

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms. Jacquelynn Walker
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Judith D Steele Elementary School
(As it should appear in the official records)

School Mailing Address 6995 West Eldorado Lane
(If address is P.O. Box, also include street address.)

City Las Vegas State NV Zip Code+4 (9 digits total) 89113-3240

County Clark County

Telephone (702) 799-2201 Fax (702) 799-2204

Web site/URL https://ccsdsteele.wixsite.com/steele E-mail walkejr@nv.ccsd.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Jesus Jara E-mail jarajf@nv.ccsd.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Clark County School District Tel. (702) 799-2273

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Ms. Lola Brooks
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

- Number of schools in the district (per district designation):
 - 228 Elementary schools (includes K-8)
 - 59 Middle/Junior high schools
 - 49 High schools
 - 0 K-12 schools

336 TOTAL

SCHOOL (To be completed by all schools)

- Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

- Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	31	21	52
K	72	50	122
1	47	58	105
2	73	66	139
3	63	43	106
4	70	52	122
5	59	49	108
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	415	339	754

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 22.8 % Asian
 - 9.9 % Black or African American
 - 23.8 % Hispanic or Latino
 - 3.1 % Native Hawaiian or Other Pacific Islander
 - 27 % White
 - 13.4 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 16%

If the mobility rate is above 15%, please explain:

Las Vegas is a transient community. The State of Nevada has a transiency rate of 21.5% and the Clark County School District has a transiency rate of 23.1%. Steele Elementary School makes every attempt to allow students to finish the school year with us once they have enrolled through granting zone variances. We credit this practice with keeping our transiency rate significantly below the district/state rate. In many cases, our families do not have access to the transportation that would allow them to attend a school that they are not zoned for.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	59
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	57
(3) Total of all transferred students [sum of rows (1) and (2)]	116
(4) Total number of students in the school as of October 1, 2018	726
(5) Total transferred students in row (3) divided by total students in row (4)	0.16
(6) Amount in row (5) multiplied by 100	16

6. Specify each non-English language represented in the school (separate languages by commas):

Amharic, Bulgarian, Bosnian, Spanish, French, Hindi, Korean, Dutch, Portuguese, Romanian, Russian, Samoan, Albanian, Serbian, Thai, Tagalog, Vietnamese, Chinese

English Language Learners (ELL) in the school: 14 %
106 Total number ELL

7. Students eligible for free/reduced-priced meals: 47 %

Total number students who qualify: 353

8. Students receiving special education services: 21 %

155 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>47</u> Autism | <u>1</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>0</u> Other Health Impaired |
| <u>20</u> Developmental Delay | <u>33</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>24</u> Speech or Language Impairment |
| <u>5</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 3

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	30
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	14
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	11
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	96%	95%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Our mission at Steele Elementary School is to develop strategic instruction where each child receives what they need to grow in a safe supportive environment.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

Judith D. Steele Elementary School is an exceptional, suburban school located on the southwest side of the Las Vegas Valley, in Nevada. The school is home to approximately 770 students from prekindergarten through fifth grade. Our school is one of 362 schools within the Clark County School District, currently the fifth largest school district in the United States. The school was named after Judi Steele. As a lifelong educator, Judi served as a teacher, a summer school site administrator, the first teacher for the Academically Talented Program, and the first coordinator of Child Find. Judi also served as the Director of Special Education, where she was responsible for the district-wide programs for the visually, orally, and emotionally disabled students. Judi Steele retired from the Clark County School District in 2001, after more than 30 years of service. Our school was dedicated to Judi in 2006 for a lifetime commitment to excellence in the Clark County School District. We are proud to work at Judith D. Steele Elementary School and we strive to continue Judi's commitment to ensure our students demonstrate growth, while working on closing the achievement gap for all students.

Our mission at Judith D. Steele Elementary School is to develop a high-quality, diverse instructional program with a focus on accountability and excellence in learning, through a safe supportive environment, accessible to all students. As Steele traditions are established, continuous communication and collaborations will be promoted throughout the learning community.

Since Nevada adopted a 5-Star school performance rating system, Steele Elementary School has been at or near the top of the District for Achievement and Growth. Our school has been recognized as a 5-Star school. Moreover, all of our student subgroups have shown exceptional growth and outpaced the District in both Math and ELA when comparing medium growth percentiles.

The Staff at Steele Elementary School has the privilege of working with a diverse student population. Based on our school's demographic data, Steele Elementary School is one of the most diverse schools within the state. The student population is divided among seven different subgroups, none of which is comprised of more than 28 percent of our total enrollment. To meet the needs of our diverse and high achieving student population, our staff has developed a strategic and individualized academic plan for all of our students. At Steele, we use a variety of assessments to ensure mastery of grade level standards. Staff members are continually collaborating with grade level teams to discuss best practices, strategies, and instruction, while encouraging student discourse, higher order thinking, and problem solving. Instructional rounds help Staff members reflect on educational practices and build capacity for continued professional development. All Staff members focus on building a positive rapport with students. Relationships are of the utmost importance at Steele Elementary School and we believe that building positive relationships is essential when teaching respect, collaboration, problem solving, and teamwork. Our Hearts of Steele program recognizes the character traits and core values of: Honor, Empathy, Acceptance, Respect, and Trustworthiness to demonstrate our commitment to prevent bullying.

Teachers go above and beyond to provide extracurricular activities such as Mandarin Language Club, Chess Club, STEM, drums, choir, and Math League to name a few that provide students with opportunities to extend their learning outside the classroom and beyond the school day.

Steele staff believes in providing exceptional customer service to meet the needs of our students and families. The success at Steele can be partially credited to the engagement of our families and community. The PTA hosts monthly activity nights and family dinners. Meet the Teacher, Open House, Parent Teacher Conferences and Academic Night provide the opportunity for our families to learn more about what our students do each day. Astronomy Night, our annual Color Run, field trips to the Smith Center, and PALI Outdoor Research Institute emphasize the importance of a healthy lifestyle, educational outreach and provide students with the opportunity to explore different cultural and outdoor experiences.

Judith D. Steele Elementary School has created a positive school environment that provides equity and access to all students. Steele is a school where every student that walks through our doors has the opportunity to grow and achieve at high levels, no matter their starting point. Administration has worked

diligently with the Leadership Team to develop and maintain a fun, positive and proactive school climate. Judith D. Steele Elementary School is honored to be considered for the National Blue Ribbon School Award. We believe we are deserving of this prestigious award due to our dedicated staff, caring leadership and engaged community, who are committed to academic excellence, student growth, and closing the achievement gap.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

Steele Elementary School establishes high standards and expectations for all of our students. The Nevada Academic Content Standards (NVACS) are taught to mastery. Staff, teachers, and administrators work collaboratively to design an instructional program that meets the needs and ability levels, as well as, provides support and enrichment for all students. All students engage in a blended learning model where technology supplements face-to-face instruction. In both reading and math, students use technology to remediate and accelerate their learning. Instruction is individualized for all students. Each student tracks their growth and sets goals for the future. Our master schedule and course offerings are designed to promote equity and access for all students. The focus on growth has encouraged students at all academic levels to strive for improvement.

Teachers use formative and summative data to inform their instruction. All students take three benchmark assessments each year using NWEA Map Growth. The teachers use these results to design targeted lessons for each student. Students know their scores and know which standards need improvement in both reading and math. In addition, teachers across grade levels create common assessments, so that they can collaborate on instructional strategies that will reach all students. Access to high quality instruction is not dependent on homeroom teacher. Each student benefits from teacher collaboration.

1b. Reading/English language arts

Reading instruction is based on the five domains of literacy: phonemic awareness, phonics, fluency, vocabulary and comprehension. Steele Elementary School designs reading instruction using the Literacy Framework provided by the Clark County School District. Reading lessons include explicit whole group instruction, analysis of text, and differentiated small group instruction. Teachers use Kagan structures to engage students and facilitate meaningful discourse. Students are encouraged to make personal and inter curricular connections for a deeper understanding of the text. Reading instruction occurs across all subject matter and students are able to apply reading strategies to text in every content area. All students use technology for individualized instruction on the NVAC Standards. Teacher Professional Learning Communities meet regularly to design assessments that align with our standards. Teachers use the results of these common assessments to adjust instruction across the grade level and ensure that all students have access to high quality Tier 1 instruction. The NWEA MAP Growth Assessment is administered three times a year to track student progress. In accordance with our statewide Read by 3 program, students who score below the 40th percentile receive a Student Literacy Performance Plan(SLPP) and parents are notified. The SLPP guides small group instruction. At Steele Elementary School, we utilize the Curriculum Associates iReady Reading Diagnostic which is used as a screener for all students three times a year. Results from the iReady Diagnostic inform instruction and allow teachers to make mid course corrections that help all students achieve growth goals. Steele Elementary adheres to the Response to Instruction model. Teachers collaborate to ensure that students receive intervention that is strategic and targeted. Students scoring below the 25th percentile are progress monitored in their deficit area. Progress monitoring may include the STAR Assessment, fluency rate, letter names/sounds or the Core Phonics Survey. Intervention is delivered during the school day, but not during core instruction time. This schedule design allows all students equal access to on-grade level standards based instruction.

1c. Mathematics

The NVACS provide the standards for mathematics instruction. The teachers at Steele Elementary use the NVACS to build students' conceptual understanding. Teachers provide access to grade-level content to all students while using data from the NWEA Map Growth and Curriculum Associates iReady Diagnostic assessments to specifically differentiate and scaffold the material. Teachers encourage the use of math vocabulary while students engage in discourse to share and compare their strategies. Teachers in all grades

create standard-specific learning goals for each lesson, so students understand what they are learning and why they are learning it. Lessons emphasize the understanding of mathematical procedures, the memorization of facts, and problem solving, as well as the why behind the concepts. Steele Elementary provides on-grade level mathematics standards instruction to every student, while at the same time differentiating to meet student needs. Technology based programs assist our teachers in remediating and accelerating instruction. The NWEA MAP Accelerator by Khan Academy uses student results from the NWEA MAP Growth Assessment to individualize instruction for students in grades 3-5. Small group differentiated instruction is offered for all students. Teachers regularly implement the strategy of gradual release during their mathematics lessons. This practice allows all students to see a model, work together to solve a problem and then independently demonstrate mastery of the standard. In order to further differentiate, Steele Elementary has established a partnership with our middle school to provide a 6th grade math course on our campus and during the regular school day. This partnership allows our students access to Algebra and Geometry during their middle school years. The NWEA MAP Growth Assessment is administered three times a year to track student progress. Teachers use the data to adjust instruction to meet student needs.

1d. Science

Steele Elementary utilizes the Next Generation Science Standards(NGSS) for instruction. All students participate in hands-on science with the Full Option Science System(FOSS). This approach allows students to explore science concepts combined with on-grade level informational text for a more complete understanding of the standards. All students attend a special STEAM class for 65 minutes each week. In this class, students integrate all components of STEAM through disciplines such as architecture, optics, environmental sustainability, graphic design, and computer science. Steele Elementary has also established a 4H Club. These experiences give our students the opportunity to explore multiple science concepts and activities.

1e. Social studies/history/civic learning and engagement

Teachers at Steele Elementary School integrate Social Studies standards with reading lessons on a daily basis. This integration assists students in reading across content areas and making connections between fiction and non-fiction texts. Each year Social Studies standards are highlighted through our Multicultural Week celebration. Students research cultures from around the world. Common areas throughout the school are elaborately decorated to depict world cultures and students tour each area to find new facts and learn more about the world around them and the interconnectedness between cultures. Fifth grade students participate in the Great American Challenge. They are tasked with learning the Pledge of Allegiance, the Preamble to the Constitution, The Star Spangled Banner, all 45 US Presidents, States, Capitals, and The Gettysburg Address.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

Early Childhood Education programs at Steele Elementary are inclusion based programs which provide a child-centered curriculum based on best practices and aligned with the Nevada Pre-Kindergarten Standards. Steele Elementary uses Creative Curriculum as the core of our programs. Our programs focus on student interactions and learning through meaningful student interactions. Each classroom is organized into student learning centers, which include, fine motor skills (writing and manipulatives), dramatic play, nature/science/STEAM, sensory processing (sand and water), literacy, library, math/numbers, and blocks. Outdoor play is an integral part of our curriculum it includes gross motor development and play.

The Early Childhood Education programs at Steele Elementary use My Teaching Strategies Gold for data collection and parent reporting purposes. Information is gathered in the areas of social/emotional/behavioral skills, cognitive skills (literacy and math), motor skills (gross and fine), self-help skills, and communication skills. The information collected is based on teacher observations, student work, and parent reporting. Early Childhood Education teachers at Steele Elementary have developed a Pre-Kindergarten Essentials

assessment that is used to gather information in the areas of literacy, numeracy, fine/gross motor development and phonemic awareness. These are in alignment with Nevada Academic Content Standards. All activities are developmentally appropriate and designed to provide experiences that give students time and opportunity to build their knowledge. The goal of the Early Childhood Education program is for students to close achievement gaps during their first formal educational experience and ensure that our students are ready for kindergarten instruction.

2. Other Curriculum Areas:

Steele Elementary School offers four weekly specialists classes to students in grades K-5 which include Physical Education, Music, Library and STEAM. Our kindergarten students also attend a technology class. These classes occur daily for 50 minutes with the exception of the STEAM class which is 65 minutes. Classes rotate on a 5-day schedule through each class. It is important for Steele Elementary to maintain a 5-day rotation to promote consistency and predictability for our students. The student schedule is the same each Monday through Friday every week. Our Specialist teachers work together to develop a positive behavior plan for all students. They regularly communicate with grade level teachers to support schoolwide initiatives and academic content standards.

The goal of our Physical Education(PE) class to create lifelong habits for healthy living. Students attend PE twice each week. Students engage in activities that promote communication and team building. All students work on building stamina through our Pacer Run. In alignment with their academics, students set goals and then work to achieve them. Teamwork, sportsmanship and exercise for a lifelong healthy lifestyle emphasized through all lessons.

Music offers our students another unique way to express themselves. Students use movement, voice and instruments to engage with musical pieces. Math and literacy skills are reinforced as students count beats, read measures, and learn the lyrics to historic songs. Our 4th and 5th grade music students are given the opportunity to participate in choir and drum clubs. These offerings allow our musically gifted students another opportunity to develop. Music allows students to work in small and large groups and use the strategies that they have learned for critical thinking and group communication in another setting.

Library instruction supports our students' love of reading. The library provides access to information in digital and print forms. Students are empowered to check out books that they are passionate about, as well as books that are at their instructional reading level. In addition to literacy skills, students are provided with maker space time to explore different materials and use their creativity to create simple machines. Each spring, our librarian reads grade level texts about the life cycle, farming and food supply to all classes. A local farmer provides eggs and an incubator. Students are able to see first hand what they have read as they hatch chickens. This hands-on learning experience is invaluable for connecting what students read to the real world.

Students have extended time in the STEAM class. Students incorporate the visual arts into projects connected with the Next Generation Science Standards which support science instruction in the core classroom. Students integrate all components of STEAM through disciplines such as architecture, optics, environmental sustainability, graphic design, and computer science. The hands on approach fosters curiosity and creativity, so that our students can become critical thinkers and problem solvers.

Kindergarten students attend a technology lab once a week. Technology lab gives our youngest students training on basic computer skills using a desktop computer. At the beginning of the year, students are taught skills such as log on procedures, using the mouse and accessing learning programs. Once these skills are mastered, students use their technology time to reinforce concepts that they have learned in the classroom through ST Math and Curriculum Associates iReady.

3. Academic Supports:

3a. Students performing below grade level

Steele Elementary School tailors instruction, interventions, and assessments to meet the needs of all students. All children are given access and exposure to grade level, rigorous instruction. In order to close the achievement gap, schoolwide teacher expectations for standards based instruction with strategies for differentiation through different modes of instruction and access, as well as, multiple ways for demonstration of learning have been taught, practiced, and reinforced through instructional rounds, teacher evaluations, and site-based collaboration time. Through a variety of assessments: curriculum based, diagnostic, and skill based progress monitoring, multidisciplinary school teams are able to create and tailor individual intervention plans that address the needs of the whole child. These teams include administration, school psychologist, school counselor, school nurse, general education teachers, and special education teachers, based on the individual needs of each student.

Teachers use a Response to Instruction(RTI) model to ensure that each student gets what they need to be successful. RTI requires the collaboration of teachers to provide instruction to students who need a targeted intervention to be successful. All students are given diagnostic assessments in both reading and math. Students performing below the 25th percentile are progress monitored weekly. Identified students participate in daily small group instruction. To support intensive intervention, Steele Elementary School has two certified temporary tutors (CTT) who provide small group, targeted, skill based intervention, attempting to close the gap and give the students the reading skills necessary to access the classroom curriculum. This instruction is designed to meet the deficit need of each student. The RTI team meets to review the data and share instructional strategies to best meet the needs of the students. Our struggling students benefit from having our RTI team partner with them in an effort to narrow the achievement gap.

3b. Students performing above grade level

Steele Elementary School focuses on growing all students. All students have access to technology supports, such as MAP Accelerator and Curriculum Associates iReady, that can accelerate their learning up to and through the 8th grade. Steele has also established a partnership with our middle school. Students in 5th grade are able to take 6th grade Accelerated Math. This course is offered during the school day and upon successful completion, students are on track to receive both Algebra I and Geometry credits while attending middle school. Individual teachers provide extension opportunities for students working at a higher cognitive level to provide added challenge.

Steele Elementary 3rd, 4th, and 5th grade gifted and talented students(GATE) receive direct instruction through a pullout model for 150 minutes per week from a GATE Specialist. These are students who score at or above the 98th percentile on general intellectual ability or academic aptitude in a specific area. The GATE curriculum focuses on the study of Universal Concepts and is implemented using an interdisciplinary approach with increased complexity and pace. Through individual research, teacher instruction, class discussion and product development, students develop skills and concepts in the cognitive and affective domains. These skills strengthen their critical thinking and creative thinking. Students have many opportunities to learn process skills, to utilize higher level thinking skills, to be productive, and to be innovative through an exploration of topics such as brain anatomy and function, body systems, Rubik's Cube, coding, roller coasters, and rocketry. Additionally, second grade students receive enrichment lessons to maximize their potential in the areas of higher level thinking skills and problem solving abilities.

3c. Special education

Steele Elementary identifies, evaluates and provides services to students requiring special education services. Each student has an Individualized Education Program(IEP) developed with the school team and parent, to identify and address needs and services in order to close the achievement gap and provide access to the general education curriculum. All special education teachers and staff receive the same staff development for curriculum based instruction and tools available to provide differentiated, standards based instruction for all children. In addition, teachers meet as a grade level weekly to determine the needs of all students, reviewing data, to determine action steps to close achievement gaps.

Students with special needs are educated in their least restrictive environment in order to provide only necessary services for students. Steele Elementary has a continuum of services to meet the student's needs.

Two instructional assistants provide instruction and intervention in the general education classroom settings, two special education resource teachers who provide pull out intervention in identified deficit areas, and three self-contained classroom settings for students with more severe needs offer support to our students. In addition, Steele Elementary provides intensive early childhood special education services for students ages three to five as identified, with the ultimate goal for children to be ready for kindergarten.

3d. ELLs, if a special program or intervention is offered

Approximately 11% of the students at Steele Elementary School are English Language Learners(ELL). ELL students have equal access to the same rigorous, standards based instruction that all students engage in. Steele Elementary School provides limited pullout supplemental instruction for our Newcomer students. CTTs provide 30 minutes of daily language support for language emergent students. All ELL students have the opportunity to attend after-school tutoring to address specific deficit areas in the spring of each school year. Tutoring lessons are delivered by licensed teachers immediately after the school day. Title III funds are utilized to support the after-school tutoring program. Steele Elementary School consistently outperforms district averages for students meeting their Adequate Growth Percentile as measured by the SBAC English Language Arts assessment.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Steele Elementary has established a positive environment that supports student academic, social and emotional growth. Our schoolwide goal is to grow all kids. By focusing on building relationships within the Steele community, each child feels valued and supported as they progress to the next academic level. We have developed systems and structures to create a positive environment and to enable our students to meet their individual learning goals.

During the 2019-2020 school year, we introduced School Wide Positive Behavior Supports at the Tier One level. Focusing on how we would teach and model expected behaviors to all students in the beginning of the school year helped to set the stage for success. Steele staff focused on three expectations: Be Respectful, Be Responsible and Be Safe. In addition to teaching behaviors, we focused on providing positive reinforcement for students who exhibit the schoolwide expectations with the roll out of our reward tickets, Stallion Medallions and Golden Tickets. Those tickets were exchanged for coupons that gave students special privileges such as free dress days, homework passes, and marker day to name just a few. Teachers worked with students who struggled to exhibit expected behaviors by reteaching behaviors, conferencing with students one on one or providing them with the opportunity to practice expectations. In addition to SWPBIS, Steele students are introduced to character traits using a program developed by a previous counselor called HEARTs of Steele. Each week, teachers would post and discuss a quote for the assigned trait. Our school chose to focus on Honesty, Empathy, Acceptance, Respect and Trustworthiness. Classroom counseling lessons focused on building problem solving skills, handling conflicts in a respectful way, coping with emotions in a safe and healthy way, and having empathy for others to address social/emotional skills. Academic success was addressed with lessons on college awareness, career exploration, and responsibility.

2. Engaging Families and Community:

Steele Elementary School is proud to have created an environment where families and community members feel welcome. In alignment with our philosophy on building positive relationships with students to achieve academic success, relationships with our families and community are critical in creating an environment of continuous school improvement. Positive interactions with all members of our school community are the standard at Steele. Because of the focus on relationships, Steele Elementary has an active PTA. Our PTA sponsors monthly family dinners and Family Night Outs. They have established partnerships with local businesses who provide ongoing support to the school and fund raise for programs that benefit our students.

An important aspect in welcoming our families is availability. All teachers and administrators are available to parents each day at dismissal. This practice allows parents easy access to ongoing two-way communication to support their students. Parents also receive formal communication from the school through schoolwide Parentlink messages, monthly newsletters and quarterly Pastries with the Principal events. Steele Elementary School has annual Parent/Teacher Conferences with a consistent attendance rate above 90%. Teachers are able to share data and individual performance for each student and share ways that parents can support the learning from home.

Steele Elementary values parent leadership and involvement in decision making on campus. The School Organizational Team(SOT) includes three parents which account for 50% of the voting bloc. These parents are elected by their peers in an election held by the PTA each September. Other members on the SOT include two teachers and a support staff employee. The SOT meets monthly with the school administration to discuss and vote on facility and faculty concerns, the budget, School Performance Plan, and staffing plan. These monthly meetings are open to the entire community and allow parents to have a voice in the decisions being made that will directly affect their students.

3. Creating Professional Culture:

Steele Elementary School continues the philosophy of differentiation that we use for our students to create an environment where teachers feel valued and supported. Each Fall, teachers take a needs assessment survey. In this survey, they identify areas of strength and weakness. Our leadership team then reviews the data to develop professional development that is meaningful for all staff. Teachers who have identified areas of strength take the lead on delivering content through a trainer of trainers model. By having our own staff deliver content, we create a system of ongoing support and capacity. Our professional development team offers a menu of training throughout the year that includes gradual release, positive behavior supports, data analysis, engagement strategies and gradual release. Teachers are able to select the training that most closely aligns to their needs. The trainers are colleagues on our campus who can provide ongoing support in the building. This allows us to build capacity to onboard more teachers and offer continued support.

Steele Elementary School also engages in the practice of instructional rounds. Multiple times a year teacher groups visit classrooms throughout the building focusing on the actual work the students are doing. Our focus is ensuring that the work that is being done by the students matches the instructional standard that is being delivered. This reflective process adds to the collaborative culture. Teachers also take ownership in the decisions made on campus through our School Organizational Team(SOT). The SOT engages in deep discussions on the obstacles that the school faces and how they can be solved through budget, staffing and programs offered. The representatives serve one year terms and are voted in by their peers each September.

Positive recognition is important at Steele Elementary School. Staff is recognized on a weekly basis for their hard work within the school and community and also for following the staff expected behaviors as outlined in the staff matrix for SWPBIS with special shout outs in the teachers' lounge. Our "Staff Hi-Fives" provide recognition from peers and are a way to create a positive climate for staff members. Administration organizes monthly morale boosters for all staff including room service, ice cream delivery and a coffee truck. The practice of giving teachers choice in professional development, involving them in shared decision making and having a system for positive recognition has resulted in a school climate and culture where we have almost no teacher turnover and where teachers are comfortable sharing their professional practice with each other.

4. School Leadership:

All decisions at Steele Elementary School are made with our students' best interest in mind. Adult interests and ideas are not the primary focus of our decision making process. Closing the achievement gap and differentiating instruction for all students are the goals. We believe that all decisions should focus on how we are trying to close the achievement gap and how we are going to accelerate the learning for our students.

The climate of a school is a direct reflection of the leadership on campus. A positive climate and culture cannot be established without a willingness to work side by side and learn from each other. Steele Elementary School empowers all members of its community in leadership roles. Leaders on campus can be administrators, teachers, learning strategists, students and parents. The principal and assistant principal model building relationships with all stakeholders at the school. Visibility and accessibility are important to forming those relationships and establishing trust within the community. Systems and structures are established that support continuous school improvement. School schedules are put in place to maximize student learning and teacher collaboration time. Professional development and staff meetings are scheduled to be meaningful for teachers and allow teachers to focus on teaching. Administration empowers teachers to make instructional decisions that will benefit their students. Steele Elementary School believes that our teachers are professionals and no one knows the academic needs of their students better than the classroom teacher. Administration is a support that can offer a baseline of tools that are aligned to Nevada Academic Content Standards, but teachers are encouraged to be creative and make adjustments that are necessary for all students to grow and learn.

Teachers take on various leadership roles throughout the building including grade level chairs, committee chairs and participation on the school lead team. The lead team changes each year and allows a small group format to problem solve before moving the discussion to the full staff. Teachers in all of these roles are

empowered to make decisions that further our school mission of growing all kids. Teachers, students and parents, along with administration, are offered opportunities for leadership on campus. Teachers are included in budget, staffing and curriculum decisions that directly affect their day to day life.

Steele Elementary School is proud to have been acknowledged as a Blue Ribbon Nominee. Like many other schools before us, we are excited for this honor; however, we feel that the one thing that truly separates us from the rest of the other amazing schools is our school community. From the first day to the last day of the school year, we work diligently to building positive relationships that allow us to get more from our students on a daily basis.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Differentiation is the one practice at Steele Elementary School that can be most credited with the continued closing of the achievement gap and the consistent academic performance by all subgroups. Differentiation occurs across the campus for all students and teachers. Every member of the Steele Elementary School team gets what they need to reach their individual goals.

In order to close the achievement gap, differentiation cannot occur until all students have access to high quality, on grade level instruction. Every effort is made to prioritize on-grade level instruction for all students including special education, ELL and RTI groups. We ensure that pull out does not occur during core instruction. We cannot expect our students to move closer to the goal of standards mastery, if they are never given exposure to what standards mastery looks like. Instruction for all students is rigorous and standards are taught to the depth and complexity required.

Every student at Steele Elementary School is challenged to achieve the next level of academic success, whether they are above or below grade level. Each student sets individual goals for both reading and math. Teachers regularly conference with students about their performance and set concrete plans to improve. Throughout the school day, teachers provide flexible small groups for all students across subject areas. These groups are not static and change regularly according to student need. Teachers strategically use technology as a tool to further differentiate curriculum. Teachers can avoid the practice of teaching to the middle and use technology to specifically target student needs and give them opportunities to accelerate their learning.

Focusing on differentiation for all students provides our diverse student population the opportunity to learn and grow to new heights each day. By providing each student what they need for improvement, we can ensure that every student that walks through our doors is better off for having spent a year at Steele Elementary School.