

Mission:

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



School Report

Presenters:

Nicole Goodman, Superintendent

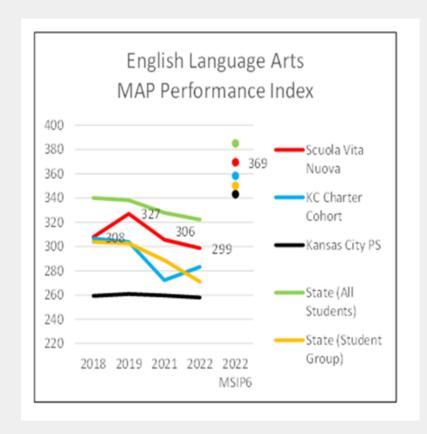
Jessica DiGiovanni, Director of Student & Family Support Services

Allyson Thurston, Director of Curriculum & Professional Development



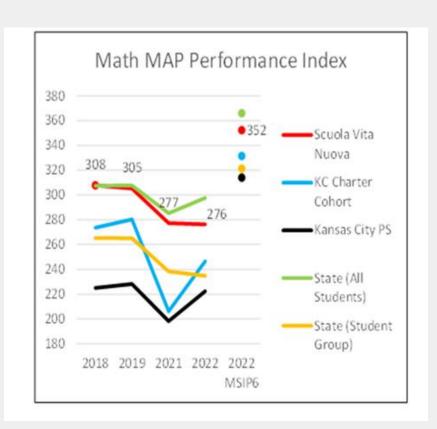


Student Achievement





Student Achievement





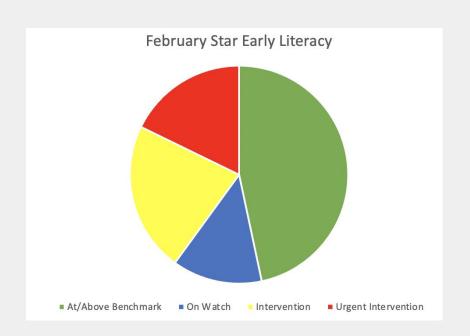
MAP Testing

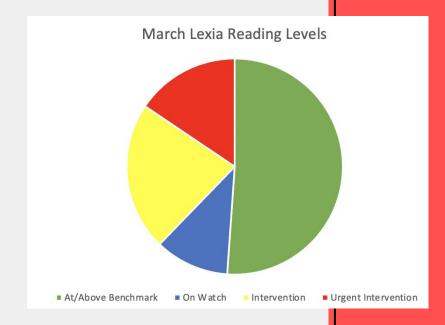
- April 25th & 27th:5th & 8th Grades-Science
- May 2nd-5th: 3rd-8th Grades- Math & ELA
- May 9th-12th: 3rd-8th Grades- Math & ELA





Kindergarten Literacy Data





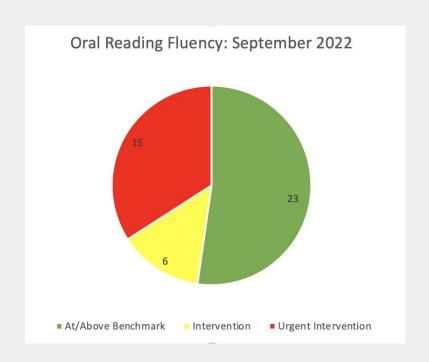
Kindergarten Literacy

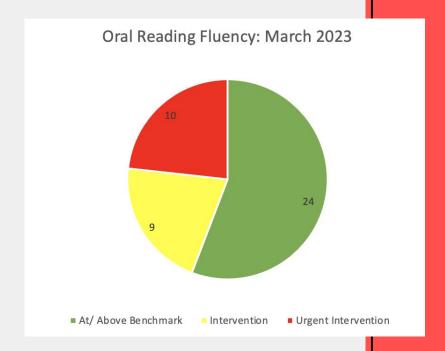
- Daily differentiated reading small groups
- Students reading below grade level are in an additional intervention group
- 2 dedicated kindergarten paraprofessionals
- ESL teacher co-teaches writing, reading, and phonics
- Kindergarten Family Workshop
 - In-person workshops
 - Take home books
 - Activities and materials
 - Online read alouds



4th Grade Literacy Data

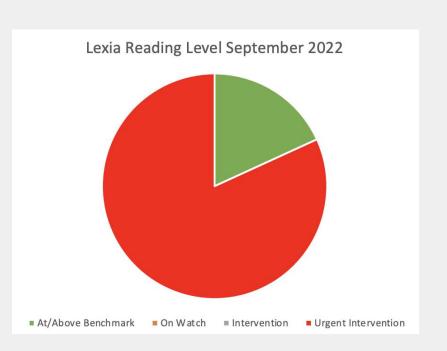


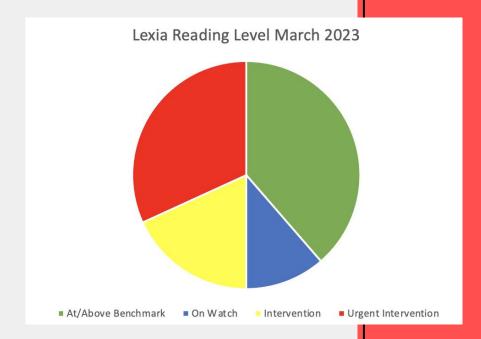




4th Grade Literacy Data







4th Grade Literacy Supports

- Hoot Tutoring: 3 days a week, 20 minute sessions
- Dedicated 4th grade paraprofessional
- Differentiated reading small groups
- Students reading below grade level are in an
 - additional intervention group

Special Education



Special Education Process

SST & Referral

Student Success
Team meets to
discuss student
concerns, create
goals & implement
strategies.

After multiple attempts, student may be referred if concerns continue.

Evaluation

Is a disability suspected?

If yes, a Review of Existing Data meeting is held.

Are there areas that further assessment is needed?

If yes, an evaluation is initiated (with parent consent).

IEP

Does the student meet State of Missouri eligibility criteria for a disability?

If yes, an IEP is created.

How are Special Education Services determined?

Children with disabilities have a right to a free appropriate public education (FAPE). Children differ in mental abilities, sensory development, physical traits, emotional or social behaviors, or communication skills. Some may require modification to their school program or special education and related services in order to benefit from their schooling. (Parents Guide to Special Education - Missouri Department of Elementary and Secondary Education)

The **IEP is created by the IEP team**, which must include a parent, special education teacher, general education teacher, a district representative, and a person qualified to interpret instructional needs as identified by the evaluation.

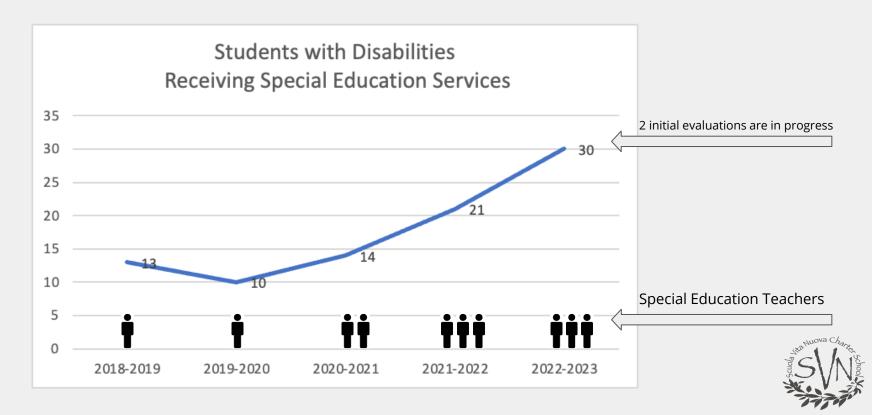
- Least Restrictive Environment
- SMART Goals
- Accommodations & Modifications

THERE NEEDS TO BE A LOT MORE EMPHASIS ON WHAT A CHILD CAN DO INSTEAD OF WHAT HE CANNOT DO.

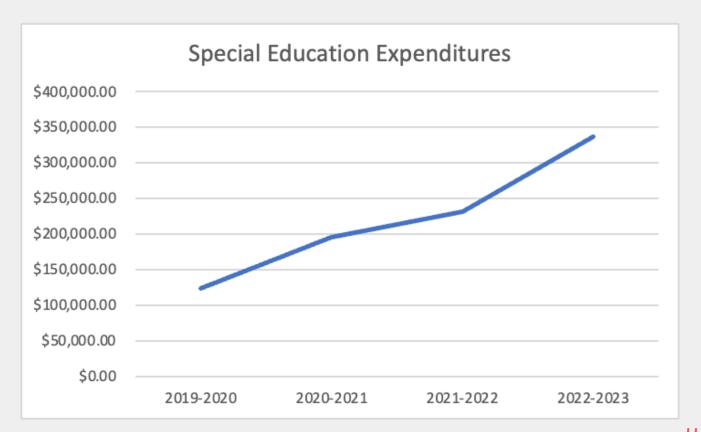
-TEMPLE GRANDIN



Special Education: A Growing Program

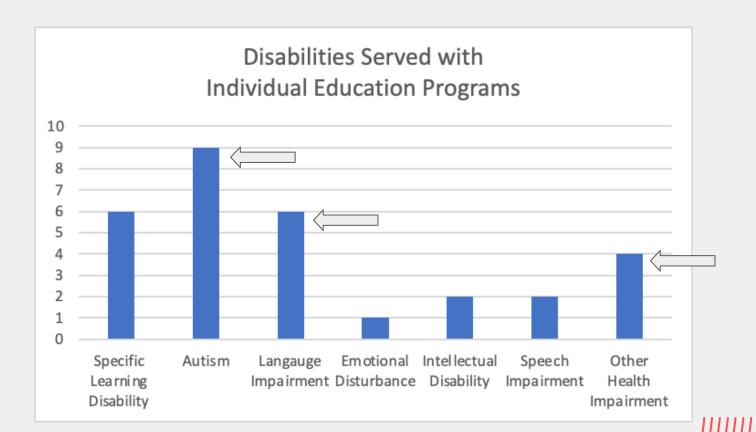


Special Education Expenditures



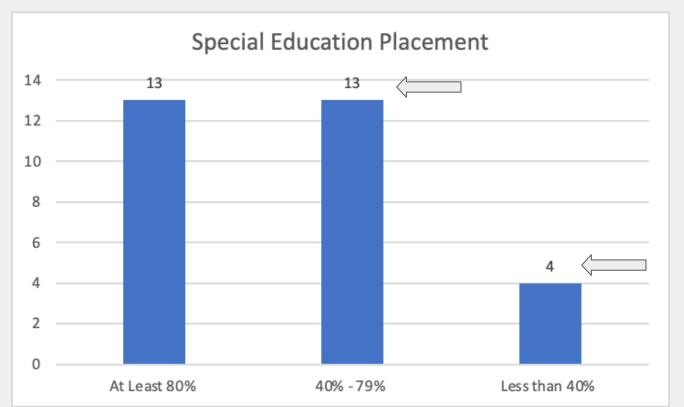


Disabilities Served at SVN





Special Education Placement





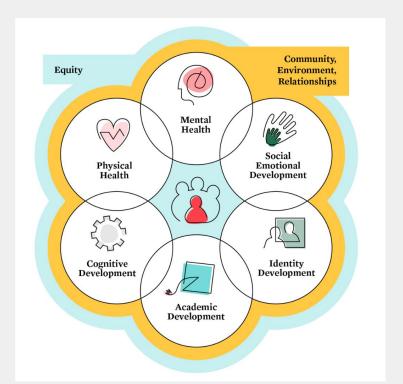
Collaboration

SVN Teachers

- Special Education Teachers
- General Education Teachers
- Deans of Student Culture
- Specials/Electives Teachers

Service Providers

- Applied Behavior Analysis Therapists
- Occupational Therapists
- Speech & Language Pathologists
- Child Therapists





Success! Growth!

September 2022

- Parent of current SVN student inquired about his younger sibling, with a disability, attending SVN.
- Initial meeting parent shared experience that she and her son had at their previous school
 - Injuries with no parent contact
 - Little language development
 - No academic growth
 - No interaction with same aged peers

November 2022 - April 2023

- Student has made tremendous progress!
- Receiving collaborative supports from Special Education teacher, classroom teacher,
 Paraprofessional (RBT certified), Occupational Therapist, and Speech Language Pathologist

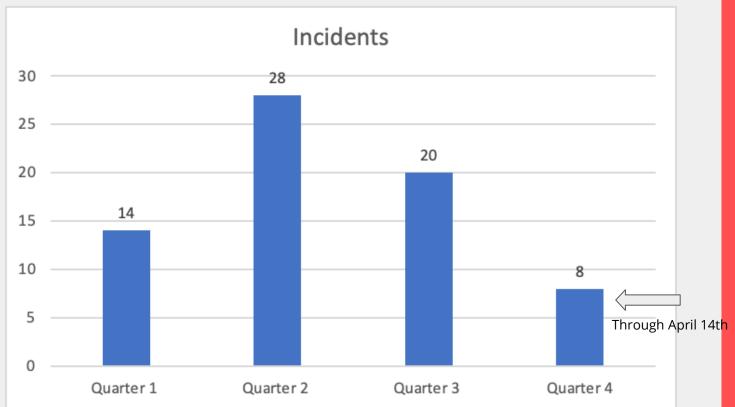
Self Injurious Behavior		Aggression		Elopement		Property Destruction		Inappropriate Vocalizations	
October	10	October	9	October	28	October	28	October	25
March	3	March	0	March	9	March	9	January	42
								April	6



Discipline







Social, Emotional & Behavioral Support

 Classroom Teacher Utilization of Think Spot & Buddy Room System

 Increased Friendship Groups, SEL Groups, and Triage w/ Deans of Student Culture

 Small Group & Individualized Instructional/Behavioral Plans for Highest Needs





Attendance



SVN's overall student attendance August - April 14, 2023 91.6%

EDUCATION

3 years since the pandemic wrecked attendance, kids still aren't showing up to school

March 2, 2023 · 12:00 PM ET Heard on All Things Considered



Pandemic Causes Alarming Increase in Chronic Absence and Reveals Need for Better Data

September 27, 2022

National Data: Schools See Doubling of Chronic Absenteeism

Brianna January - October 19, 2022 -

Coronavirus / Education / NACo and Federal Issues

'Cultural shift' since pandemic causing attendance crisis in English schools





"Serving Kids, Changing Lives" since 1999

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

April 10, 2023

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 due to health problems or other circumstances. <u>But.</u> 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!! <u>Attending school each day matters!</u> Your child's attendance is shown below. As a reminder, SVN expects students to have an attendance rate of 96%.

YOUR CHILD IS CHRONICALLY ABSENT OR TARDY.

Please contact the SVN office at 816-231-5788 to schedule a meeting to discuss your child's attendance and ongoing enrollment at Scuola Vita Nuova Charter School.

Student Name	Attendance	Attendance	Days	Days
	Date Range	% Present	Absent	Tardy
	August 17, 2023 –	59.40%	49	53
	March 31, 2023			

Respectfully,

Mes. Digioanno

Mrs. DiGiovanni Director of Student & Family Support Services



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Your child's attendance is shown below. As a reminder, SVN expects students to have an attendance rate of 96%. If your child's attendance is below 96%, please make a plan to ensure your child is at school every day on time

Student	Attendance	Attendance	Days	Days
Name	Date Range	% Present	Absent	Tardy
«Student»	August 17 th <u>March</u> 31 st	«M_Present»	«A»	«T»

Respectfully,



Mrs. DiGiovanni Director of Student & Family Support Services

Mooray! Mooray!

Your child is meeting the SVN attendance expectations! Thank you for your commitment to getting your child to school every day, on time! We appreciate your partnership!

Every minute counts! It is important that students are at school and on time every day. Students who arrive late or leave early are missing valuable instruction time. Please make an effort to ensure your child is at school each day!

It is important that students are at school and on time every day. Students who arrive late or leave early are missing valuable instruction time. Please make an effort to ensure your child is at school each day! All students received an attendance letter this week - please review your child's attendance percentage. If your child's attendance is below 96% please make a focused effort to get your child to school every day and on time for the remainder of the school year! Every minute counts!

Attendance Action Steps		
96% or greater Attendance	 Students will be recognized monthly for meeting the school attendance expectations 	
90% - 95% Attendance	 Phone message regarding attendance A letter will be sent and/or home visit will be scheduled Attendance will be closely monitored 	
80% - 90% Attendance	 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	In addition to the steps above: • Attendance will be monitored daily • Referral to the Division of Family Services for truancy and educational neglect	



Missouri School Improvement Program

The Missouri School Improvement Program (MSIP) Annual Performance Report (APR) provides local education agency (LEA) and building-level data for stakeholders and serves as the primary basis for the classification of school districts. In accordance with Section 161.855.4, RSMo, the first year under MSIP6 is considered a pilot year; therefore, the 2022 APR may not be used to lower a district's classification. The APR is also used by charter sponsors to inform renewal decisions.



MSIP6

The latest iteration of the Missouri School Improvement Program (MSIP 6) is focused on continuous improvement for all schools, the preparation of each student for life beyond high school and promoting practices that lead to healthy school systems. MSIP 6 will take a closer look at what districts are doing to implement effective practices and sustain improvements, while increasing the focus on individual student growth.

The Department believes high expectations, a clear vision and a few very focused, high impact goals will be critical to drive the improvement efforts necessary to bring about positive results.



Flourishing

Flourish (from the Latin *florere*) *verb* - to sustain both mental and physical health, to understand one's own meaning and purpose, to be of character and virtue, and to cultivate close social relationships.



Flourishing Framework

Tier III:

Individualized Coaching

Tier II: Small Group
Support

(Professional Learning Communities; PLCs)

Universal/ Tier I Support:

Professional Development for Flourishing



SLU

EDUCATION FOR FLOURISHING STANDARDS

Larson, Chaturvedi, & Lee (2020)

The standards below can be applied to promote flourishing within curriculum content, process, and product.

Standard I: Happiness and Life Satisfaction

Standard II: Mental and Physical Health

Standard III: Meaning and Purpose Standard IV: Character and Virtue

Standard V: Close Social Relationships

Standard VI: Financial and Material Stability







Outcome #1

Flourishing

Teacher and staff levels of flourishing will increase.

Outcome #2

Burnout

Teacher burnout
levels will decrease, as
measured by the
Harvard Human
Flourishing Scale,
Work and Teacher
Flourishing Scale, and
Teacher Burnout
Scale.

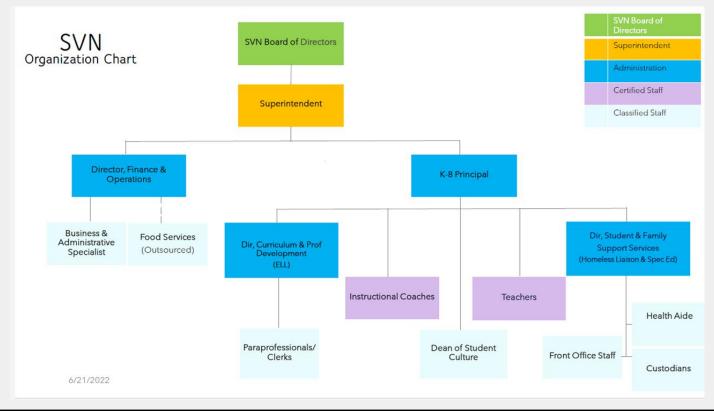
Outcome #3

Retention

SVN will continue to see high level of teacher retention.







MARK YOUR CALENDAR





5:30 P.M. Middle School Music & Band Concerts 5th-8th 5:30 P.M. Spring Musical 1st & 2nd

> 6:30 P.M. 3rd & 4th Concert

5:30 P.M. Kindergarten Celebration

5:30 P.M. 8th Grade Celebration



THANK YOU FOR YOUR CONTINUED SUPPORT!

