



# Nottingham - School Action Plan - 2023-24 to 2025-26

## Principal: Eileen Gardner

### Annual Performance Goal Year 3 (2025-26)

By June 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 64% to at least a 68%, reducing the gap from 31% to 28%
- Hispanic - Increase pass rate from 92% to at least a 93%, reducing the gap from 3% to 2%
- EL - Increase pass rate from 52% to at least a 60%, reducing the gap from 43% to 35%
- SWD - Increase pass rate from 83% to at least a 85%, reducing the gap from 12% to 11%
- Econ Disadv. - Increase pass rate from 73% to at least a 76%, reducing the gap from 21% to 19%

### 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><b>Tier 1</b></p> <ul style="list-style-type: none"> <li>* Implement Mathematics curriculum utilizing county provided curriculum and curricular resources.</li> <li>* Provide opportunities for EL and SpEd teachers to collaborate with Math Coach or grade-level CLT wherever they are supporting students.</li> <li>* 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.</li> <li>* Targeted groups are differentiated to meet each students' needs. Provide just-in-time support to help students access grade level curriculum.</li> </ul>	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	
<p><b>Tier 2</b></p> <ul style="list-style-type: none"> <li>*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)</li> <li>*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.</li> </ul>	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><b>Tier 3</b></p> <ul style="list-style-type: none"> <li>* 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)</li> <li>* 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.</li> </ul>	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	

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<b>Professional Learning:</b> 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**

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

<b>Goal #2</b>	<b>Reading - Opportunity Gaps - SOL</b>		
<b>Strategic Plan Goal Area</b>	Student Success		
<b>Strategic Plan Performance Objectives</b>			

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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

<b>Annual Performance Goal Year 1 (2023-24)</b>	<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"> <li>Black - Increase pass rate from 50% to at least 59%, reducing the gap from 44% to 36%</li> <li>Hispanic - Increase pass rate from 90% to at least 91%</li> <li>EL - Increase pass rate from 25% to at least 43%, reducing the gap from 69% to 52%</li> <li>SWD - Increase pass rate from 76% to at least 80%, reducing the gap from 18% to 16%</li> <li>Econ. Disadv. - Increase pass rate from 67% to at least 70%, reducing the gap from 27% to 24%</li> </ul>
<b>Annual Performance Goal Year 2 (2024-25)</b>	<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"> <li>Black - Increase pass rate from 59% to at least 65%, reducing the gap from 3m 59% t M</li> </ul>



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<b>Goal #3</b>	<b>Student Well-Being</b>		
<b>Strategic Plan Goal Area</b>	Student Well-Being		
<b>Strategic Plan Performance Objectives</b>	PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.		
<b>Baseline Data</b>	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%	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			

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<p><b>Tier 1</b></p> <ul style="list-style-type: none"> <li>* Implement SEL curricular resource (RC)</li> <li>* Deliver 20-30 minutes daily of explicit SEL instruction</li> <li>* Establish a team to review data and determine student needs and interventions</li> <li>* Identify SEL Lead who will act as a liaison between your school and central office</li> </ul>			



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<p align="center"><b>Baseline Data</b></p>	<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>	<p align="center"><b>Identify if goal is required based on state or federal requirements, or other guidelines</b></p>	
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**3 Year Performance Goal**




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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			

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Strategic Plan Strategies- ADDITIONAL  
(OPTIONAL) -
