from 73% to 35%			
SWD - Increase pass rate from 79% to at least 85%, reducing the gap from 14% to 11%			
Econ. Disadv. - Increase pass rate from 67% to at least 76%, reducing the gap from 26% to 19%			
Annual Performance Goals			
Annual Performance Goal Year 1 (2023-24)	By June 2024, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:		
	Black - Increase pass rate from 50% to at least 60%, reducing the gap from 43% to 34%		
Hispanic - Increase pass rate from 90% to at least 91%			
EL - Increase pass rate from 20% to at least 40%, reducing the gap from 73% to 54%			
SWD - Increase pass rate from 79% to at least 81%, reducing the gap from 14% to 13%			
Econ. Disadv. - Increase pass rate from 67% to at least 70%, reducing the gap from 26% to 24%			
Annual Performance Goal Year 2 (2024-25)	By June 2025, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:		
	Black - Increase pass rate from 60% to at least 64%, reducing the gap from 34% to 31%		
Hispanic - Increase pass rate from 91% to at least 92%, reducing the gap from 3% to 2%			
EL - Increase pass rate from 40% to at least 52%, reducing the gap from 54% to 43%			
SWD - Increase pass rate from 81% to at least 83%, reducing the gap from 13% to 12%			
Econ. Disadv. - Increase pass rate from 70% to at least 73%, reducing the gap from 24% to 21%			

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Annual Performance Goal Year 3 (2025-26)	<p>By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Black - Increase pass rate from 64% to at least a 68%, reducing the gap from 31% to 28%</p> <p>Hispanic - Increase pass rate from 92% to at least a 93%, reducing the gap from 3% to 2%</p> <p>EL - Increase pass rate from 52% to at least a 60%, reducing the gap from 43% to 35%</p> <p>SWD - Increase pass rate from 83% to at least a 85%, reducing the gap from 12% to 11%</p> <p>Econ Disadv. - Increase pass rate from 73% to at least a 76%, reducing the gap from 21% to 19%</p>
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Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-EW-2-Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members.

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
<p>Tier 1</p> <ul style="list-style-type: none"> * Implement Mathematics curriculum utilizing county provided curriculum and curricular resources. * Provide opportunities for EL and SpEd teachers to collaborate with Math Coach or grade-level CLT wherever they are supporting students. * Teacher will use all components of the 3 recommended math workshop structures within each unit. Every student will regularly meet with the teacher in targeted small group. * Targeted groups are differentiated to meet each students' needs. Provide just-in-time support to help students access grade level curriculum. 	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	
<p>Tier 2</p> <ul style="list-style-type: none"> *Additional targeted small group 2-5x weekly using research based programs/strategies, progress monitored and documented. (Including Kathy Richardson, Math in Practice, Bridges, Dreambox (assigned lessons only), and/or Do The Math (as appropriate and by need) *Collaborative planning including EL and SpEd teachers to target identified needs. Identify target areas (power standards), to address students still scoring in Below Basic and Basic quantile ranges. Ensure that ELs have access to environmental and visual scaffolds (such as manipulatives, anchor charts for key vocabulary and processes, manipulatives, etc.) to aid comprehensible input and recall. 	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	Principal & AP will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<p>Tier 3</p> <ul style="list-style-type: none"> * In addition to the regular math-block, intensive one-on-one or very small group meeting 4-5x weekly using research based programs/strategies, progress monitored and documented. (Bridges, Do the Math, Math Recovery®(by trained Math Recovery teacher), Kathy Richardson) * Progress monitoring every 4-6 weeks and adjustment in time or group made as needed. Communication between classroom teacher and staff providing interventions to support station activities and guided-group activities. 	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	

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Professional Learning: Math Coach will attend and complete the course MRSp1 to become a math recovery specialist.	Sept - June, ongoing	Math Coach	Principal & AP will support math coaches during CLTs and in identifying teachers for coaching cycles
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Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-SS-3- Math SOLs	Results of Progress (End of Year)	Math SOL
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
School level- NWEA - MAP Growth Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	School level NWEA - MAP Growth Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	School level- NWEA - MAP Growth Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) Progress Monitoring Data from Interventions"

Goal #2	Reading - Opportunity Gaps - SOL		
Strategic Plan Goal Area	Student Success		
Strategic Plan Performance Objectives	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.		
Baseline Data	Spring 2023 READING SOL Black - Pass 50% Hispanic - Pass 90% EL - 25% SWD - 76% Econ Dis - 67%	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

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By 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:

- Black - Increase pass rate from 50% to at least 69%, reducing the gap from 44% to 27%
- Hispanic - Increase pass rate from 90% to at least 93%, reducing the gap from 4% to 3%
- EL - Increase pass rate from 25% to at least 43%, reducing the gap from 69% to 34%
- SWD - Increase pass rate from 76% to at least 90%, reducing the gap from 18% to 6%
- Econ. Disadv. - Increase pass rate from 67% to at least 78%, reducing the gap from 27% to 18%

Annual Performance Goals

Annual Performance Goal Year 1 (2023-24)	<p>By June 2024, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <ul style="list-style-type: none"> Black - Increase pass rate from 50% to at least 59%, reducing the gap from 44% to 36% Hispanic - Increase pass rate from 90% to at least 91% EL - Increase pass rate from 25% to at least 43%, reducing the gap from 69% to 52% SWD - Increase pass rate from 76% to at least 80%, reducing the gap from 18% to 16% Econ. Disadv. - Increase pass rate from 67% to at least 70%, reducing the gap from 27% to 24%
Annual Performance Goal Year 2 (2024-25)	<p>By June 2025, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <ul style="list-style-type: none"> Black - Increase pass rate from 59% to at least 65%, reducing the gap from 36% to 29% Hispanic - Increase pass rate from 91% to at least 92%, reducing the gap from 4% to 3% EL - Increase pass rate from 43% to at least 54%, reducing the gap from 52% to 41% SWD - Increase pass rate from 80% to at least 85%, reducing the gap from 16% to 11% Econ. Disadv. - Increase pass rate from 70% to at least 75%, reducing the gap from 24% to 22%
Annual Performance Goal Year 3 (2025-26)	<p>By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <ul style="list-style-type: none"> Black - Increase pass rate from 65% to at least 69%, reducing the gap from 29% to 27% Hispanic - Increase pass rate from 92% to at least 93% EL - Increase pass rate from 41% to at least 62%, reducing the gap from 41% to 34% SWD - Increase pass rate from 85% to at least 90%, reducing the gap from 11% to 6% Econ. Disadv. - Increase pass rate from 75% to at least 78%, reducing the gap from 22% to 18%

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
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<p>Tier 1:</p> <ul style="list-style-type: none"> * Implement Systematic Core Phonics in K-3 with fidelity (95% Core Phonics or Foundations) * Implement CKLA in K-5 for language comprehension 	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	Principal & APs will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<p>Tier 2:</p> <ul style="list-style-type: none"> * Lexia recommended usage for structured literacy at students level * Lexia English for EL 1 and EL 2 	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	Principal & APs will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<p>Tier 3:</p> <ul style="list-style-type: none"> * Structured literacy lessons in addition to core ELA block * Multisensory decoding/encoding lessons; repeated opportunities for practice 	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	Principal & APs will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<p>Professional Learning: Continued learning around CKLA, Core Phonics, and Lexia</p>	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	Principal & AP will discuss professional growth opportunities during Beginning, Middle and End of Year meetings and reference frontline.

Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-SS-1- Reading SOLs	Results of Progress (End of Year)	Reading SOL
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
<p>School level- DIBELS PALS K-2</p> <p>Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards"</p>	<p>Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards"</p>	<p>School level- DIBELS PALS K-2</p> <p>Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards"</p>	<p>School level DIBELS PALS K-2</p> <p>Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards"</p>

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Goal #3	Student Well-Being		
Strategic Plan Goal Area	Student Well-Being		
Strategic Plan Performance Objectives	PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.		
Baseline Data	On the 2022 Your Voice Matters Survey, 57% of students responded favorably to questions related to social, emotional and mental health compared to the county-wide percentage of 59%	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By June 2026, students will respond favorably on the Social Emotional Learning Survey to questions related to social, emotional and mental health, increasing each reporting category by ten percentage points from the 2023 SEL survey: Self management (88%), Social Awareness (79%), Self-Efficacy (76%) Growth mindset (70%)"			
Annual Performance Goals			
Annual Performance Goal Year 1 (2023-24)	By June 2024, students will respond favorably on the Social Emotional Learning Survey to questions related to social, emotional and mental health, increasing each reporting category by five percentage points: Self management (83%), Social Awareness (74%), Self-Efficacy (71%) Growth mindset (65%)"		
Annual Performance Goal Year 2 (2024-25)	By June 2025, students will respond favorably on the Social Emotional Learning Survey to questions related to social, emotional and mental health, increasing each reporting category by eight percentage points (from the 2023 survey): Self management (86%), Social Awareness (77%), Self-Efficacy (74%) Growth mindset (68%)"		
Annual Performance Goal Year 3 (2025-26)	By June 2026, students will respond favorably on the Social Emotional Learning Survey to questions related to social, emotional and mental health, increasing each reporting category by ten percentage points from the 2023 SEL survey: Self management (88%), Social Awareness (79%), Self-Efficacy (76%) Growth mindset (70%)"		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -			
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation

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Tier 1 <ul style="list-style-type: none"> * Implement SEL curricular resource (RC) * Deliver 20-30 minutes daily of explicit SEL instruction * Establish a team to review data and determine student needs and interventions * Identify SEL Lead who will act as a liaison between your school and central office * Facilitate ongoing Adult SEL for staff; implement 3 signature practices at all staff meetings and CLTs * Administer SEL survey in the fall and spring to all students grades 3-12 	Sept-June, Ongoing	Classroom teachers, counselor, SEL Team	Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 2 <ul style="list-style-type: none"> * Establish a school-based mental and behavioral health team that meets at least twice monthly, reviews students of concern, and assigns interventions for which data is collected to determine effectiveness. * To address self-awareness, self-management, social awareness, and relationship skills utilize Zones of Regulation * To address anxiety through self-management, social awareness, and relationship skills utilize Coping Cat or C.A.T. Project 	Sept-June, Ongoing	Classroom teachers, counselor, SEL Team, mental health providers, special education staff and service providers (to help teachers with ZoR or other strategies to help students regulate)	
Tier 3 <ul style="list-style-type: none"> * Establish a school-based mental and behavioral health team that meets at least twice monthly, reviews students of concern, and assigns interventions for which data is collected to determine effectiveness. 	Sept-June, Ongoing	Classroom teachers, counselor, SEL Team, mental health providers, and service providers	
Professional Learning <ul style="list-style-type: none"> *School leadership team will model Morning Meeting structure and facilitation and provide coaching throughout SY including staff meetings *Student Service staff will participate in training on the Tier 2 & 3 interventions (i.e. Coping Cat, Zones of Regulation, etc.) 	Sept-June, Ongoing	Classroom teachers, School counselor, SEL Team members	

Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-SWB-9- YVM Student: Social, Emotional, and Mental Health	Results of Progress (End of Year)	Spring 2024 & 2026 YVM
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
SEL Survey	School Survey (based on YVM Question)	SEL Survey	YVM

Goal #4	Engaged Workforce
Strategic Plan Goal Area	Engaged Workforce
Strategic Plan Performance Objectives	PO-EW-2-By 2024, APS staff will respond at the 75th percentile or better on staff engagement and climate, as indicated by the Your Voice Matters survey.

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Baseline Data	<p>On the 2022 Your Voice Matters Survey, 57% of staff responded favorably to questions related to social, emotional and mental health (eg: workplace climate) compared to the county-wide percentage (59%)</p> <p>On the 2022 Your Voice Matters Survey, staff engagement was at 53%, down 16 percentage points from 2020 (69%).</p> <p>On the 2022 YVM Survey, Nottingham Staff responded 26% favorably to the question "How well does school based professional learning meet your needs?" (up 1% from 2020). Likewise, staff responded similarly (26%) favorably to "How well does Central-Office Based Professional Learning meet your needs" (Down 11% from 2020)</p>	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By June 2026, responses on the Your Voice Matters Survey will increase by at least 10% in reporting categories of staff engagement and workplace climate questions to 63% and 67% respectfully.			
Annual Performance Goals			
Annual Performance Goal Year 1 (2023-24)	By June 2024, responses on the Your Voice Matters Survey (2022) will increase by at least 5% in reporting categories of staff engagement and workplace climate questions to 58% and 62% respectfully.		
Annual Performance Goal Year 2 (2024-25)	By June 2025, responses on the Your Voice Matters Survey (2022) will increase by at least 8% in reporting categories of staff engagement and workplace climate questions to 61% and 65% respectfully.		
Annual Performance Goal Year 3 (2025-26)	By June 2026, responses on the Your Voice Matters Survey (2022) will increase by at least 10% in reporting categories of staff engagement and workplace climate questions to 63% and 67% respectfully.		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-EW-2-Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-EW-4-Develop integrated approaches that promote employee health and wellness.		
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Action 1: All instructional staff at Nottingham will participate in a personalized professional development	Sept-June	Instructional staff, instructional coaches, administrators	Principal & AP will monitor by reviewing SMART Goal progress and Frontline attendance
Action 2: Administrators will recommend professional development to staff to enhance their skill set and build capacity within our building, staff will identify areas of growth and strength in their beginning of year meetings and collaborate with colleagues to build in professional learning.	Sept-June	Administrators and Instructional Coaches	Principal & AP will monitor by reviewing SMART Goal progress and Frontline attendance

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Progress Monitoring			
Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-EW-7- Staff PL Participation Data	Results of Progress (End of Year)	YVM
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
	School-Based Survey		YVM

Goal #5		Partnerships	
Strategic Plan Goal Area	Partnerships		
Strategic Plan Performance Objectives	PO-P-1-By 2024, at least 90% of APS families will respond favorably on student and family engagement on the Your Voice Matters survey results.		
Baseline Data	In the 2022 Your Voice Matters Survey, 87% of families responded favorably to questions related to family engagement at Nottingham.	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By 2026, Nottingham families will respond 93% favorably on questions related to family and student engagement on the Your Voice Matters Survey			
Annual Performance Goals			
Annual Performance Goal Year 1 (2023-24)	By June 2024, Families will respond 90% favorably on the Your Voice Matters survey on questions related to engagement.		
Annual Performance Goal Year 2 (2024-25)	By June 2025, Families will respond 90% favorably on the Your Voice Matters survey on questions related to engagement		
Annual Performance Goal Year 3 (2025-26)	By June 2026, Nottingham families will respond 93% favorably on questions related to family and student engagement on the Your Voice Matters		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.		

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Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -			
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Action 1: Staff will use Parent Square to communicate school activities, student learning, and upcoming events.	Sept- June, ongoing	All Staff	Principal & AP will monitor staff use of Parent Square through review of Dashboard data
Action 2: Staff will invite families into the building for school-wide or grade-level events related to curriculum and instruction	Sept- June, ongoing	All Staff	Principal & AP will monitor by reviewing Invitations and Raptor sign-in
Progress Monitoring			
Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-P-3- YVM Family: Engagement	Results of Progress (End of Year)	YVM
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
	FACE CHECKLIST		YVM