



Scuola Vita Nuova Charter School Employee Value Proposition DRAFT FOR REVIEW

Why People Work at Scuola Vita Nuova Charter School:

- **STUDENT FOCUSED:** SVN puts our students and our students' interests first. We understand the importance of meeting our students where they are. Staff prioritize creating a community through strong relationships and high-expectations for both students and themselves. We actively engage our families, one of our most valuable assets, and encourage learning beyond the walls of our school through strong community partnerships. 80% of our students live within a 2-mile radius of our school and we work to develop their pride in themselves and their community.
- **COLLABORATIVE AND SUPPORTIVE CULTURE:** SVN believes in collaboration among our staff. As a Leader in Me School, we focus on our staff's strengths and recognize them as leaders who support each other and hold each other accountable for ensuring our students can thrive. Our welcoming environment encourages teachers to work together and keep students at the forefront of our decisions. The result is an excellent school culture that results in high staff retention. Our approach to collaboration means we also involve families and the communities in our decision-making.
- **OPPORTUNITIES FOR GROWTH:** SVN supports our staff in their ongoing growth through professional development, coaching, and opportunities to collaborate. With SVN, staff have the chance to continuously learn and develop their strengths. SVN creatively works to find ways to support staff through internal and external professional development opportunities and encourages staff to pursue new opportunities at the school.
- **VALUE OF TEACHER EXPERTISE:** SVN is a standards-driven school and teachers actively work together to create a vertically-aligned curriculum that reflects those learning outcomes and allows our students to see themselves. When changes are required and standards evolve, our teachers play an active role in determining what happens because of our collaborative approach to decision making. We also understand the importance of our teachers' experience and expertise and encourage them to be innovative in how they support our students.

Our Mission: SVN provides a safe, healthy, collaborative community of engaged learners who are inspired academically while fostering a supportive network for its families.

Our Vision: As a collaborative community of learners, SVN shall be a positive, engaged member of the community and be recognized statewide as one of the top ten charter schools in academic performance.



Literacy-Based Senate Bills 681 and 662 Quick Reference Guide 2022 - 23

The following document is a quick reference guide that provides high level information on literacy legislation that the State Board of Education (SBOE), Department of Elementary and Secondary Education (DESE) and local education agencies (LEAs) are required to implement per Senate Bills 681 and 662 (SB) (Sections 161.241, 167.268, 167.640, 167.645, 170.014, and 186.080). This reference guide is designed to inform stakeholders about the literacy components related to SB 681 that will ultimately support educators in making informed decisions about literacy instructional practices. DESE has developed guidance on the various stakeholder roles that support the statute's implementation. DESE has created the chart below to help educators understand requirements. Educators are encouraged to read SB 681 in its entirety ([SB 681](#)).

- **Purpose** - to inform stakeholders about the literacy related components of SB 681
- **Goal** - to support stakeholders in making decisions about literacy instructional practices that meet the requirements of SB 681

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- [Page 4](#) **Section 186.080.1, RSMo:** The Commissioner of Education shall establish a Literacy Advisory Council.
Section 161.241.1, RSMo: The SBOE, in collaboration with the Coordinating Board for Higher Education and the Commissioner's Literacy Advisory Council under Section 186.080,RSMo shall develop a plan to establish a comprehensive system of services for reading instruction.
- [Page 5](#) **Section 161.241.2, RSMo:** The SBOE shall establish and periodically update a statewide literacy plan that supports high quality, evidence-based reading instruction for all students.
Section 161.241.3, RSMo: The SBOE shall create an Office of Literacy. The Commissioner of Education shall coordinate staff with roles relating to literacy and align staff work around supporting best practices in reading instruction.
Sections 161.241.4 and 161.097, RSMo: In consultation with Missouri Advisory Board of Educator Preparation (MABEP), the SBOE shall align literacy and reading instruction coursework for teacher education programs in early childhood, kindergarten to fifth grade elementary teacher certification, middle school communication arts, high school communication arts, and all reading and special education certificates.
- [Page 6](#) **Section 161.241.5, RSMo:** Subject to appropriations, DESE shall recruit and employ quality teacher trainers with expertise in reading instruction and provide opportunities for evidence-based professional development in reading instruction available to all active teachers.
Section 161.241.6, RSMo: DESE shall maintain and publish data on reading outcomes.
- [Page 7](#) **Section 161.241.7, RSMo:** DESE shall publish criteria and examples to help LEAs and schools select and use evidence-based reading curricula and instructional materials. Additionally, DESE shall publish a list of instructional materials that ensure instruction is explicit, systematic, diagnostic, and based on phonological awareness, phonics, fluency, vocabulary, comprehension, morphology, syntax, and semantics.
- [Page 8](#) **Section 161.241.8, RSMo:** DESE shall provide online tools and training for active teachers on evidence-based reading instruction.
Section 161.241.9, RSMo: DESE shall administer evidence-based reading instruction program fund to reimburse school districts and charter schools for efforts to improve student literacy appropriated annually by the general assembly.
Section 167.268.1, RSMo: Each LEA shall have on file a policy for Reading Success Plans (RSP). Each LEA shall provide all parents and guardians of students, including parents of students who are identified as having a substantial deficiency in reading under subsection 1 of Section 167.645,RSMo, with suggestions for regular parent-guided home reading.

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- [Page 9](#) **Section 167.268.2, RSMo:** DESE shall develop guidelines to assist districts and charter schools in formulating policies for RSPs. Such guidelines may include, but are not limited to: measures of reading proficiency, strategies for addressing reading deficiencies, timelines for measuring pupil improvement in reading, and information on screening of dyslexia. Such guidelines may also identify performance levels for pupils identified as handicapped or severely handicapped and conditions under which such pupils may be exempt from the provisions of this section and Section 167.645, RSMo.
- Section 167.268.3, RSMo:** Each LEA shall provide intensive reading instruction to students as outlined in Section 167.645, RSMo.
- Section 167.645.1, RSMo:** Each LEA shall assess all students enrolled in kindergarten through grade three at the beginning and end of each school year for their level of reading or reading readiness on state-approved reading assessments. Additionally, all LEAs shall assess any newly enrolled student in grades one through five for their level of reading or reading readiness on a reading assessment from the state-approved list (available January 2023).
- [Page 10](#) **Section 167.645.2, RSMo:** LEAs shall notify the parent or guardian of any student in kindergarten through grade three who exhibits a substantial deficiency in reading at least annually in writing, and in an appropriate, alternative manner for the parent or other guardian if necessary.
- Section 167.645.3, RSMo:** If an LEA provides a summer reading program under this, the LEA shall notify the parent or guardian of each student who exhibits a substantial deficiency in reading the opportunity to attend the summer reading program.
- [Page 11](#) **Section 167.645.4, RSMo:** If a student has a substantial reading deficiency at the end of third grade, the students parents or guardian and appropriate school staff shall discuss whether the student should be retained in grade level.
- Section 167.645.5, RSMo:** Each LEA shall provide intensive instructional services for students who are identified as having a substantial deficiency in reading, identified as being at risk for dyslexia, or have a formal diagnosis of dyslexia.
- [Page 12](#) **Section 167.645.6, RSMo:** LEAs shall ensure that intensive reading instruction through a reading development initiative shall be provided to each kindergarten through grade five student who is assessed as exhibiting a substantial deficiency in reading. In addition to the requirements otherwise provided, such instruction shall also comply with all of the following criteria listed below.
- Section 167.645.7, RSMo:** LEAs shall report to the department the specific intensive reading interventions and supports implemented by the LEA pursuant to this section, as well as the reading assessment data collected for grades kindergarten through five. The department shall annually prescribe the components of required or requested reports.
- [Page 13](#) **Section 167.645.8, RSMo:** LEAs shall address reading proficiency as part of its Comprehensive School Improvement Plan.

Section 186.080, RSMo: The Commissioner of Education shall establish a Literacy Advisory Council.

SBOE/DESE

- The Commissioner of Education shall establish the Literacy Advisory Council consisting of no more than 20 members.
- Provide necessary staff and resources for the work of the Literacy Advisory Council.
- Convene council meetings at least two times per year to review best practices in literacy instruction and related policy provisions.
 - The Literacy Advisory Council shall periodically provide recommendations to the Commissioner and SBOE regarding any identified improvements to literacy instruction and policy for students.
 - The Literacy Advisory Council shall collaborate to fulfill statutory requirements.

Section 161.241.1, RSMo: The SBOE, in collaboration with the Coordinating Board for Higher Education and the Commissioner's Literacy Advisory Council under Section 186.080, RSMo, shall develop a plan to establish a comprehensive system of services for reading instruction.

SBOE/DESE	LEA	School	Teacher
<ul style="list-style-type: none"> ● Provide guidance and technical assistance related to diagnostic assessment data and interventions. ● Provide a list of state-approved reading assessments. ● Provide empirical-based professional learning opportunities and instructional strategies shown to be successful for students with persistent reading difficulties. ● Provide a list of research-based instructional materials for students with persistent reading difficulties and that align with evidence-based reading instruction. 	<ul style="list-style-type: none"> ● Provide teacher and leader training in evidence-based reading strategies for students with persistent reading difficulties. ● Develop a protocol for providing intensive intervention based on diagnostic data for students. 	<ul style="list-style-type: none"> ● Implement intensive interventions for students identified as needing an RSP. ● Implement a communication process for teachers and parents to discuss RSPs. ● Maintain RSP-related assessment and intervention documentation. 	<ul style="list-style-type: none"> ● Follow LEA level protocol for implementing legislative requirements of RSPs. ● Maintain RSP-related assessment and intervention documentation. ● Meet with parents and/or guardians to review RSPs.

Section 161.241.2, RSMo: The SBOE shall establish and periodically update a statewide literacy plan that supports high quality, evidence-based reading instruction for all students.

SBOE/DESE	LEA	School	Teacher
<ul style="list-style-type: none"> ● Create a series of documents which provide guidance and technical assistance regarding the requirements for literacy instruction in Missouri. ● Develop a framework for LEAs that provides resources and support. 	<ul style="list-style-type: none"> ● Use the statewide literacy plan to guide the development of a District Literacy Plan. ● Develop LEA-level protocol to implement legislative requirements for state and district literacy plans. ● Train leaders on the LEA protocol. ● Ensure schools follow the LEA protocol. 	<ul style="list-style-type: none"> ● Align literacy practices to the District Literacy Plan. ● Train educators on the District Literacy Plan and various LEA literacy protocols. ● Follow LEA-level protocol for implementing legislative requirements of the District Literacy Plan. ● Ensure teachers follow the LEA protocol. 	<ul style="list-style-type: none"> ● Review and implement the District Literacy Plan ● Participate in LEA/school training on the District Literacy Plan and various protocols for implementing legislative requirements. ● Follow LEA-level protocol for implementing legislative requirements of the District Literacy Plan.

Section 161.241.3, RSMo: The SBOE shall create an Office of Literacy. The Commissioner of Education shall coordinate staff with roles relating to literacy and align staff work around supporting best practices in reading instruction.

SBOE/DESE
<ul style="list-style-type: none"> ● Plan, develop, and coordinate all aspects of department-led literacy initiatives across the state. ● Collaborate with the Literacy Advisory Council and the Coordinating Board for Higher Education. ● Coordinate staff with roles relating to literacy practices in reading instruction. ● Align staff work around supporting best practices in reading instruction.

Section 161.241.4 and 161.097, RSMo: In consultation with MABEP, the SBOE shall align literacy and reading instruction coursework for teacher education programs in early childhood, kindergarten to fifth grade elementary teacher certification, middle school communication arts, high school communication arts, and all reading and special education certificates.

SBOE/DESE
<ul style="list-style-type: none"> ● Analyze data to evaluate current educator preparation programs in literacy instruction. ● Propose and inform literacy-based policy revisions. ● Develop and/or revise literacy competencies to align to: (a) the core components of reading, including phonemic awareness, phonics, fluency, comprehension, morphology, syntax, and vocabulary; (b) oral and written language development; and (c) identification of reading deficiencies, dyslexia, and other language difficulties. ● Develop and/or revise the alignment of literacy competencies by: (a) selecting and using aligned reading curricula and instructional materials; (b) administering and interpreting assessments; (c) addressing how to translate assessment results into effective practice in the classroom specific to the needs of students; and (d) additional best practices in the field of literacy instruction as recommended by the Literacy Advisory Council pursuant to Section 186.080, RSMo.

Section 161.241.5, RSMo: Subject to appropriations, DESE shall recruit and employ quality teacher trainers with expertise in reading instruction and provide opportunities for evidence-based professional development in reading instruction available to all active teachers.

SBOE/DESE	LEA	School	Teacher
<ul style="list-style-type: none"> ● Provide and support literacy consultants and coaches in each of the Regional Professional Development Centers (RPDC). ● Literacy consultants and coaches will: <ul style="list-style-type: none"> ○ Provide classroom instruction support and teacher training. ○ Provide training and support for district literacy coaches. ○ Lead professional learning across the state. 	<ul style="list-style-type: none"> ● As needed, utilize RPDC consultants to support instruction and assessment in literacy. ● Collaborate with DESE and the RPDCs to assign literacy coaches and consultants throughout the LEA. 	<ul style="list-style-type: none"> ● Collaborate with the LEA to assign literacy coaches and consultants to support literacy in the school. 	<ul style="list-style-type: none"> ● Work closely with the literacy coach and/or literacy consultant to support literacy (e.g. plan lessons). ● Implement evidence-based literacy instructional strategies.

Section 161.241.6, RSMo: DESE shall maintain and publish data on reading outcomes.

DESE	LEA	School	Teacher
<ul style="list-style-type: none"> ● Maintain and publish data on reading outcomes, provided that the report shall not include individually identifiable student data. ● Establish a data collection structure for the beginning and end-of-year literacy data. ● Analyze statewide data to inform stakeholders on improvement needs and efforts. 	<ul style="list-style-type: none"> ● Submit timely assessment data to DESE ● Monitor and analyze the assessment results and intervention processes. ● Train leaders on the reporting process and templates. ● Analyze LEA data to inform stakeholders on improvement efforts. 	<ul style="list-style-type: none"> ● Provide professional learning opportunities on implementing assessments and interpreting resulting data. ● Administer a DESE-approved literacy pre-assessment within the first 30 days of the school year and a literacy post-assessment 30 days prior to the end of the school year to determine student reading progression in grades K-3 or as required in a student's RSP. 	<ul style="list-style-type: none"> ● Participate in professional development on implementing assessments and interpreting resulting data. ● Utilize assessment data to identify student reading proficiencies. ● Provide intensive intervention for students identified with reading deficiencies.

Section 161.241.7, RSMo: DESE shall publish criteria and examples to help LEAs and schools select and use evidence-based reading curricula and instructional materials.

SBOE/DESE	LEA	School	Teacher
<ul style="list-style-type: none"> ● Research and develop an instructional materials evaluation process and guidelines. ● Develop evaluation criteria and a rubric for instructional materials that aligns with the Missouri State Learning Standards and the evidence-based reading instruction. ● Collect and evaluate materials using the rubric developed from established criteria. ● Publish a list of instructional materials aligned to evidenced-based instructional practices. 	<ul style="list-style-type: none"> ● Determine if the LEA's current instructional materials meet the DESE-identified criteria. ● If new instructional materials are necessary, use the list of instructional materials that align with evidence-based reading instruction. ● Provide professional learning on how to implement the instructional materials with fidelity. 	<ul style="list-style-type: none"> ● Form a team to evaluate building-level instructional materials for evidence-based reading alignment. ● Determine if the school's current instructional materials meet the DESE identified criteria. ● If new instructional materials are necessary, use the list of instructional materials that align with evidence-based reading instruction identified by DESE. ● Provide professional learning on how to implement the instructional materials with fidelity. 	<ul style="list-style-type: none"> ● Participate in building-level instructional materials evaluation for alignment to evidence-based reading using the DESE-created rubric. ● Implement with fidelity the evidence-based reading instructional materials. ● Participate in professional learning focused on the effective implementation of the instructional resource.

Section 161.241.7, RSMo: Additionally, DESE shall publish a list of instructional materials that ensure instruction is explicit, systematic, diagnostic, and based on phonological awareness, phonics, fluency, vocabulary, comprehension, morphology, syntax, and semantics.

SBOE/DESE	LEA	School	Teacher
<ul style="list-style-type: none"> ● Publish a list of DESE-approved instructional materials that align with evidence-based literacy instruction. 	<ul style="list-style-type: none"> ● Apply the DESE-approved published list when selecting district-level literacy resources. ● Provide for professional development opportunities regarding the implementation of selected literacy resources. 	<ul style="list-style-type: none"> ● Apply the DESE-approved published list when selecting district-level literacy resources at the school level. ● Provide for professional development opportunities regarding the implementation of selected literacy resources at the school level. 	<ul style="list-style-type: none"> ● Apply the DESE-approved published list when selecting district-level literacy resources in the classroom. ● Participate in professional development opportunities regarding the implementation of selected literacy resources.

Section 161.241.8, RSMo: DESE shall provide online tools and training for active teachers on evidence-based reading instruction.

SBOE/DESE	LEA	School	Teacher
<ul style="list-style-type: none"> ● Maintain the DESE’s Virtual Learning Platform (VLP)- Online evidence-based reading instruction teacher training resource. ● Collect data on the utilization of the DESE VLP. 	<ul style="list-style-type: none"> ● Inform and provide opportunity of access to DESE’s VLP. 	<ul style="list-style-type: none"> ● Inform and provide opportunity of access to the DESE VLP. 	<ul style="list-style-type: none"> ● Participate in DESE’s VLP training to learn about evidence-based reading instruction.

Section 161.241.9, RSMo: DESE shall administer the evidence-based reading instruction program fund to reimburse LEAs for efforts to improve student literacy appropriated annually by the general assembly.

SBOE/DESE	LEA	School	Teacher
<ul style="list-style-type: none"> ● Establish guidance for the Evidence-based Reading Instructional Grant Program. ● Create applications and reimbursement structures for LEAs schools to receive reimbursement for literacy efforts that meet the criteria. 	<ul style="list-style-type: none"> ● Apply to the various literacy reimbursement opportunities. ● Ensure the LEA follows the guidelines identified in the reimbursement application required for reimbursement. ● Provide district-level training to ensure educators understand the literacy reimbursement programs. 	<ul style="list-style-type: none"> ● Follow the guidelines identified in the reimbursement application. 	<ul style="list-style-type: none"> ● Participate in LEA training focused on the Evidence-based Reading Instructional Program. ● Adhere to all aspects of the requirements identified in the application.

Section 167.268, RSMo: Each LEA shall have on file a policy for RSPs.

SBOE/DESE	LEA	School	Teacher
<ul style="list-style-type: none"> ● Develop guidelines to assist LEAs in formulating policies for RSPs. 	<ul style="list-style-type: none"> ● Adopt and adhere to a RSP local board policy. 	<ul style="list-style-type: none"> ● Adhere to the RSP local board policy. ● Provide information to staff, parents, and/or guardians regarding the policy. 	<ul style="list-style-type: none"> ● Adhere to the RSP local board policy.

Section 167.268.2, RSMo: DESE shall develop guidelines to assist LEAs in formulating policies for RSPs. Such guidelines may include, but are not limited to: measures of reading proficiency, strategies for addressing reading deficiencies, timelines for measuring pupil improvement in reading, and information on screening of dyslexia. Such guidelines may also identify performance levels for pupils identified as handicapped or severely handicapped and conditions under which such pupils may be exempt from the provisions of this section and Section 167.645, RSMo.

LEAs , School, and Teacher

- Establish a communication plan for distributing information aligned to evidence-based literacy to all parents and guardians, including parents of students who are identified as having a substantial deficiency in reading.
- Develop a school-to-home connection resource for parents and guardians that integrates evidence-based literacy strategies to support student literacy at home.

Section 167.268.3, RSMo: Each LEA shall provide intensive reading instruction to students as outlined in section 167.645, RSMo.

LEAs , School, and Teacher

- Adhere to the provisions included in Section 167.645, RSMo.

Section 167.645.1, RSMo: Each LEA shall assess all students enrolled in kindergarten through grade three at the beginning and end of each school year for their level of reading or reading readiness on state-approved reading assessments. Additionally, all LEAs shall assess any newly enrolled student in grades one through five for their level of reading or reading readiness on a reading assessment from the state-approved list.

SBOE/DESE	LEA	School	Teacher
<ul style="list-style-type: none"> ● Provide a state-approved reading assessment list. ● Provide guidance and technical assistance related to assessment. 	<ul style="list-style-type: none"> ● Select a state approved reading assessment. ● Train teachers on the selected reading assessment. ● Monitor assessment and analyze LEA reading data. 	<ul style="list-style-type: none"> ● Administer a reading assessment within the first 30 days of the school year and prior to the last 30 days of the school year to determine student progression in reading. ● For any student entering after the start of the school year, administer a reading assessment and provide an RSP as needed. ● Monitor and analyze building reading data. 	<ul style="list-style-type: none"> ● Participate in building training focused on the reading assessment. ● Utilize assessment data as well as teacher observations to identify students’ reading strengths and reading deficiencies to inform classroom instruction.

Section 167.645.2, RSMo: LEAs shall notify the parent or guardian of any student in kindergarten through grade three who exhibits a substantial deficiency in reading at least annually in writing, and in an appropriate, alternative manner for the parent or other guardian if necessary.

SBOE/DESE	LEA	School	Teacher
<ul style="list-style-type: none"> ● Provide guidance and a template for an RSP. 	<ul style="list-style-type: none"> ● Establish an LEA process for the development and maintenance of RSPs. ● Analyze students' progress toward reading proficiency. ● Ensure parents and/or guardians are notified when student exhibits a deficiency in reading. 	<ul style="list-style-type: none"> ● Develop an RSP that includes intensive interventions for any student who exhibits a substantial deficiency in reading. ● Ensure notification procedures are followed in a timely manner. 	<ul style="list-style-type: none"> ● Administer reading assessments, as defined in Section 161.645, RSMo, to identify students who qualify for an RSP. ● Develop an RSP that includes intensive interventions for any student who exhibits a substantial deficiency in reading and strategies parents and/or guardians can use to support the child at home. ● Notify parents and/or guardians in writing about the deficiencies immediately upon determination and with each quarterly progress report.

Section 167.645.3, RSMo: If an LEA provides a summer reading program under this, the LEA shall notify the parent or guardian of the each student who exhibits a substantial deficiency in reading the opportunity to attend the summer reading program.

SBOE/DESE	LEA	School	Teacher
<ul style="list-style-type: none"> ● Provide guidance and a template for an RSP. 	<ul style="list-style-type: none"> ● Establish an LEA process for the development and maintenance of RSPs. ● Analyze students' progress toward reading proficiency. ● Ensure parents and/or guardians are notified when a student exhibits a deficiency in reading. 	<ul style="list-style-type: none"> ● Develop an RSP that includes intensive interventions for any student who exhibits a substantial deficiency in reading. ● Ensure notification procedures are followed in a timely manner. 	<ul style="list-style-type: none"> ● Administer reading assessments, as defined in Section 161.645, RSMo, to identify students who qualify for an RSP. ● Develop an RSP that includes intensive interventions for any student who exhibits a substantial deficiency in reading and strategies parents and/or guardians can use to support the child at home. ● Notify parents and/or guardians in writing about the deficiencies immediately upon determination and with each quarterly progress report.

Section 167.645.4, RSMo: If a student has a substantial reading deficiency at the end of third grade, the student's parents or guardian and appropriate school staff shall discuss whether the student should be retained in grade level.

LEA, School, and Teacher

- Analyze student reading data and determine if the student is one or more grade level(s) behind in reading readiness.
- Review student's progress in other subject areas, and the student's overall intellectual, physical, emotional, and social development.
- Convene a meeting to consult with the student's parents/guardian to discuss retention or promotion if a student has been identified as having a substantial reading deficiency at the end of grade three. A decision shall be made after the consultation with a student's parent/guardian and a plan of action is developed to remedy the student's reading deficiency.

Section 167.645.5, RSMo: Each LEA shall provide intensive instructional services for students who are identified as having a substantial deficiency in reading, identified as being at risk for dyslexia, or have a formal diagnosis of dyslexia.

LEA

- Provide students who are identified as having a substantial deficiency in reading, have been identified as being at risk for dyslexia, or have a formal diagnosis of dyslexia with intensive instructional services and supports specified in the RSP, as appropriate according to student need, free of charge, to remediate the identified areas of reading deficiency, including additional scientific, evidence-based reading instruction and other strategies prescribed by the LEA which may include but not limited to the following: (a) small group or individual instruction; (b) reduced teacher-student ratios; (c) more frequent progress monitoring; (d) tutoring or mentoring; (e) extended school day, week, or year; and (f) summer reading programs;
- Provide any student with a formal diagnosis of dyslexia or a student who was found to be at risk of dyslexia with evidence-based reading instruction that addresses phonology, sound-symbol association, syllable instruction, morphology, syntax, and semantics provided through systematic, cumulative, explicit, and diagnostic methods.
- At regular intervals, but no less than four times per year in a manner that reflects progress through each school term, notify the parent or guardian of academic and other progress being made by the student and give the parent or guardian other useful information.
- In addition to required reading enhancement and acceleration strategies, provide all parents of students, including parents of students who are identified as having a substantial deficiency in reading under subsection 1 of this section, with a plan that includes suggestions for regular parent-guided home reading.

Section 167.645.6, RSMo: LEAs shall ensure that intensive reading instruction through a reading development initiative shall be provided to each kindergarten through grade five student who is assessed as exhibiting a substantial deficiency in reading. In addition to the requirements otherwise provided, such instruction shall also comply with all of the following criteria listed below.

LEA

- Instruction shall be provided to all kindergarten through grade five students who exhibit a substantial deficiency in reading under this section.
- Assessments shall measure phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Instruction shall be provided during regular school hours.
- Provide a reading curriculum that meets the requirements of Section 170.014, RSMo, and at a minimum has the following specifications: (a) assists students assessed as exhibiting a substantial deficiency in reading to develop the skills to read at grade level; (b) provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension; (c) includes a scientifically based and reliable assessment; (d) provides initial and ongoing analysis of each student's reading progress; and (e) provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.

Section 167.645.7, RSMo: LEAs shall report to the department the specific intensive reading interventions and supports implemented by the LEA pursuant to this section as well as the reading assessment data collected for grades kindergarten through five. The department shall annually prescribe the components of required or requested reports.

LEA

- Identify specific intensive reading interventions and supports provided to students who require an RSP.
- Intensive reading interventions shall align with evidence-based reading instruction.
- Report to DESE the specific intensive reading interventions and supports implemented.
- Assess students for level of reading or reading readiness using a state approved reading assessment.
- Report to DESE all required reading assessment data.

Section 167.645.8, RSMo: LEAs shall address reading proficiency as part of its Comprehensive School Improvement Plan.

LEA

- LEAs shall draw upon information about children from assessments conducted pursuant to subsection 1 of this section and the prevalence of deficiencies identified by classroom, elementary school, and other student characteristics.
- As part of its Comprehensive School Improvement Plan or contract, each LEA shall review chronic early elementary absenteeism for its impact on literacy development. If more than fifteen percent of an attendance center's students are not at grade level in reading by the end of third grade, the Comprehensive School Improvement Plan or contract shall include strategies to reduce that percentage, including school and community strategies to reduce that percentage, including school and community strategies to raise the percentage of students who are proficient in reading.
- LEAs shall provide professional development services to enhance the skills of elementary teachers in responding to children's unique reading issues and needs and to increase the use of evidence-based strategies.

Administrative Memo

Date: November 3, 2022
To: School Administrators
From: Lisa Sireno, Assistant Commissioner, Office of Quality Schools
Jeff Falter, Chief Data Officer, Office of Data System Management
Subject: QS-22-011 — 2022 Annual Performance Report

The Missouri School Improvement Program (MSIP) Annual Performance Report (APR) provides district- and building-level data for stakeholders and serves as the primary basis for the classification of local education agencies (LEAs). It is also used by charter sponsors to inform renewal decisions. In accordance with Section 161.855.4, RSMo, the initial year under MSIP 6 is considered a pilot year; therefore, the 2022 APR may not be used to lower a district's classification.

The first MSIP 6 APR, based on data from the 2021-22 school year, will include status and growth information in one release. This single release is a change from information previously communicated to LEAs. The APR and supporting data will be available in the Missouri Comprehensive Data System portal for LEAs to review in advance of the public release. Specific dates in the 2022 APR rollout will be provided in a future administrative memo.

If you have questions, please contact Accountability Data at 573-751-4426 or email Konnie Koenigsfeld, Accountability Data Manager, at konnie.koenigsfeld@dese.mo.gov.



Scuola Vita Nuova Charter School

Alternative Methods of Instruction & Snow Days



In the event of inclement weather or other emergency situations, when the building is closed, students will have a traditional Snow Day or continue learning at home through Alternative Methods of Instruction (AMI).

What does an Alternative Method of Instruction (AMI) Day look like for students?

Kindergarten – 8th Grades

Students will receive a packet of learning materials prior to the AMI day. Students should complete the packet of work and bring it to school the following day.

What does an Alternative Method of Instruction (AMI) Day look like for teachers?

SVN Teachers will be available by email and the Reachwell App. Please reach out to your child's teacher if you have any questions regarding the AMI learning activities!

Scuola Vita Nuova Charter School Traditional Snow Day

Students are not required to do academic activities on snow days.

Additional Learning Instruction may be found at
→ www.svnfamilylearning.com ←

Scuola Vita Nuova Charter School
K-4 Elementary Foundational Literacy & Intervention
2022-2023



SVN Mission

SVN provides a safe, healthy, collaborative community of engaged learners who are inspired academically while fostering a supportive network for its families.

SVN Vision

As a collaborative community of learners, SVN shall be a positive, engaged member of the community and be recognized statewide as one of the top ten charter schools in academic performance.

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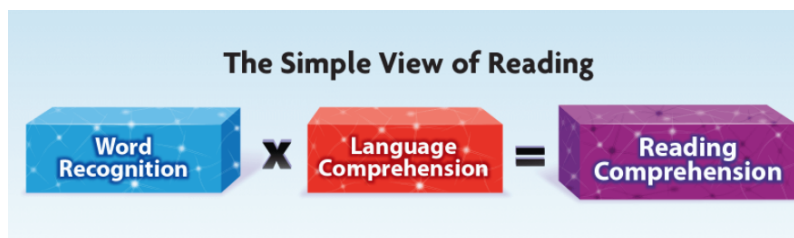
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Literacy Overview & Goals

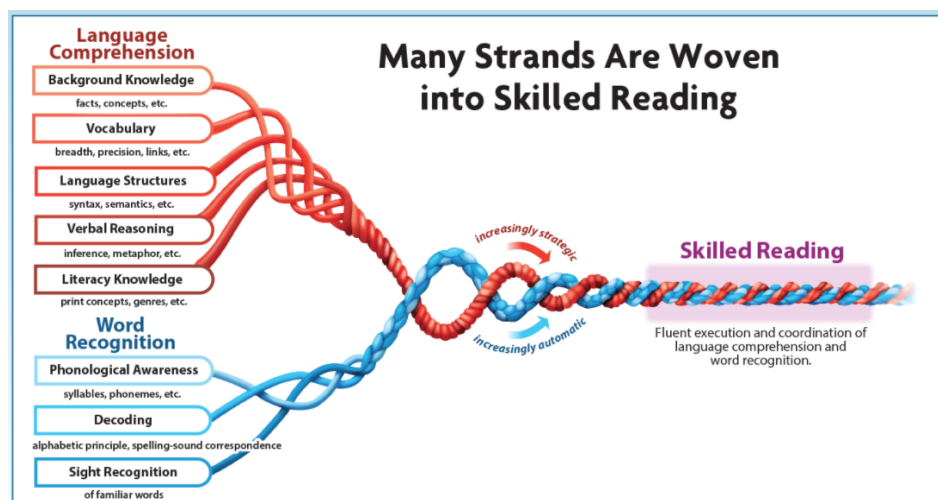
Literacy is the key academic skill on which all future skill and knowledge acquisition is based. According to the National Research Council, "Academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone's reading skill at the end of 3rd grade." Therefore, developing skilled readers becomes a central goal for all elementary students.

Based on the simple view of reading, two main components are necessary for effective reading comprehension: automatic word recognition, and language comprehension. The K-4 literacy programs, assessments, and intervention seek to develop those dual goals in all students. This document outlines instructional practices related to the 'Word Recognition' strand.



Explicitly teach and support development of all K-4 students automatic and accurate word recognition skills through phonemic awareness, explicit phonics and spelling instruction, and application practice.

Develop all students' academic language using grade-level content instruction with support throughout the day.



Reading Rope
(Scarborough, 2001)

Priority 1: Effective Foundational Literacy Tier I Instruction

Goal 1:	Provide whole group grade-level structured phonics and phonemic awareness to directly teach foundational literacy skills in reading and spelling in K-3rd grade
Goal 2:	Provide on-level small-group literacy instruction to all students in K-4th grade in the five components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension)
Goal 3:	Use targeted diagnostic assessments to determine instructional next steps in both whole-group and small-group instruction

Priority 2: Targeted Literacy Intervention

Goal 1:	Use screening measures to determine students in need of additional reading intervention and support for students in grades K-5
Goal 2:	Provide additional small group instruction for students who are 1 or more years below in reading in the 5 components of reading, and document in individual Reading Success Plans
Goal 3:	Progress-monitor quarterly to adjust intervention strategies and pacing as needed
Goal 4:	Maintain consistent communication with students' families around their reading development, including the initial evaluation, explanation of services, quarterly progress reports, and at-home strategies to support reading progress

Tier I Instruction - Whole Group

Foundational Literacy

Students in grades K-3 receive explicit, systematic instruction in the foundations of English reading and spelling. Following the Pathways curriculum and the Missouri State Learning Standards, whole-group instruction includes:

- Explicit teaching of letter and sounds
- Instruction and application in blending and segmenting
- Increasingly complex spelling patterns throughout the grade levels
- A direct-link to sound-symbol correspondence, and a focus on mouth movements supported by decades of reading research
- Instruction in multi-syllabic words

All of the above skills are critical for accurate and automatic word recognition; without it reading comprehension cannot occur.

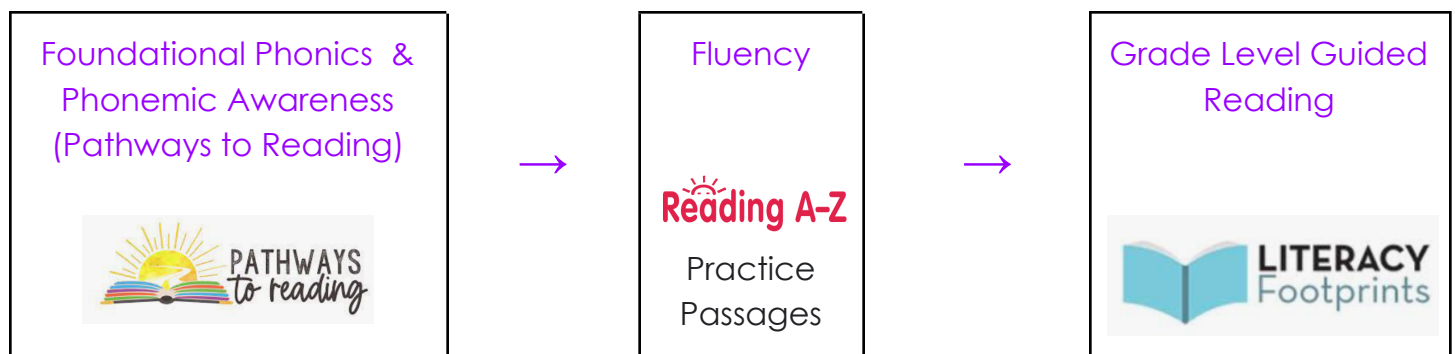
Foundational Literacy Whole-Class Curriculum

- Kindergarten: Pathways to Reading
- 1st Grade: Pathways to Reading & Spelling
- 2nd Grade: Pathways to Reading & Spelling
- 3rd Grade; Zaner-Bloser Advanced Word Study & Spelling
- 4th Grade; N/A (provided in small group as needed)
- 5th Grade: N/A (provided in small group as needed)



Tier I Instruction - Small Group

In addition to whole-group instruction, students in grades K-4 also receive small-group literacy instruction with like-peers targeted toward individual student needs. Instruction focuses on their most *foundational* need. See detailed descriptions below.



Pathways to Reading Small Groups

Students that are still developing their decoding skills receive small group instruction in Pathways to Reading. A systematic sequence is followed to explicitly teach sound-symbol correspondences. Phonemic awareness development is also supported during each small group. As part of the 5-day cycle, students work on applying these spelling patterns in word reading and decodable texts. Pathways to Reading instruction is continued until a student tests out, and has achieved grade-level accurate & automatic decoding skills.



Guiding Documents & Resources:

- [Kindergarten Pathways Small Group Lesson Plan Template](#)
- [1st-4th Grade Small Group Lesson Plan Template](#)
- [Pathways Small Group Scope & Sequence Tracker](#)
- Grade-level resources by Pathways rows (skill)
 - [Kindergarten](#)
 - [1st Grade](#)
 - [2nd Grade](#)
 - [3rd-4th Grade](#)

Fluency Small Groups

Fluency is defined as the ability to read with speed, accuracy, and proper expression. It serves as a bridge between decoding and reading comprehension. Because fluent readers do not have to concentrate on decoding the words, they **can focus their attention on the meaning of the text**. Based on a student's Oral Reading Fluency scores, students may receive small group instruction targeting this important skill. Grade-level fluency passages are used as determined by appropriate lexile levels. Instruction focuses on research-supported practices of repeated supported readings with a focus on vocabulary, word study, and expression in order to improve fluency over time.

Reading A-Z

Guiding documents & Resources:

- [Sample 5-day fluency lesson sequence](#)
- [3rd Grade Passages & supporting materials](#)
- [4th Grade Passages & supporting materials](#)

Grade-Level Reading

Students who show grade-level proficiency in decoding and fluency receive small-group literacy instruction in **grade level text**. Instruction supports vocabulary development, prosody (expression), background knowledge-building, academic language development, and writing, when appropriate.



Literacy Footprints text sets include plans that can be adapted to specific group needs.

K-4 Literacy Assessments

SVN Literacy Assessments allow for an effective and efficient way to determine:

1. Are students **on track** for grade-level expectations in literacy?
2. If they are not, what **specific areas of need** do they have (phonemic awareness, phonics, fluency, vocabulary, comprehension)?
3. What is their **most foundational** need, and **where should instruction begin** for this student?

The assessments for each grade level are as follows:

Kindergarten	Test 0	Test 1	Test 2	Test 3	Test 4	Test 5	Test 6	Test 7	Test 8	Test 9
	STAR Early Lit	Letter Naming Uppercase	Letter Naming Lower Case	Letter Sound ID	Spell a Sound (WG)	Word Spelling (WG)	Nonsense Word Reading	Sight Word Reading	PAST	Writing Sample
Baseline	X	X	X	X						X
Q1 October		X	X	X						
Q2 December		X	X	X	X	X			X	X
Q3 (Feb?)	X	X	X	X	X	X	X	X		
Q4 May	X	X	X	X	X	X	X	X	X	X
X	Do not need to retest students if achieved mastery									

1st Grade	Test 0	Test 1	Test 2	Test 3	Test 4	Test 5	Test 6	Test 7	Test 8	Test 9	Test 10
	STAR Early Lit	Spell A Sound (WG)	Word Spelling: No Guides (WG)	Word Spelling: With Guides (WG)	Word Spelling: Multisyllable (WG)	Nonsense Word Reading	Sight Word Reading	Oral Reading Fluency	Comprehension Retell	PAST	Writing Sample
Baseline	X	X	X			List 1	List 1			X	X
Q1 October		X	X			List 1	List 1				
Q2 December		X		X	X	List 1-2	List 1-2			X	X
Q3 (Feb?)	X	X		X		List 1-3	List 1-3				
Q4 May	X	X		X	X	List 1-4	List 1-4			X	X
X	Do not need to retest previous lists/tests that students have achieved mastery										

2nd Grade	Test 0	Test 1	Test 2	Test 3	Test 4	Test 5	Test 6	Test 7	Test 8	Test 9
	STAR Reading	Spell A Sound (WG)	Word Spelling: No Guides (WG)	Word Spelling: With Guides (WG)	Word Spelling: Multisyllable (WG)	Nonsense Word Reading	Sight Word Reading	Oral Reading Fluency (STAR CBM)	PAST	Writing Sample
Baseline	X	X	X			Entry Test	Entry Test	X	X	X
Q1 October		X		X		List 1	List 1	X		
Q2 December		X		X	X	List 1-2	List 1-2	X	X	X
Q3 (Feb?)	X			X		List 1-3	List 1-3	X		
Q4 May	X	X		X	X	List 1-4	List 1-4	X	X	X
X	Do not need to retest previous lists/tests that students have achieved mastery									

3rd-4th Grade	Star Reading	Writing Sample	Oral Reading Fluency (STAR CBM)	If STAR CBM Fluency is below grade level (red or blue), administer diagnostic assessments: ➔	PAST	Nonsense Word Reading
	August	X	X		X	X
Q1 October			X		X	
Q2 December		X	X		X	
Q3 (Feb?)	X		X		X	
Q4 May	X	X	X		X	

Rubrics for each assessment determine if students are:

1	2	3	4	5
0-59% High Risk	60-74% At Risk	75%-85% Nearing Target	86%-97% On Target	98%-100% Above Target

Classroom teachers, in conjunction with instructional coaches and literacy interventionists, use this assessment data, collected 5x each year, to:

1. Form small literacy groups
2. Determine starting point for instruction and goals for each group (Pathways, Fluency or Grade-Level guided reading).
3. Determine frequency group will be seen based on need
4. Continue to adjust small and large group literacy instruction

Assessment Guiding Documents & Resources:

- [K-4 Literacy Data Tracker](#)
- [Rubric Guides](#)
- Assessment forms:
 - [Kindergarten](#)
 - [1st Grade](#)
 - [2nd Grade](#)
 - [3rd-4th Grade](#)

Literacy Intervention

Small-group targeted intervention is also provided to students in grades **K-5** needing an additional dose of literacy support as determined by the above foundational literacy assessments. Intervention follows the same 5-day cycle as Tier 1 Instruction, and same teaching points, prompts, etc to increase repetition and decrease the possibility for confusion. Students receive explicit instruction in foundational skills (phonics, phonemic awareness, spelling, etc), working to accelerate their word recognition skills. They are also given ample time to apply these skills to automaticity in context with decodable texts.

Identification - Screening

After beginning of year assessments are given within the first 30 days of school, results are analyzed by teachers, interventionists, and instructional coaches.

Students identified as 'High Risk' or 'At Risk' on the foundational literacy assessments for their grade level are candidates for literacy intervention. Interventionists, along with classroom teachers, instructional coaches, and administrators, determine the frequency needed for each group to make accelerated progress towards reaching grade-level literacy goals. These groups and students are adjusted throughout the year after each round of screening (end of quarter assessments), as well as based on progress monitoring data as described below.

1	2	3	4	5
0-59% High Risk	60-74% At Risk	75%-85% Nearing Target	86%-97% On Target	98%-100% Above Target

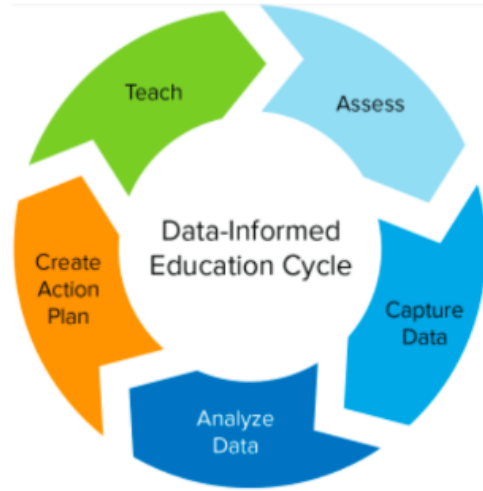
Progress Monitoring

Monitoring student progress is an important part of intervention, and a research-based practice to continue to adjust instructional methods, groupings, pacing, etc. Students are progress-monitored 4x/year using an assessment which best matches their literacy goal.

Assessments:

Word Reading Intervention	Fluency Intervention
Kindergarten: <ul style="list-style-type: none">● Pathways Letters & Sounds● Word Spelling (March till end of year) 1st-4th Grade: <ul style="list-style-type: none">● Spell-A-Sound as needed● Pathways Nonsense Word Reading	STAR CBM Oral Reading Fluency Test

Students progress is [recorded and tracked](#), and used as part of the data meeting process as described below. These groups and students are adjusted throughout the year after each round of monitoring (end of quarter assessments), as well as based on progress monitoring data as described below. Students continue to receive intervention until they have met grade-level targets.



Parent Communication

Parents are notified in writing that their student will be receiving small-group literacy intervention. This communication includes the goals, frequency, and teacher administering intervention. A sample letter can be found below along with an [editable template here](#).



Hello families!

My name is Mrs. Calvo. I'm writing to let you know that your student is receiving **a 25-minute small group literacy intervention every day**. This is in addition to the regular instruction they get daily in their home classroom.


We have been working on **phonemic awareness, phonics and fluency – all with the hopes to accelerate your child's reading growth!** You can support this by continuing to read every night with your student, and talking about the books you are reading together.

If you have any questions, please reach out via email at jcalvo@svncharter.org or call the office and they will direct your phone call to me. I look forward to working with your student!

Thank you,
Mrs. Calvo



Parents are also notified of their students progress in reading 4x/year. A sample can also be viewed below, along with an [editable template here](#).

 Progress Report Small Group Reading Intervention																																							
Literacy Intervention Dates: September 9th - present 5x/week for 20-25 minutes																																							
Student Goals	Skills Practiced																																						
Phonemic Awareness	<ul style="list-style-type: none"> Deleting sounds (cat - (c) = at, sit - (s) = it) Blending onset-rime (f-lip, p-lug, s-kit) 																																						
Vowel Practice	<ul style="list-style-type: none"> Short (a, e, i, o, u) and long (ae, ee, ie, oe, ue) vowels Introducing vowel town 																																						
Reading & Spelling Words	<ul style="list-style-type: none"> Words with 3 sounds (sit, cut, rip) and 4 sounds (flip, skit) -sh, -th, -ck 																																						
Reading in Context	<ul style="list-style-type: none"> Reading sentences with words with 3 sounds (i.e. The pig had a big wig.) 																																						
Your Student's Progress																																							
Assessment	Sept 9th	Oct 1st	Oct 20th																																				
Spelling Sounds																																							
Word Reading																																							
<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="font-size: small;">Spelling Sounds</td> <td style="background-color: #f8d7da;">1</td> <td style="background-color: #fff3cd;">2</td> <td style="background-color: #d1ecf1;">3</td> <td style="background-color: #d4edda;">4</td> <td style="background-color: #d4edda;">5</td> </tr> <tr> <td style="font-size: small;">Baseline Goal</td> <td>0-11</td> <td>12-14</td> <td>15-16</td> <td>17-18</td> <td>19+</td> </tr> <tr> <td style="font-size: small;">Spelling Sounds</td> <td style="background-color: #f8d7da;">1</td> <td style="background-color: #fff3cd;">2</td> <td style="background-color: #d1ecf1;">3</td> <td style="background-color: #d4edda;">4</td> <td style="background-color: #d4edda;">5</td> </tr> <tr> <td style="font-size: small;">October Goal</td> <td>0-15</td> <td>16-19</td> <td>20-22</td> <td>23-26</td> <td>27+</td> </tr> </table> <table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="font-size: small;">Word Reading Goals</td> <td style="background-color: #f8d7da;">1</td> <td style="background-color: #fff3cd;">2</td> <td style="background-color: #d1ecf1;">3</td> <td style="background-color: #d4edda;">4</td> <td style="background-color: #d4edda;">5</td> </tr> <tr> <td></td> <td>0-5</td> <td>6</td> <td>7</td> <td>8-9</td> <td>10</td> </tr> </table>				Spelling Sounds	1	2	3	4	5	Baseline Goal	0-11	12-14	15-16	17-18	19+	Spelling Sounds	1	2	3	4	5	October Goal	0-15	16-19	20-22	23-26	27+	Word Reading Goals	1	2	3	4	5		0-5	6	7	8-9	10
Spelling Sounds	1	2	3	4	5																																		
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Word Reading Goals	1	2	3	4	5																																		
	0-5	6	7	8-9	10																																		
To practice at home: <ul style="list-style-type: none"> Vowel town - <i>say on own, cover up sounds and ask your student to spell them</i> Read Words - <i>your student can practice reading this word list. If they make a mistake, focus on the vowel and sounds of the words</i> Read in Context - <i>two example passages your student can read and re-read at home. If you'd like more to continue working on, please let me know!</i> 																																							

Any continued questions or comments, please reach out!

- Ms. Calvo, jcalvo@svncharter.org, (816) 231-5788

In addition, Intervention teachers are encouraged to communicate with parents via the Flyer app, phone calls, or face-to-face contacts to maintain two-way communication on student progress, goals, etc. They also provide additional resources that families can use to work on the same skills at home, and attend face-to-face parent teacher conferences 2x/ year.



Scuola Vita Nuova Charter School

SVN Board Presentation

November 21, 2022

Enrollment

Current Enrollment

- **402** → enrollment in process for new students will increase enrollment to → **407**

Open Enrollment January 1st - March 1st

- For applications to be complete and considered in the lottery they must include:
 - Completed Lottery Application Form
 - Proof of Address (current utility bill – gas, electric, water)
 - Birth Certificate
- Children must turn 5 years old before September 1, 2022 to apply to Kindergarten
- Children must live within the Kansas City Missouri School District boundaries to apply

Admission is determined by a random lottery with no student identifiers. In order to be considered for the lottery, applications must be submitted by March 1st at 4:00 PM. Lottery preference is given to the following:

- Siblings of currently enrolled and newly accepted children
- Children living within a 2 mile radius of Scuola Vita Nuova Charter School



Enrollment

As we move into the Open Enrollment period we have promoted and/or will promote SVN in the following ways:

- SVN Facebook Ads
- NE News Newspaper Ads
- City School Fair (already occurred)
- Messaging to SVN families
- Share enrollment information at area Early Childhood Centers

A screenshot of a Facebook post from Scuola Vita Nuova Charter School. The post is dated February 2 and includes a heart icon and the text: 'Interested in joining the SVN family? Visit www.svncharter.org for more enrollment information!'. Below the text is a photograph of the school building, a two-story brick structure with a large glass entrance. The SVN logo is visible in the top right corner of the photo. At the bottom of the post, there is a red banner with white text: '2022-2023 OPEN ENROLLMENT January 1 - March 1, 2022 Applications available at www.svncharter.org & 535 Garfield Avenue Kansas City, MO'. The SVN logo is also present in the bottom right corner of the red banner.

Attendance

School Wide
Attendance
91.1%

A general attendance letter, with reminders of attendance expectations, was given to all families at Fall Parent Teacher Conferences.



School Attendance Expectations



2022-2023 School Year

Students are expected to be at school every day on time, ready to learn. The primary responsibility for attendance rests with the parents. Research has proven that there is a high correlation between school attendance and academic performance and success, while absence from school is often the greatest single cause of poor performance and achievement.

School Policy 2340 states: Truancy and Educational Neglect
The Board of Directors believes regular attendance is important to academic success. Therefore, the Board directs that problems with attendance on the part of any student be investigated and acted upon promptly.

Truancy is defined as deliberate absence from school on the part of the pupil with or without the knowledge of the parent/guardian and for which no justifiable excuse is given. When a pattern of truancy becomes evident, the principal will investigate and take such action as circumstances dictate.

Section 210.115 R.S.Mo. mandates reporting to the Division of Family Services when there is reasonable cause to suspect that a student's nonattendance is due to the educational neglect of the parents/guardians.

Any school official or employee who knows or has reasonable cause to suspect that a student is being subjected to home conditions or circumstances which would reasonably result in truancy will immediately report or cause a report to be made to the building principal, or his/her designee, who will then become responsible for making a report via the Student Abuse Hotline to the Missouri Division of Family Services (DFS). The building principal shall inform the Board of Directors that a report has been made, and keep the Board apprised of the status of the case.

Tardies: Students arriving at school after 8:00 A.M must check in with the office to get a tardy slip before being admitted into class. Teachers begin class promptly. Therefore, please ensure your child does not miss out on important instruction time. Tardies and early dismissals count towards a student's overall attendance.

Excessive Absences: Excessive absences have a detrimental effect on a student's learning. Absences exceeding SVN's attendance policy will result in a conference with the building administrator. **If attendance continues to be a concern, enrollment may be in jeopardy.**

Attendance Action Steps	
96% or greater Attendance	<ul style="list-style-type: none"> Students will be recognized monthly for meeting the school attendance expectations.
90% - 95% Attendance	<ul style="list-style-type: none"> Phone message regarding attendance A letter will be sent and/or home visit will be scheduled Attendance will be closely monitored
80% - 90% Attendance	<ul style="list-style-type: none"> A meeting with an Administrator or Dean will be required A letter will be sent and/or home visit will be scheduled Create an attendance action plan Attendance will be monitored weekly
Below 80% Attendance	<p>In addition to the steps above:</p> <ul style="list-style-type: none"> Attendance will be monitored daily Referral to the Division of Family Services for truancy and educational neglect

EVERY MINUTE COUNTS!



"Serving Kids, Changing Lives" since 1999

535 Garfield Avenue, Kansas City, Missouri 64124
Phone: (816)231-5788 Fax: (816)231-5181

October 25, 2022

Dear Parent(s)/Guardian(s):

Showing up for school has a huge impact on a student's academic success starting in kindergarten and continuing through high school. Even as children grow older and more independent, families play a key role in making sure students get to school safely every day and understand why attendance is so important for success in school and in life.

SVN expects that students are at school, on time, 96% of the time. We realize some absences are unavoidable. But we also know that when students miss too much school—regardless of the reason—it can cause them to fall behind academically. Your child is less likely to succeed if he or she is chronically absent—which means missing 18 or more days over the course of an entire school year. Research shows:

- Children chronically absent in kindergarten and 1st grade are much less likely to read at grade level by the end of 3rd grade.
- By 6th grade, chronic absence is a proven early warning sign for students at risk for dropping out of school.
- By 9th grade, good attendance can predict graduation rates even better than 8th grade test scores.

Absences can add up quickly. A child is chronically absent if he or she misses just two days every month!

Clearly going to school regularly matters!

We don't want your child to fall behind in school and get discouraged. Please ensure that your child attends school every day and arrives on time. Here are a few practical tips to help support regular attendance:

- Make sure your children keep a regular bedtime and establish a morning routine.
- Lay out clothes the night before.
- Ensure your children go to school every day unless they are sick.
- Avoid scheduling vacations or doctor's appointments when school is in session.
- Talk to teachers and counselors for advice if your children feel anxious about going to school.
- Develop back up plans for getting to school if something comes up. Call on a family member, neighbor, or another parent to take your child to school.

Let us know how we can best support you and your children so that they can show up for school on time every day. We want your child to be successful in school! If you have any questions or need more information, please contact our office at (816)231-5788.

Respectfully,

Mrs. DiGianni

Mrs. DiGiovanni
Director of Student & Family Support Services



Attendance

Students, not meeting attendance expectations, were given a individualized letter with their current attendance data. In addition, students in the lowest tier met with a Dean or Administrator to create an Attendance Success Plan.

Attendance Action Steps	
96% or greater Attendance	<ul style="list-style-type: none"> Students will be recognized monthly for meeting the school attendance expectations
90% - 95% Attendance	<ul style="list-style-type: none"> Phone message regarding attendance A letter will be sent and/or home visit will be scheduled Attendance will be closely monitored
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SVN CHARTER SCHOOL ATTENDANCE SUCCESS PLAN



Chronic: Below 90%
Warning: 90.1% - 95.9%
Satisfactory: 96% and above

• My child has been present ___ days.
• My child has been absent ___ days.
• My child has been tardy ___ days.
My goal is to improve my child's attendance. I will ensure my child misses no more than ___ for the rest of the year.

POSSIBLE STRATEGIES TO REACH MY CHILD'S ATTENDANCE GOALS

- I will talk to my child about how going to school every day will help them do well in school and achieve their hopes and dreams
- I will keep an attendance chart at home. At the end of the week, I will recognize my child for attending school every day with _____
(e.g. a visit to the park, a new book, a break from doing chores, a special treat)
- I will make sure my child is in bed by ___ p.m. and the alarm clock is set for ___ a.m.
- If my child complains of a stomachache or headache, and medical concerns have been ruled out, I will send him/her to school anyway and call _____ so that he/she can check in with my child during the day.
- If my child has a cold but no fever (less than 100 degrees), I will send him/her to school anyway. If I don't have a thermometer, I will purchase or borrow one.
- I will find a relative, friend or neighbor who can take my child to school if I can't make it.
- If my child is absent, I will contact his/her teacher to find out what he/she missed.
- I will set up medical and dental appointments for weekdays after school.

To improve my child's attendance, I commit to the following:

1.	
2.	
3.	

SVN staff will closely monitor your child's attendance. Additional meetings will be scheduled as needed.
By partnering together we can ensure your child is at school every day on time! Every minute counts!

Family Signature: _____ Date: _____

SVN Staff Signature: _____ Date: _____



To learn more, please visit www.attendanceworks.org
Adapted from materials created by [Gallup](http://www.gallup.com), [CK12.org](http://www.ck12.org) or East Boston Elementary School in Portland, Oregon
<http://www.challenger.org/our-initiatives/attendance/>



Family Engagement



SVN FAMILY ENGAGEMENT

2022-2023

August

- 15th - Back to School Night
- 17th - First Day of School
- 23rd - Middle School Band Night

September

- 22nd - Family Learning Night
- 29th - Kindergarten Connection

October

- 20th - Kindergarten Connection
- 25th - 27th - Parent Teacher Conferences

November

- 12th - Kindergarten Connection
- 17th - Middle School Family Connection

December

- 1st - 8th Grade High School Night
- 9th - Family Fun Night
- 13th - 5th - 8th Winter Concert

January

- 19th - 3rd & 4th Family Connection
- 12th - Kindergarten Connection

February

- 2nd - 1st & 2nd Family Connection
- 14th - 17th - Parent Teacher Conferences

March

- 2nd - Family Literacy Learning Night
- 9th - Kindergarten Connection

April

- 14th - Family Fun Night

May

- 6th - Kindergarten Connection
- 22nd - Kindergarten Celebration
- 23rd - 8th Grade Celebration

Additional event details will be shared for each event.



Kindergarten Family Workshop (monthly!)

Family Learning Night (Fall & Spring)

Parent Teacher Conferences → 100% 🎉

Grade Level Family Connection Events

8th Grade High School Night

Family Fun Night (Winter & Spring)



Family Engagement



Kindergarten Family Literacy Workshops

- 24 different families have participated
- 9/29/22 - 17 families
- 10/20/22 - 8 families
- 11/12/22 - 11 families



Social Emotional / Behavior Support

Supports for Social Emotional /Behavior Needs

- Deans of Student Culture
- Martial Arts Electives & Small Group Sessions
- Middle School Elective Options
- Triage
- Student Success Plans

Behavior Support Continuum (Developed by the SVN team)

- Redirection & Rethink
- Think Spot / Calm Spot
- Buddy Room
- Dean Support
- Admin Support

Misbehavior is a caution sign pointing to skills children are missing. Punishing behavior does not stop it. The only thing that will change behavior is to **teach** a new skill to replace the troublesome behavior.

 ConsciousDiscipline®



Student Focused Electives!



Deans of Student Culture

Mr. Mansfield
Mrs. Hardin
Mr. Muhammad
Mr. Wells*

- ★ Assist students in discovering their voice, finding academic success, and developing their individual identities.
- ★ Focus on providing an opportunity for optimal development of the **"whole"** child and ensure the implementation of valued services by focusing on general health as well as mental health and wellness.

→ **Proactive Individualized Support** ←



Behavior Data

6%

	August (11 school days)	September (21 school days)	October (18 school days)	November (15 school days)
Total Calls	53	217	211	TBD (144 as of 11/21)
Number of Students	34	75	65	TBD
Boys	29 (85%)	65 (87%)	51 (78%)	TBD
Girls	5 (15%)	10 (13%)	15 (23%)	TBD

An estimated 50+ support calls (each month) were not logged and therefore not included in these totals.



Special Education

SVN Special Education Team

- 3 Special Education Teachers
- 1 Paraprofessional
- 1 Speech & Language Pathologist

Contracted Services

- ABA Therapy
 - BCBA
 - (2) RBT
- Occupational Therapy
- Speech & Language Therapy

Current Caseload

28 students (7% of SVN student body)

- Autism
- Health Impairment
- Language Impairment
- Learning Disability
- Cognitive Delay
- Speech Impairment

In Progress Initial Evaluations

- 2 students

Grade Level Breakdown

K	1st	2nd	3rd	4th	5th	6th	7th	8th
3	4	5	2	4	5	2	2	1





Questions?

SCUOLA VITA NUOVA

OUR MISSION

SVN provides a safe, healthy, collaborative community of engaged learners who are inspired academically while fostering a supportive network for its families.



School Report
November 21, 2022



OUR VISION

As a collaborative community of learners, SVN shall be a positive, engaged member of the community and be recognized statewide as one of the top ten charter schools in academic performance.



The Missouri Statewide Student Growth Report
and

Beating The Odds Report: Student Growth In Missouri's Highest Poverty Schools Highlights the top 30 schools that are “beating the odds” across the state by moving the needle on student learning while serving high concentrations of low-income students.

In an effort to better visualize how students grow academically over time, researchers from the Policy Research in Missouri Education (PRiME) Center housed in the Saint Louis University School of Education created an index to show how students are moving toward proficient levels.

Their data is focus is on student growth:

A single standardized test score doesn't show a full picture of how a student progresses from when they entered a classroom at the start of the school year.



Prime Report

EleMiddle schools— with grades in both elementary and middle schools ranges. For example, a K–8 school would be included in the rankings of eleMiddle schools with top student Growth Scores
There were 164 EleMiddle Schools in the study.



Prime Report

Subgroup achievement—
includes students receiving free and reduced-price
lunch, Black and Hispanic students, English
language learners (ELL), and students with
disabilities (DESE, 2015).



Prime Report

From Beating the Odds Report:

The top 30 schools that are “beating the odds” across the state by moving the needle on student learning while **serving high concentrations of low-income students.**



Prime Report

Only **Twenty-one** schools received top Growth Scores in both ELA and Math and appear on all achievement lists.

Scuola Vita Nuova Charter is one of the twenty-one!
And for each year the report has been generated!



Table 5: Top Schoolwide English Language Arts Growth, eleMiddle Schools

Rank	School	PRIME Growth	MAP Prof. & Adv.	School Enrollment	F/R Lunch	District	Region
1	Livingston Co. Elem. *	100.0	32.4%	55	35.2%	Livingston Co. R-III	Northwestern
2	Mark Twain Elem.	97.6	-	48	57.5%	Mark Twain R-VIII	Southwestern
3	Gasconade Elem.	95.7	29.3%	76	63.0%	Gasconade C-4	Southwestern
4	Boncl Elem.	95.2	76.9%	49	43.6%	Boncl R-X	Northeastern
5	Dent-Phelps Elem.	94.6	42.7%	223	46.1%	Dent-Phelps R-III	Ozarks
6	Brookfield Middle	94.1	62.5%	281	47.3%	Brookfield R-III	Northeastern
7	Woodland Middle	94.0	47.8%	271	61.6%	Woodland R-IV	Bootheel
8	Shell Knob Elem.	93.6	42.6%	111	52.5%	Shell Knob 78	Southwestern
9	Polo Middle	93.2	56.0%	88	45.8%	Polo R-VII	Northwestern
10	Davis Elem.	92.8	42.3%	46	29.5%	Davis R-XII	Western Plains
11	Foreign Language Academy	92.8	34.7%	682	37.1%	Kansas City 33	Kansas City
12	Miller Co. Elem.	92.5	40.2%	141	45.4%	Miller Co. R-III	Central
13	Green Forest Elem.	92.2	57.7%	188	77.1%	Green Forest R-II	Ozarks
14	Kelso Elem.	92.1	39.0%	132	28.0%	Kelso C-7	Bootheel
15	Middle Grove Elem.	92.0	31.6%	35	50.0%	Middle Grove C-1	Northeastern
16	St. Louis Lang. Immersion Sch	92.0	39.9%	460	61.2%	St. Louis Lang. Immersion Sch	St. Louis
17	Oak Hill Elem.	91.8	31.4%	121	70.7%	Oak Hill R-I	Ozarks
18	Scuola Vita Nuova Charter	91.4	37.4%	339	79.9%	Scuola Vita Nuova	Kansas City
19	North Wood Elem.	91.4	47.1%	201	59.5%	North Wood R-IV	Ozarks
20	Monroe City Middle	91.3	52.2%	194	41.2%	Monroe City R-I	Northeastern

* For simplicity and clarity, PRIME caps growth scores at 100. In reality, some schools may have growth scores above 100. You can explore more in the downloadable data file available at www.sluprime.org/education-reports.

Note. MAP Prof. & Adv. indicates the percentage of students scoring proficient and advanced on the 2021 Missouri Assessment Program tests. School Enr. is school enrollment, and the F/R Lunch column indicates the percentage of students eligible for free or reduced-price lunch at that school. Due to small sample sizes, some schools do not have their percent proficient and advanced reported.

Table 6: Top Subgroup English Language Arts Growth, eleMiddle Schools

Rank	School	PRiME Growth Score	MAP Prof. & Adv.	School Enrollment	Pct. Subgroup Eligible	District	Region
1	Livingston Co. Elem.	99.7	-	55	64.9%	Livingston Co. R-III	Northwestern
2	Mark Twain Elem.	98.8	-	48	81.8%	Mark Twain R-VIII	Southwestern
3	Gasconade Elem.	96.4	29.3%	76	90.7%	Gasconade C-4	Southwestern
4	Shell Knob Elem.	95.2	42.6%	111	100.0%	Shell Knob 78	Southwestern
5	Foreign Language Academy	94.5	34.7%	682	100.0%	Kansas City 33	Kansas City
6	Manes Elementary	93.6	25.0%	50	80.0%	Manes R-V	Southwestern
7	Green Forest Elem.	93.4	53.8%	188	74.1%	Green Forest R-II	Ozarks
8	Brookfield Middle	93.2	52.5%	281	57.1%	Brookfield R-III	Northeastern
9	Woodland Middle	93.2	41.3%	271	68.9%	Woodland R-IV	Bootheel
10	Davis Elem.	93.1	42.3%	46	79.3%	Davis R-XII	Western Plains
11	Dent-Phelps Elem.	93.0	37.5%	223	56.6%	Dent-Phelps R-III	Ozarks
12	Polo Middle	92.7	48.9%	88	61.1%	Polo R-Vii	Northwestern
13	Scuola Vita Nuova Charter	92.6	35.1%	339	97.0%	Scuola Vita Nuova	Kansas City
14	St. Louis Lang. Immersion Sch	92.2	31.3%	460	84.1%	St. Louis Lang. Immersion Sch	St. Louis
15	North Wood Elem.	92.1	34.3%	201	58.3%	North Wood R-IV	Ozarks
16	Miller Co. Elem.	91.7	27.3%	141	55.6%	Miller Co. R-III	Central
17	Oak Hill Elem.	91.7	16.7%	121	75.0%	Oak Hill R-I	Ozarks
18	Boncl Elem.	91.6	50.0%	49	70.0%	Boncl R-X	Northeastern
19	Renick Elem.	90.8	75.8%	86	69.4%	Renick R-V	Northeastern
20	Latham Elem.	90.3	37.0%	39	81.1%	Moniteau Co. R-V	Central

*For simplicity and clarity, PRiME caps growth scores at 100. In reality, some schools may have growth scores above 100. You can explore more in the downloadable data file available at

Note. MAP Prof. & Adv. indicates the percentage of students in the subgroup scoring proficient and advanced on the 2021 Missouri Assessment Program tests. Pct. Subgroup Eligible indicates the percentage of students who make up the subgroup (students eligible for free and reduced-price lunch, Black and Hispanic students, English language learners, and students with disabilities). Due to small sample sizes, some schools do not have their percent proficient and advanced reported.

Table 3: Beating the Odds - Top English Language Arts Growth, EleMiddle Schools

Rank	School	PRIME Growth	MAP Prof. & Adv.	School Enrollment	F/R Lunch	District	Region
1	Gasconade Elem.	95.7	29.3%	76	63.0%	Gasconade C-4	Southwestern
2	Woodland Middle	94.0	47.8%	271	61.6%	Woodland R-IV	Bootheel
3	Green Forest Elem.	92.2	57.7%	188	77.1%	Green Forest R-II	Ozarks
4	St Louis Lang Immersion	92.0	39.9%	460	61.2%	St. Louis Lang Immersion Sch	St. Louis
5	Oak Hill Elem.	91.8	31.4%	121	70.7%	Oak Hill R-I	Ozarks
6	Scuola Vita Nuova Charter	91.4	37.4%	339	79.9%	Scuola Vita Nuova	Kansas City
7	North Wood Elem.	91.4	47.1%	201	59.5%	North Wood R-IV	Ozarks
8	Manes Elem.	91.1	31.3%	50	77.6%	Manes R-V	Southwestern
9	Richards Elem.	89.9	39.5%	337	61.5%	Richards R-V	Ozarks
10	Thornfield Elem.	89.3	28.0%	32	67.6%	Thornfield R-I	Southwestern
11	Lyon At Blow Elem.	88.7	10.3%	282	71.5%	St. Louis City	St. Louis
12	Eagle Tower Grove East	88.2	25.3%	183	76.3%	Eagle College Prep Endeavor	St. Louis
13	Genesis School Inc.	87.9	10.5%	197	78.5%	Genesis School Inc.	Kansas City
14	Jefferson Elem.	87.2	21.5%	304	69.4%	Normandy Schools Collaborative	St. Louis
15	Taneyville Elem.	87.1	38.2%	148	69.9%	Taneyville R-II	Southwestern
16	Carl Junction Satellite School	86.8	-	26	100.0%	Carl Junction R-I	Southwestern
17	Old North Academy	86.8	17.3%	449	95.8%	Confluence Academies	St. Louis
18	Roscoe Elem.	86.6	22.2%	53	80.4%	Roscoe C-1	Western Plains
19	Koshkonong Elem.	86.4	31.5%	139	64.6%	Oregon-Howell R-III	Ozarks
20	South City	86.3	23.5%	728	89.7%	Confluence Academies	St. Louis
21	West Plains Middle	86.2	40.1%	631	59.3%	West Plains R-VII	Ozarks
22	Martin City Elem.	85.6	29.4%	640	62.4%	Grandview C-4	Kansas City
23	Skyline Elem.	85.6	28.9%	74	72.6%	Skyline R-II	Southwestern
24	Kipp Endeavor Academy	85.4	15.5%	659	62.6%	Kipp: Endeavor Academy	Kansas City
25	Kc International-Wallace	85.4	15.1%	643	93.6%	Kc International Academy	Kansas City
26	Plainview Elem.	85.4	23.1%	68	68.1%	Plainview R-VIII	Southwestern
27	Kipp Triumph Academy	85.2	15.8%	459	72.4%	Kipp St Louis Public Schools	St. Louis
28	Gilliam Elem.	85.0	32.0%	40	100.0%	Gilliam C-4	Western Plains
29	Callao Elem.	85.0	43.6%	51	75.0%	Callao C-8	Northeastern
30	Fisk Elem.	84.9	36.2%	330	59.3%	Twin Rivers R-X	Bootheel

* For simplicity and clarity, PRIME caps growth scores at 100. In reality, some schools may have growth scores above 100. We also round scores to one decimal place; however, however, we rank schools based on their full score. You can explore more in the downloadable data file available at www.slprime.org/education-reports.



Table 7: Top Schoolwide Mathematics, eleMiddle Schools

Rank	School	PRIME Growth Score	MAP Prof. & Adv.	School Enrollment	F/R Lunch	District	Region
1	Manes Elem.	99.4	53.1%	50	77.6%	Manes R-V	Southwestern
2	North Wood Elem.	98.9	45.5%	201	59.5%	North Wood R-IV	Ozarks
3	Mark Twain Elem.	98.2	55.6%	48	57.5%	Mark Twain R-VIII	Southwestern
4	Swedeborg Elem.	95.8	32.3%	43	57.1%	Swedeborg R-III	Ozarks
5	Laredo Elem.	93.9	67.7%	47	43.8%	Laredo R-VII	Northwestern
6	Oak Hill Elem.	93.8	34.3%	121	70.7%	Oak Hill R-I	Ozarks
7	Shell Knob Elem.	93.8	33.8%	111	52.5%	Shell Knob 78	Southwestern
8	Green Forest Elem.	93.5	72.7%	188	77.1%	Green Forest R-II	Ozarks
9	Thornfield Elem.	93.4	68.0%	32	67.6%	Thornfield R-I	Southwestern
10	Skyline Elem.	93.2	48.9%	74	72.6%	Skyline R-II	Southwestern
11	Triway	92.9	32.4%	349	55.1%	East Newton Co. R-VI	Southwestern
12	Raymondville Elem.	92.8	47.6%	125	83.2%	Raymondville R-VII	Ozarks
13	Livingston Co. Elem.	92.5	32.4%	55	35.2%	Livingston Co. R-III	Northwestern
14	Davis Elem.	92.0	65.4%	46	29.5%	Davis R-XII	Western Plains
15	Scuola Vita Nuova Charter	91.9	30.4%	339	79.9%	Scuola Vita Nuova	Kansas City
16	Latham Elem.	91.2	-	39	57.9%	Moniteau Co. R-V	Central
17	Cowgill Elem.	91.2	33.3%	38	36.8%	Cowgill R-VI	Northwestern
18	Rocky Comfort Elem.	91.0	67.0%	156	54.8%	Mcdonald Co. R-I	Southwestern
19	Fairview Elem.	90.7	39.9%	456	44.3%	Fairview R-XI	Ozarks
20	Gasconade Elem.	90.6	34.1%	76	63.0%	Gasconade C-4	Southwestern

* For simplicity and clarity, PRIME caps growth scores at 100. In reality, some schools may have growth scores above 100. You can explore more in the downloadable data file available at www.sluprime.org/education-reports.

Note. MAP Prof. & Adv. indicates the percentage of students scoring proficient and advanced on the 2021 Missouri Assessment Program tests. School Enr. is school enrollment, and the F/R Lunch column indicates the percentage of students eligible for free or reduced-price lunch at that school. Due to small sample sizes, some schools do not have their percent proficient and advanced reported; a (-) is indicated in these instances.

Table 4: Beating the Odds - Top Mathematics Growth, EleMiddle Schools

Rank	School	PRIME Growth	MAP Prof. & Adv.	School Enrollment	F/R Lunch	District	Region
1	Manes Elem.	99.4	53.1%	50	77.6%	Manes R-V	Southwestern
2	North Wood Elem.	98.9	45.5%	201	59.5%	North Wood R-IV	Ozarks
3	Oak Hill Elem.	93.8	34.3%	121	70.7%	Oak Hill R-I	Ozarks
4	Green Forest Elem.	93.5	72.7%	188	77.1%	Green Forest R-II	Ozarks
5	Thornfield Elem.	93.4	68.0%	32	67.6%	Thornfield R-I	Southwestern
6	Skyline Elem.	93.2	48.9%	74	72.6%	Skyline R-II	Southwestern
7	Raymondville Elem.	92.8	47.6%	125	83.2%	Raymondville R-VII	Ozarks
8	Scuola Vita Nuova Charter	91.9	30.4%	339	79.9%	Scuola Vita Nuova	Kansas City
9	Gasconade Elem.	90.6	34.1%	76	63.0%	Gasconade C-4	Southwestern
10	Kairos Academies	90.5	33.0%	233	62.2%	Kairos Academies	St. Louis
11	Winona Elem.	89.9	41.0%	320	72.4%	Winona R-III	Ozarks
12	South City	89.4	18.1%	728	89.7%	Confluence Academies	St. Louis
13	Carl Junction Satellite School	89.2	-	26	100.0%	Carl Junction R-I	Southwestern
14	Leesville Elem.	87.9	8.5%	93	59.4%	Leesville R-IX	Western Plains
15	Old North Academy	87.8	8.0%	449	95.8%	Confluence Academies	St. Louis
16	Genesis School Inc.	87.5	8.9%	197	78.5%	Genesis School Inc.	Kansas City
17	Centerville Elem.	87.3	42.1%	59	59.1%	Centerville R-I	Ozarks
18	Woodland Middle	87.1	31.0%	271	61.6%	Woodland R-IV	Bootheel
19	Gilliam Elem.	87.1	12.0%	40	100.0%	Gilliam C-4	Western Plains
20	Eagle Tower Grove East	87.1	13.7%	183	76.3%	Eagle College Prep Endeavor	St. Louis
21	Richards Elem.	86.9	38.0%	337	61.5%	Richards R-V	Ozarks
22	White Rock Elem.	86.8	38.8%	382	72.5%	Mcdonald Co. R-I	Southwestern
23	St Louis Lang Immersion	86.3	34.7%	460	61.2%	St. Louis Lang Immersion Sch	St. Louis
24	Lyon At Blow Elem.	86.2	5.1%	282	71.5%	St. Louis City	St. Louis
25	Plainview Elem.	85.6	30.8%	68	68.1%	Plainview R-VIII	Southwestern
26	Kc International-Wallace	85.6	6.9%	643	93.6%	Kc International Academy	Kansas City
27	West Plains Middle	85.5	34.3%	631	59.3%	West Plains R-VII	Ozarks
28	Belleview Elem.	85.3	29.0%	112	61.8%	Belleview R-III	Ozarks
29	Fisk Elem.	85.2	24.8%	330	59.3%	Twin Rivers R-X	Bootheel
30	Southwest City Elem.	85.0	31.9%	322	79.4%	Mcdonald Co. R-I	Southwestern

* For simplicity and clarity, PRIME caps growth scores at 100. In reality, some schools may have growth scores above 100. We also round scores to one decimal place; however, however, we rank schools based on their full score. You can explore more in the downloadable data file available at www.sluprime.org/education-reports.

Note. MAP Prof. & Adv. indicates the percentage of students scoring proficient and advanced on the 2021 Missouri Assessment Program tests. The F/R Lunch column indicates the percentage of students eligible for free or reduced-price lunch at that school. Due to small sample sizes, some schools do not have their percent proficient and advanced reported.



Senate Bill 681



The quick reference guide provides high level information on literacy legislation that the State Board of Education (SBOE), Department of Elementary and Secondary Education (DESE) and local education agencies (LEAs) are required to implement per Senate Bills 681 and 662 (SB) (Sections 161.241, 167.268, 167.640, 167.645, 170.014, and 186.080). This reference guide is designed to inform stakeholders about the literacy components related to SB 681 that will ultimately support educators in making informed decisions about literacy instructional practices. DESE has developed guidance on the various stakeholder roles that support the statute's implementation. DESE has created the chart below to help educators understand requirements. Educators are encouraged to read SB 681 in its entirety ([SB 681](#)).

Purpose - to inform stakeholders about the literacy related components of SB 681

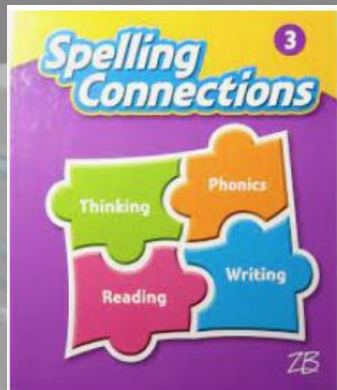
Goal - to support stakeholders in making decisions about literacy instructional practices that meet the requirements of SB 681



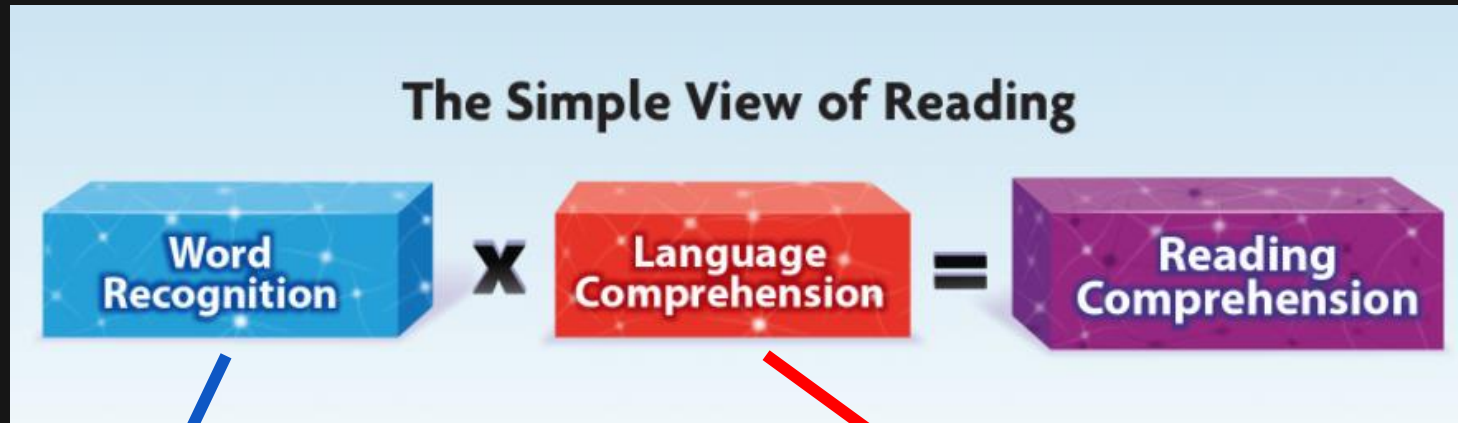
Literacy Overview & Goals

Literacy is the key academic skill on which all future skill and knowledge acquisition is based. According to the National Research Council, “Academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone’s reading skill at the end of 3rd grade.” Therefore, developing skilled readers becomes a central goal for all elementary students.

Based on the simple view of reading, two main components are necessary for effective reading comprehension: automatic word recognition, and language comprehension. The K-4 literacy programs, assessments, and intervention seek to develop those dual goals in all students. This document outlines instructional practices related to the “Word Recognition” strand.



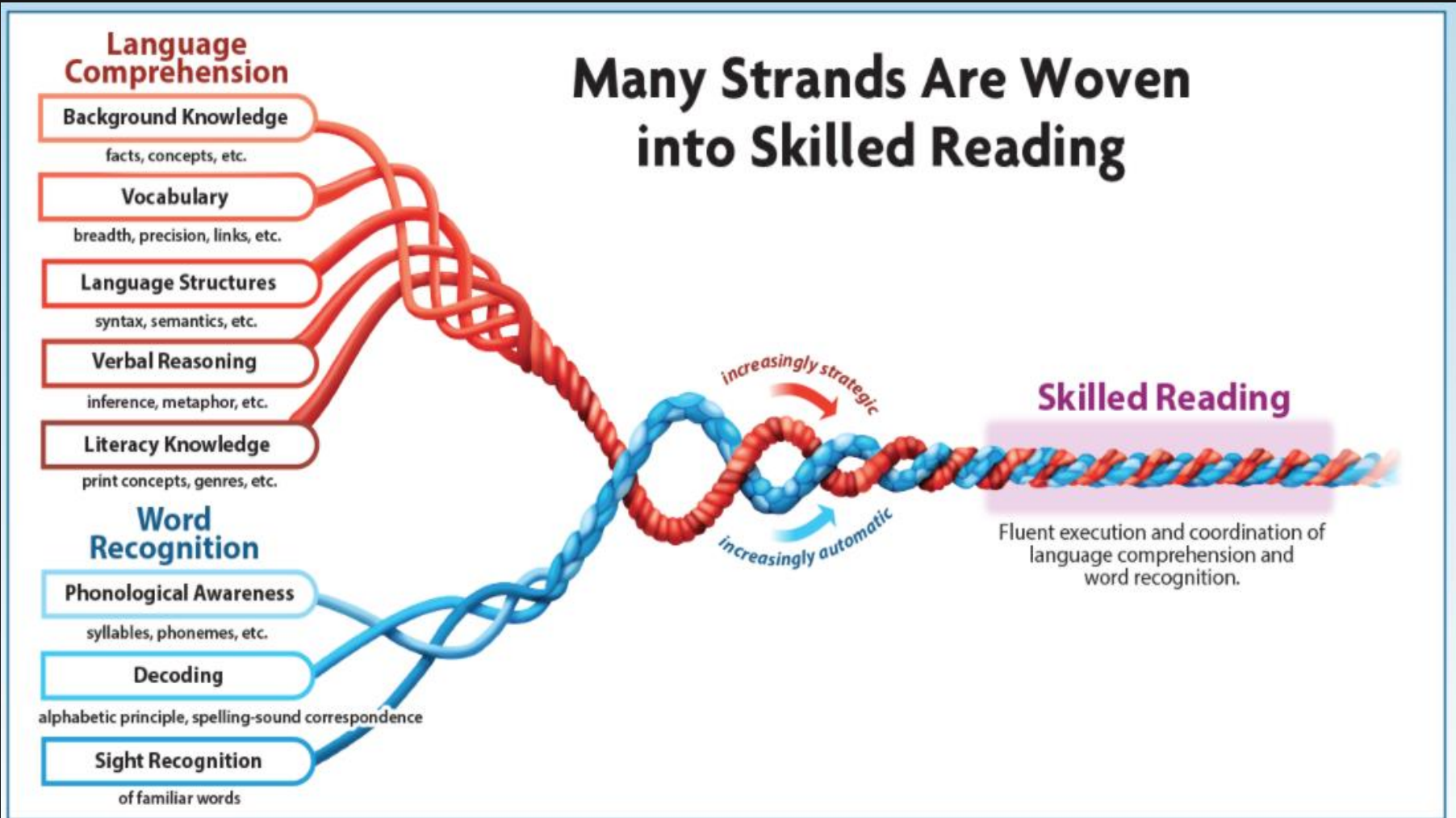
Literacy Instruction



Explicitly teach and support development of all K-4 students automatic and accurate word recognition skills through phonemic awareness, explicit phonics and spelling instruction, and application practice.

Develop all students' academic language using grade-level content instruction with support throughout the day.

Literacy Instruction



Reading Rope
(Scarborough, 2001)

Priority 1:

Effective Foundational Literacy Tier I Instruction

Goal 1:	Provide whole group grade-level structured phonics and phonemic awareness to directly teach foundational literacy skills in reading and spelling in K-3rd grade
Goal 2:	Provide on-level small-group literacy instruction to all students in K-4th grade in the five components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension)
Goal 3:	Use targeted diagnostic assessments to determine instructional next steps in both whole-group and small-group instruction



Priority 2: Targeted Literacy Intervention

Goal 1:	Use screening measures to determine students in need of additional reading intervention and support for students in grades K-5
Goal 2:	Provide additional small group instruction for students who are 1 or more years below in reading in the 5 components of reading, and document in individual Reading Success Plans
Goal 3:	Progress-monitor quarterly to adjust intervention strategies and pacing as needed



SVN/INNOVATION CENTER



VISIONING PHASE / CONCEPTUAL DESIGN

VISIONING SESSION / STUDENTS

VISIONING SESSION / TEACHERS + STAFF

VISIONING SESSION / PARENTS

Alternative Methods of Instruction & Snow Days

In the event of inclement weather or other emergency situations, when the building is closed, students will have a traditional Snow Day or continue learning at home through Alternative Methods of Instruction (AMI).



K– 8th Grades

Students will receive a packet of learning materials prior to the AMI day. Students should complete the packet of work and bring it to school the following day.



Students are not required to do academic activities on snow days.



SVN Teachers will be available by email and the Reachwell App. Please reach out to your child's teacher if you have any questions regarding the AMI learning activities!

EdFuel



Employee Value Proposition

STUDENT FOCUSED

**COLLABORATIVE AND SUPPORTIVE
CULTURE**

OPPORTUNITIES FOR GROWTH

VALUE OF TEACHER EXPERTISE



STUDENT FOCUSED

SVN puts our students and our students' interests first. We understand the importance of meeting our students where they are. Staff prioritize creating a community through strong relationships and high-expectations for both students and themselves. We actively engage our families, one of our most valuable assets, and encourage learning beyond the walls of our school through strong community partnerships. 80% of our students live within a 2-mile radius of our school and we work to develop their pride in themselves and their community.



COLLABORATIVE AND SUPPORTIVE CULTURE:

SVN believes in collaboration among our staff. As a Leader in Me School, we focus on our staff's strengths and recognize them as leaders who support each other and hold each other accountable for ensuring our students can thrive. Our welcoming environment encourages teachers to work together and keep students at the forefront of our decisions. The result is an excellent school culture that results in high staff retention. Our approach to collaboration means we also involve families and the communities in our decision-making.



OPPORTUNITIES FOR GROWTH:

SVN supports our staff in their ongoing growth through professional development, coaching, and opportunities to collaborate. With SVN, staff have the chance to continuously learn and develop their strengths. SVN creatively works to find ways to support staff through internal and external professional development opportunities and encourages staff to pursue new opportunities at the school.



VALUE OF TEACHER EXPERTISE:

SVN is a standards-driven school and teachers actively work together to create a vertically-aligned curriculum that reflects those learning outcomes and allows our students to see themselves. When changes are required and standards evolve, our teachers play an active role in determining what happens because of our collaborative approach to decision making. We also understand the importance of our teachers' experience and expertise and encourage them to be innovative in how they support our students.





Thank you!

