

# NANCE ELEMENTARY

## 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:

<b>Goal #1: Sense of Belonging</b>	
<b>Goals</b>	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.
<b>Key Actions</b>	<p><b>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.</b></p> <ul style="list-style-type: none"> <li>Utilize small group staff cohort professional development model to promote cross-role collaboration and support belonging, including social-emotional check-ins and wellness activities.</li> <li>Implement cross-age buddy program to cultivate relationships among the students between grade levels.</li> <li>Staff member participation in student shadowing and empathy interview protocols to deepen understanding of student experiences.</li> <li>Continue practice of new student welcoming protocol for students coming to Nance throughout the year and refine protocol for young students.</li> <li>Continue practice of school-based leadership team, staff committees, and student advisory group (including expanding student advisory to grades 1 &amp; 2).</li> <li>Implement comprehensive attendance plan to support daily attendance and address root causes of attendance concerns.</li> <li>Reinstitute weekly, in-person “Monday Morning Meetings” to build school community and celebrate successes.</li> <li>Utilize parent and family leaders to connect with other families to increase participation in school activities and engagement.</li> <li>Character Plus Professional Development- CEEL &amp; TACE cohorts</li> <li>Classroom and school newsletters that are appealing, engaging, and communicate school priorities and vision.</li> </ul> <p><b>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.</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Implement “Knights Book Club” initiative to connect literacy with school values.</li> <li>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.</li> <li>Continue implementation of STEAM initiative utilizing staff STEAM Ambassadors to incorporate instructional practices throughout the culture of the school.</li> <li>Implement regular activities celebrating mathematics including Knights of the Round Table and the annual math games celebration.</li> <li>Implement Lego robotics team.</li> <li>Implement annual STEAM Fair.</li> </ul>
<b>Goal #2: Reading</b>	
<b>Goals</b>	<p>By May 2025:            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 assessment.            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.</p>
<b>Key Actions</b>	<p><b>Priority 1: Students demonstrate mastery of the Five Pillars of Literacy: phonemic awareness, phonics, vocabulary, comprehension, and fluency.</b></p> <ul style="list-style-type: none"> <li>Gradual Release of Responsibility model implemented and refined.</li> <li>Direct and Explicit Instruction in the Five Pillars of Literacy using <i>MyView</i> standards-aligned curriculum (KG-6<sup>th</sup>) and UFLI (KG-2<sup>nd</sup>).</li> <li>Instructional Leadership Teams (ILT) leading grade-level or content-specific teams in standards-based lesson planning and data analysis.</li> <li>Utilize Gholdy Muhammad’s “Historically Responsive Literacy Framework” and UnboundEd’s GLEAM model to frame opportunities to make instruction affirming and meaningful for students.</li> <li>School-based professional development to provide strategies and resources to provide affirming and meaningful instruction to students.</li> <li>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.)</li> <li>Provide literacy workshops to parents and families to make home school connections about instructional practices.</li> <li>Utilize Nance “Teacher Coaching and Support Journal” resource to support teachers with scaffolding instruction to meet the needs of each learner.</li> <li>Implement high-quality, flexible small grouping structures within classroom to support students with mastering grade level standards.</li> <li>Align supports provided to students in the after-school program with individual academic needs.</li> </ul> <p><b>Priority 2: Students demonstrate mastery of academic discourse on complex ideas and texts (speaking, writing, listening, reading).</b></p> <ul style="list-style-type: none"> <li>School-based professional development to provide strategies for utilizing high-quality classroom libraries.</li> <li>Convert leveled book room to a “knowledge library” organized by theme and topic.</li> <li>Identified classrooms implement service-learning projects with connections to <i>MyView</i> curricular resource.</li> <li>Implementation of SLPS writing framework.</li> </ul>

### Goal #3: Math

Goals	<p>By May 2025:</p> <p>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.</p> <p>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.</p> <p>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.</p>
Key Actions	<p><b>Priority 1: Students demonstrate mastery of the Five Components of Math: Strategic Competence, Procedural Fluency, Conceptual Understanding, Adaptive Reasoning, Productive Disposition.</b></p> <ul style="list-style-type: none"><li>• Gradual Release of Responsibility model implemented and refined.</li><li>• Direct and Explicit Instruction in the Five Components of Math using <i>Envision</i> standards-aligned curriculum (KG-6<sup>th</sup>).</li><li>• Instructional Leadership Teams (ILT) leading grade-level or content-specific teams in standards-based lesson planning and data analysis.</li><li>• School-based professional development to provide strategies and resources to provide affirming and meaningful instruction to students.</li><li>• 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.).</li><li>• Utilize Nance “Teacher Coaching and Support Journal” resource to support teachers with scaffolding instruction to meet the needs of each learner.</li><li>• Implement small group pull-out/push-in support utilizing support staff members to address foundational skills gaps.</li></ul> <p><b>Priority 2: Students demonstrate mastery of the Strands of Math: Number Sense; Geometry and Measurement; Data, Statistics and Probability; and Algebraic Operations.</b></p> <ul style="list-style-type: none"><li>• Utilize Building Thinking Classrooms framework to develop conceptual understanding of mathematics.</li><li>• Implement STEM projects as part of <i>Envision</i> units to help students make real-world mathematics connections.</li><li>• Implement high-quality, flexible small grouping structures within classroom to support students with mastering grade level standards.</li><li>• Align supports provided to students in the after-school program with individual academic needs.</li></ul>

^Accountability Plan Goals Revised May 2024