

### 2024-2025 Roadmap

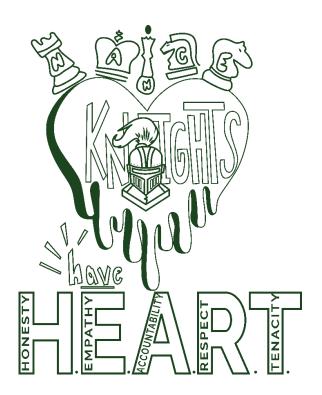






**Mission:** The mission of Earl Nance Sr. Elementary School is to **empower students** to have a voice within their community. All students will achieve success in a school environment that promotes literacy, equity, innovation, social justice, voice, and belonging.

Vision: Nance Elementary students will be empowered as change agents to make a positive impact on the world.





#### Accountability Plan Goals for 2024-2025:

#### Goal #1: Sense of Belonging

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By May 2025, School Leadership will demonstrate a minimum of 30% growth year-over-year (from Spring 2024 to Spring 2025) on Panorama Survey Data responses by students and school-based staff in the category of 'Sense of Belonging', as evidenced by Spring 2025 Panorama Survey Results.

# Priority 1: Leaders will promote a healthy school climate by maintaining a culture of high expectations, empowerment, recognition of success, and collaboration to foster a sense of belonging among the school community.

- Utilize small group staff cohort professional development model to promote cross-role collaboration and support belonging, including social-emotional check-ins and wellness activities.
- Implement cross-age buddy program to cultivate relationships among the students between grade levels.
- Staff member participation in student shadowing and empathy interview protocols to deepen understanding of student experiences.
- Continue practice of new student welcoming protocol for students coming to Nance throughout the year and refine protocol for young students.
- Continue practice of school-based leadership team, staff committees, and student advisory group (including expanding student advisory to grades 1 & 2).
- Implement comprehensive attendance plan to support daily attendance and address root causes of attendance concerns.
- Reinstitute weekly, in-person "Monday Morning Meetings" to build school community and celebrate successes.
- Utilize parent and family leaders to connect with other families to increase participation in school activities and engagement.
- Character Plus Professional Development- CEEL & TACE cohorts
- Classroom and school newsletters that are appealing, engaging, and communicate school priorities and vision.

# Priority 2: Leaders will promote a culture engagement in literacy and mathematics that encourages student engagement and enthusiasm about learning and supports the attainment of student achievement goals.

- Establish consistent procedures for grades KG-6<sup>th</sup> grade teachers to set goals with students and monitor progress through teacher priority plans, classroom SMART goals, individual goal sheets, and classroom data binders.
- Implement "Knights Book Club" initiative to connect literacy with school values.
- Implement regular activities celebrating literacy including book battles, monthly writing prompts/experiences (i.e. National Poetry Month), spelling bees, reading challenges, Read Across America week, and author visits.
- Continue implementation of STEAM initiative utilizing staff STEAM Ambassadors to incorporate instructional practices throughout the culture of the school.
- Implement regular activities celebrating mathematics including Knights of the Round Table and the annual math games celebration.
- Implement Lego robotics team.
- Implement annual STEAM Fair.

### Goal #2: Reading

By May 2025:

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100% of students scoring below proficiency in reading at the start of the year will score proficient at the end of the year, as evidenced by the STAR Reading assessment.

100% of students scoring proficient in reading at the start of the year will score advanced at the end of the year, as evidenced by the STAR Reading

100% of students scoring advanced in reading at the start of the year will increase their scaled scores by a minimum of 50 points at the end of the year, as evidenced by the STAR Reading assessment.

#### Priority 1: Students demonstrate mastery of the Five Pillars of Literacy: phonemic awareness, phonics, vocabulary, comprehension, and fluency.

- Gradual Release of Responsibility model implemented and refined.
- Direct and Explicit Instruction in the Five Pillars of Literacy using MyView standards-aligned curriculum (KG-6<sup>th</sup>) and UFLI (KG-2<sup>nd</sup>).
- Instructional Leadership Teams (ILT) leading grade-level or content-specific teams in standards-based lesson planning and data analysis.
- Utilize Gholdy Muhammad's "Historically Responsive Literacy Framework" and UnboundEd's GLEAM model to frame opportunities to make instruction affirming and meaningful for students.
- School-based professional development to provide strategies and resources to provide affirming and meaningful instruction to students.
- Staff participation in professional development led by consultants as well as conferences with a focus on promoting student voice and agency within curriculum framework (Savvas, ASCD, Unbound Ed, etc.)
- Provide literacy workshops to parents and families to make home school connections about instructional practices.
- Utilize Nance "Teacher Coaching and Support Journal" resource to support teachers with scaffolding instruction to meet the needs of each learner.
- Implement high-quality, flexible small grouping structures within classroom to support students with mastering grade level standards.
- Align supports provided to students in the after-school program with individual academic needs.

#### Priority 2: Students demonstrate mastery of academic discourse on complex ideas and texts (speaking, writing, listening, reading).

- School-based professional development to provide strategies for utilizing high-quality classroom libraries.
- Convert leveled book room to a "knowledge library" organized by theme and topic.
- Identified classrooms implement service-learning projects with connections to MyView curricular resource.
- Implementation of SLPS writing framework.

Key Actions

**Key Actions** 

### Goal #3: Math

By May 2025:

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**Key Actions** 

100% of students scoring below proficiency in math at the start of the year will score proficient at the end of the year, as evidenced by the STAR Math assessment

100% of students scoring proficient in math at the start of the year will score advanced at the end of the year, as evidenced by the STAR Math assessment.

100% of students scoring advanced in math at the start of the year will increase their scaled scores by a minimum of 50 points at the end of the year, as evidenced by the STAR Math assessment.

### Priority 1: Students demonstrate mastery of the Five Components of Math: Strategic Competence, Procedural Fluency, Conceptual Understanding, Adaptive Reasoning, Productive Disposition.

- Gradual Release of Responsibility model implemented and refined.
- Direct and Explicit Instruction in the Five Components of Math using Envision standards-aligned curriculum (KG-6th).
- Instructional Leadership Teams (ILT) leading grade-level or content-specific teams in standards-based lesson planning and data analysis.
- School-based professional development to provide strategies and resources to provide affirming and meaningful instruction to students.
- Staff participation in professional development led by consultants as well as conferences with a focus on promoting student voice and agency within curriculum framework (Savvas, ASCD, Unbound Ed, etc.).
- Utilize Nance "Teacher Coaching and Support Journal" resource to support teachers with scaffolding instruction to meet the needs of each learner.
- Implement small group pull-out/push-in support utilizing support staff members to address foundational skills gaps.

## Priority 2: Students demonstrate mastery of the Strands of Math: Number Sense; Geometry and Measurement; Data, Statistics and Probability; and Algebraic Operations.

- Utilize Building Thinking Classrooms framework to develop conceptual understanding of mathematics.
- Implement STEM projects as part of *Envision* units to help students make real-world mathematics connections.
- Implement high-quality, flexible small grouping structures within classroom to support students with mastering grade level standards.
- Align supports provided to students in the after-school program with individual academic needs.

<sup>^</sup>Accountability Plan Goals Revised May 2024