

U.S. Department of Education
2021 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 Lynnett M. Gorman
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Pugliese Elementary School West
(As it should appear in the official records)

School Mailing Address 435 John Scott Highway
(If address is P.O. Box, also include street address.)

City Stuebenville State OH Zip Code+4 (9 digits total) 43952-3026

County Jefferson County

Telephone (740) 264-1590 Fax (740) 264-2190

Web site/URL https://www.rollred.org/westelementary_home.aspx E-mail Lgorman@rollred.org

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* Mrs. Melinda Young E-mail Myoung@rollred.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Stuebenville City School District Tel. (740) 283-3767

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 Mr. Matt Davis
(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, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The electronic signature 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 2021 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 must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
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 current school year (2020-2021) unless otherwise stated.

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

1. Number of schools in the district (per district designation):
- 4 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 6 TOTAL

SCHOOL (To be completed by all schools. Only include demographic data for the nominated school, not the district.)

2. 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

3. Number of students as of October 1, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	45	42	87
K	43	35	78
1	45	42	87
2	38	35	73
3	37	41	78
4	38	25	63
5	0	0	0
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	246	220	466

*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):
- 0.4 % American Indian or Alaska Native
 - 1.4 % Asian
 - 12.3 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 74.8 % White
 - 8.1 % 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 2019 - 2020 school year: 6%

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

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, 2019 until the end of the 2019-2020 school year	15
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	12
(3) Total of all transferred students [sum of rows (1) and (2)]	27
(4) Total number of students in the school as of October 1, 2019	477
(5) Total transferred students in row (3) divided by total students in row (4)	0.06
(6) Amount in row (5) multiplied by 100	6

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

English Language Learners (ELL) in the school: 0 %
0 Total number ELL

7. Students eligible for free/reduced-priced meals: 100 %

Total number students who qualify: 466

8. Students receiving special education services: 9 %

41 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. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>4</u> Autism | <u>1</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>7</u> Other Health Impaired |
| <u>4</u> Developmental Delay | <u>3</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>20</u> Speech or Language Impairment |
| <u>1</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: 11

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. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	23
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	5
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	9
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 20:1

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

Required Information	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	97%	96%	96%	96%	95%
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 2020.

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.

It is the Mission of Pugliese West to create, foster and maintain a safe, nurturing learning community involving students, staff, parents, and the community.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

Open as Usual, 5 Full Days.

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

PART III - SUMMARY

We expect the very BEST at Pugliese West Elementary School! We set our expectations high and believe that every child has the ability to meet or exceed those standards. Pugliese West is a great place for learning! What makes West special is our staff's continued effort to create, foster and maintain a safe, nurturing learning community involving students, staff, parents, and the community. Our goal as a total staff is to create an enjoyable place to work and learn, as well as a school recognized for excellence in the areas of academics and citizenship.

With 466 students, Pugliese West Elementary is the largest of four elementary buildings educating students in preschool through fourth grade in the Steubenville City School District. Our elementary school is located in the small city of Steubenville, Ohio with approximately 17,000 residents. Steubenville is the county seat of Jefferson County, which is located on the banks of the Ohio River, 39 miles west of Pittsburgh, Pennsylvania and 25 miles north of Wheeling, West Virginia. At one time, this area was a thriving steel mill city. Unfortunately, over the years, the mills have shut down leaving scarce job opportunities, a declining population, and a depressed landscape.

Despite the economic hardships and high poverty rate facing the local area, Pugliese West Elementary and the Steubenville City School District have found the formula for academic success. We are especially proud of the fact that not even a global pandemic could slow this district from continuing to have the best interest of our students at heart. As educators, we knew that the best place for our students to be was in our classrooms. We recognized that to successfully educate our students in a safe and healthy environment, we would need the support of our community, parents, school staff and students. With input and support from our board of education, administration, teachers, staff, parents, and students, we were able to come up with a solid plan to have face-to-face learning, five full days beginning on the very first scheduled day in August. In order to follow all CDC and state/local health guidance, masks were mandated in kindergarten through fourth grade and for preschoolers when traveling through common spaces. To further ensure student and staff safety, plexiglass was placed on every desk and table creating cubicles and "offices" for each child, schedules were adjusted, classroom sizes were decreased, and hand-washing became a ritual of the daily routine. Our building is armed with new thermometer scanners at entrances, hand sanitizing stations throughout the building and PPE for all staff and students. With a global pandemic and community spread on the rise in our county, Pugliese West started on time, face-to-face, five full days educating our students to academic success. Our district offered remote learning to any family who was apprehensive or had underlying health conditions. Less than 10% of West students chose the remote option. However, those who were remote used Zoom to connect with their classroom teacher and peers daily and never missed a beat. The global pandemic only strengthened our relationships with our teachers, students, families, and our community.

West was built in 2008 with interactive white boards in every classroom and dedicated spaces for art, music, and technology programs. All of our students are offered music, art, physical education, computer lab and Lego robotics lab weekly. We utilize the Success for All reform model for our Reading and Math Curriculum. Success For All is a whole-school comprehensive program teaching children to read and learn to succeed through cooperative learning strategies. This program is data driven and student lead and has been in place in the district for over 20 years. Pugliese West Elementary has been recognized by the Ohio Department of Education and has received the following awards: School of Promise (3 years), recognizing and highlighting schools making substantial progress in ensuring high achievement for all students, 2019 High Performing School of Honor (5 consecutive years); and High Progress School of Honor (3 years). These awards recognize schools that have sustained high achievement and substantial progress while serving a significant number of economically disadvantaged students. The All 'A' Award & Overall 'A' Award were given for schools who earned straight A's on the state report card. In 2018, West was named an ESEA National Distinguished School for demonstrating a wide array of strengths including a team approach to teaching and learning, focused professional development for staff, individualized programs for student success and strong partnerships between the school, parents, and community. We were honored to be featured in the second edition of the book "Turning High-Poverty Schools into High-Performing Schools", by Drs. William H. Parrett and Kathleen M. Budge, Boise State University. West has also been highlighted

in articles and podcasts by Karin Chenowith of The Education Trust.

Our school's success is attributed to our staff's commitment to our students and their families. Our school staff goes above and beyond the call of duty. They come early and stay late to tutor students, plan and execute parent involvement events and to provide student enrichment activities. Without our school community we know that we could not be successful in providing unique educational experiences that enhance a child's background knowledge and help them to transfer the experiences into classroom content. Pugliese West Elementary is extremely fortunate to have a board of education, superintendent, community member, family, and teacher support! We expect the best at Pugliese West!

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

Success For All is the core curriculum at Pugliese West. Our core curriculum places a strong emphasis on transferring knowledge and skills presented through daily instructional activities to student independent academic application and achievement. Success for All (SFA) is a researched based, whole school reform model adopted by the district in 2000. This Reading, Math, Kindergarten and Preschool curricula lays the foundation for student success in all core academic areas. The Cycle of Effective Instruction is practiced by all teachers in all content areas. The cycle consists of active instruction, teamwork, assessment, and celebration. Common academic language and strategies are the starting point beginning in preschool and continuing through the different grade levels. At each grade level the curriculum builds on established structures and systems to advance learning. Beginning in our early learning programs students learn to use rubrics, to work collaboratively, and to use oral language as the corner stone to build emergent literacy strategies. First grade students develop decoding, fluency, and comprehension skills. Second through fourth grade students advance learning through reading skills such as clarifying, questioning, predicting and summarizing strategies to advance comprehension of informational texts and literature. Classroom reading instruction is delivered in daily 90 minute blocks to students grouped by reading level. Immediate interventions with trained tutors are given daily to struggling readers. SFA encompasses not only the skills and strategies needed to be a good reader, but a highly collaborative way of learning. Using data from the previous week, students target areas for improvement and set team and individual goals. These goals are progress monitored and celebrated when accomplished or revised/adjusted for the following week. In this way, students are not only taking responsibility for their own learning, they are using the data to drive instruction.

The English Language Arts curriculum focuses on writing across the curriculum. We know that students write the way that they speak. Students practice expressing themselves clearly using complete sentences when they speak as well as when they write. This instructional practice begins in the early learning programs and continues as the student progresses through each grade level. Writing activities increase in complexity from writing simple sentences to drafting multiple-paragraph essays using evidence from research and linked texts.

Our Math curriculum relies on the Envision Math Series and the Success for All framework which allows students to construct mathematical knowledge through hands-on activities, interactive technology, and peer discussion. The Ohio learning standards emphasize skills such as critical thinking and problem-solving and our math curriculum lives up to those standards. Our math program seeks to help students develop an understanding of math concepts through problem based instruction, small group collaboration, and visual learning focusing on reasoning and modeling.

Our Science and Social Studies programs are project based learning opportunities. This approach allows students to actively explore topics, real-world issues and problems to acquire a deeper knowledge about the content through hands on activities and projects. Students show what they learn through thematic units, interact with lessons and collaborate to enhance the learning experience.

Cooperative learning drives student engagement at all grade levels and subject areas. Students have an assigned role within the team and are expected to lead their own instruction. Students are motivated to work together to achieve common goals. Students benefit from constant coaching, encouragement, and peer feedback. Students also learn that team goals can only be accomplished when every team member is learning and improving. Children at Pugliese West learn to work collaboratively as early as preschool. Teacher and student commitment to collaborative learning prepares students to meet the College and Career Readiness Anchor Standards: Speaking and Listening K-12: Comprehension and Collaboration.

Collecting Data is essential in our school as we use it to drive our instruction and to target areas in need of improvement. Member Center is a software tool embedded into our curriculum program that allows teachers to capture and analyze data to drive instruction in the classroom. Reading mastery for each grading period is defined by accumulated formative assessment data. Multiple measures are used to determine

mastery for each grading period. Additional benchmark and diagnostic assessments help provide comprehensive information on student progress. Students in third and fourth grades take the standards based SFA 4-Sight Common Core Reading and Math assessment quarterly along with the state assessments. This data allows teachers to drill down to find specific areas of student weakness and deliver instruction to meet these deficits.

For those students who are identified as reading below grade level, an interactive tutoring program is available. Struggling learners are serviced with a 20 minute daily session with a trained tutor for a one-to-one opportunity for reading intervention and remediation.

Our kindergarten curriculum uses thematic units to develop students' knowledge and skills in language, literacy, math, science, and social studies. During the first semester of school, kindergartners continue to develop reading readiness skills through phonics and emergent reading instruction as they did in preschool. Students transition to reading decodable stories the second half of the year.

Using a highly structured and leveled approach to reading and math combined with staff-led, data-driven, collaborative efforts have created and sustained a cooperative culture with teachers, parents, and families. These measures have improved attendance and student behavior and have resulted in the implementation of successful interventions for students who require them. Raising student achievement is the number one goal at Pugliese West Elementary.

1a. For secondary schools (middle and/or high school grades):

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

Pugliese West Preschool Program is offered to three and four-year-old children five full days. West houses four preschool classrooms one of which is an integrated preschool special education classroom. All classrooms are taught by a certified Early Childhood teacher and licensed paraprofessionals. Success for All-Curiosity Corner is our comprehensive preschool curriculum. This curriculum is aligned to the Ohio Early Learning and Development Standards and covers the following domains in each unit: Creative, Cognitive, Personal Social, Mathematical, Language/Literacy, Social Studies, Physical, Science and Interpersonal/Social. This curriculum uses eighteen themed units. Each unit provides thematic concepts that encourage the students to learn related vocabulary words and to increase oral language. Children work cooperatively with partners and in small groups as they explore new concepts through thematic units. The curriculum fosters development of language and literacy skills. Oral language and vocabulary development is a critical component of each day. Children build math, science, art, music, and interpersonal skills by playing games and interacting in learning labs according to the subject and theme for the week. SFA's partnership with Sesame Street provides interactive media opportunities that make concepts come alive both at school and at home through a "home-links" at home video. Because the preschool curriculum is Success for All, the transition to kindergarten is easy and our preschool students are more than ready. Common instructional language and strategies begin at this early learning stage as each grade level will continue to build on curriculum structures and systems that advance learning. Students who attend our preschool are well prepared for Kindergarten and have a greater success in learning to read because they have been given a strong foundation, can identify letters, have knowledge of theme words, can speak in complete sentences, and have knowledge of the pre-primer sight word lists.

2. Other Curriculum Areas:

Through the integration of technology students are encouraged to be creative and collaborative to create a final product that follows a theme across grade levels and content areas. Technology devices in education are utilized to attract and engage students. These interactive devices provide a fun learning environment that help students learn in a way they are comfortable with. Through the integration of technology in the classroom, students are encouraged to be creative and collaborative to generate a final product that follows a theme across grade levels and content areas. All students at West beginning in kindergarten are 1:1 with a

Chromebook.

When schools were mandated to go remote in March of 2020, our teachers prepared paper pencil packs for our students every few weeks and became proficient using Zoom technology to video conference live with their classrooms every day. Not knowing what the future would hold, our district decided that teachers needed to explore on-line platforms. Google Classroom was selected as it integrated with our Pearson Math, Science, and Social Studies curricula. Most of our teachers were inexperienced with google classroom, but some had been using it all along. We used the teacher experts in our building to give a crash course in using Google Classroom. Teachers worked together to create data bases that could be used by all of the elementary teachers in our district. The district held professional development to further increase our educators knowledge of Google Classroom and we are proud to say that 100% of our classroom teachers are now Certified Google Educators. Google Classroom is now used by all teachers as part of the daily lessons in all subject areas.

"Getting Along Together" is a social emotional learning program that is embedded within our core curriculum. GAT helps our students to build social emotional skills and apply them both in and outside of the classroom. Students learn to identify their emotions and to manage them. Our students become empowered to manage their own behaviors and to decrease conflict with others. "Getting Along Together" helps teach students to focus and use self-control as well as to build empathy and coping skills for common social problems. Classes engage in daily or weekly class councils where students can rate how they are feeling and volunteer to tell why they are feeling a particular way. Class councils also engage students in talking about social situations and problems they are having with their peer group. All of our classrooms have a calm-down corner where students are free to go to any time of the day to take a break for a set amount of time. Calm down corners are safe non-punitive spaces where students can go to regulate their emotions. Calm-down corners are stocked with materials that sooth and relax the student to help them de-escalate whatever negative feelings they are having.

Our Physical Education Class uses "HOP Sports" Curriculum. This interactive system features a library of pre-loaded PE and wellness content. HOP Sports promotes active, healthy, sustainable lifestyles and behaviors in the home, school, and workplace. It also makes exercise fun through the use of our unique digital platform that incorporates physical activity, educational information and the positive social messaging of popular sport governing bodies, athletes, and celebrities. HOP Sports aligns with major advocacy groups, corporation foundations and institutions that share the common goal of improving the health of America's youth and communities.

LEGO Robotics Education is a program we offer to students once per week. This program brings abstract concepts to life with a hands-on approach that engages students. Students work in teams in the LEGO lab to turn numbers, words and ideas into real models that can be touched, described, and innovated upon. By making the subjects tangible, students collaborate and self-guided learning is encouraged as students are given the tools they need to overcome challenges and solve problems. As students progress through the program they learn code to animate the LEGO objects. Students learn subjects like language, math, science, technology, and engineering more effectively while improving and developing their 21st century skills.

Fine Arts Curriculum: Music Appreciation and Application-Every student at Pugliese West has music class once per week taught by a certified music teacher. Students enjoy learning about various composers, musicians, and instruments as well as learning to be apart of a choir. Students perform twice per year for an audience. Orchestra and/or Marching Band: 3rd and 4th grade students are encouraged to join the school orchestra and/or marching band. Students learn to play instruments and perform twice per year for an audience.

3. Academic Supports:

Pugliese West Elementary utilizes a variety of instructional approaches, strategies, interventions, and assessments to meet the needs of our students in order to achieve instructional goals. Early detection and intervention is key to meet the diverse and individual needs of our students. All of our preschool students are screened prior to entering school using the Brigance Early Childhood

Screener. Using this screening tool, teachers record student data in order to focus on areas of improvement right from the start. The Brigance is given in the fall and again in the spring in order to record progress or lack thereof. Ohio's Early Learning Assessment is another tool for preschool teachers to learn about the current level of each child's skills, knowledge and behaviors. The ELA is an on-going process of observations performed by the teacher to gather information on how a child is developing over time.

Kindergarten also has a state assessment that is given in the Fall, the Kindergarten Readiness Assessment, as well as the state diagnostic reading test. These tests determine whether a student is on-track, not-on-track or further assessment is needed. Students in K-3 are also required by the state to take a reading diagnostic in the fall of each year. Students who score 'Not on Track', are placed on a Reading Improvement and Monitoring Plan (RIMP). Students on a RIMP are given daily one-to-one tutoring with a trained tutor, are placed in a smaller reading group, and are offered before and/or after school tutoring opportunities.

First grade students are required to take the Roots Formal Assessment quarterly. This assessment that is embedded within the SFA reading curriculum is a cold read of various passages that align with the student's reading level. Data is taken from these assessments to determine whether a first grade student is progressing or whether interventions need to be put into place to help the child be a successful reader by the end of the first grade. If students are not showing adequate progress, one-to-one tutoring is provided twenty minutes per day by a trained tutor.

Steubenville City Schools' board adopted reading curriculum is Success for All. It is a research based program that seeks to break the cycle of failure in disadvantaged communities. The curriculum provides for small leveled reading groups, cooperative learning strategies, family support, trained tutors, building coach, leading for success teams, and member center data collection tools. SFA consultants, visit our school four times per year, provide professional development and support to our teachers. Family Solutions teams are designed to support students and families who may be struggling. Our district collaborates with outside community agencies in addition to hired school staff to provide in-school therapy and counseling as well as a school based medical health center.

In all of our classes data is consistently collected in order to assess and review a students' growth, strengths and areas of improvement. If a student is struggling this information is referred to one of our teacher led, "Leading for Success" teams who are tasked with analyzing the results of the data and making a determination as to the root cause for the lack of progress or achievement. We have five teams in the building, Attendance, Parent & Family Involvement, Community Connections, Cooperative Cultures, and the Intervention team. The teams review and document data in order to identify students who need intervention or support weekly. These teams take teachers out of isolation and help them to feel accountable for all of the students in the building.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

The level of engagement at West is high! Our curriculum is designed to stimulate curiosity, to build relationships and to accomplish success in the classroom every day. Our lessons are meaningful and foster a sense of competence. Activities are connected with students background knowledge and previous experiences. Students work in collaborative groups, each member having an assigned role within the team. All the teams have names as selected by the group members. Teachers call on teams rather than individuals. The team has a moment or longer to discuss what they believe to be the answer and then reports out to the class. This type of question, discussion and answer sequence takes the pressure off of individual students. If the team misses the question or needs to add more details, the teacher allows the team to discuss and revise their answer. If the team misses the question entirely, individual students are not singled out as missing the question. Teams often rate one another's answers based on a given rubric. Teams support one another, learn to think critically, and consider the opinions of others before coming to a consensus. Weekly, a team goal is set as determined by the scores from the previous week. Students record scores on a team score sheet along with team points given by the teacher daily. Teams progress monitor to determine whether the team has met the goal or if the goal needs to be adjusted or revised for the next week. Students are motivated to do well as a team. We recognize the importance of celebrating student improvement and effort. Team success is celebrated at the end of each day when points are tabulated, and cheers are given.

Our teachers establish high-quality positive relationships with students. They work to fulfill a connection to foster a sense of belonging. The culture in the building is one of high expectations, positive attitudes, and compassionate hearts. We strive to build students up to understand that they have the potential and the ability to be the very best student, friend and neighbor they can be!

2. Engaging Families and Community:

At Pugliese West, we recognize that the school-family partnership has to exist in order for students to be successful in school. Teachers are coached to reach out to parents early and often to inform them of the great things that are happening in their classrooms. We communicate via telephone, email, social media, post cards, and by text message with our West families. Prior to the school year, parents are invited into the building to meet teachers, speak with the principal and tour the building. During the year the principal conducts monthly meetings titled, "A Second Cup of Coffee" where parents are invited to meet about various educational topics.

Family Support Meetings, are scheduled for families of students with various issues that may be impeding the learning process. Family Support Meetings are attended by the classroom teacher, building coach, the principal, parents, the student, and others if needed. These meetings are to review collected data and to talk with families about the academic strengths and weaknesses of their child. This is a time where the root cause of the issue is to be discovered and goals for improvement are set for the home, school, and classroom. Follow-up meetings are a must to check-in and review student progress.

The Pugliese West Parent and Family Involvement Team and the Community Connections Team work diligently to incorporate our families and community members into our school to help enable students to be successful in both academic and social interactions. The teams utilize local stakeholders to help with tutoring, provide positive self image programs, to be guest readers and to help with additional needs not provided by the schools such as coats and shoes. Literacy events are planned and executed for families to enjoy. These events often include the local library, local authors, the regional solid waste authority, local businesses, first responders, and more! Unfortunately, many of our events had to be canceled this year due to COVID-19, however Google Team and Zoom were used to video conference with many local leaders who served as guest readers and presented to students on a variety of current issues.

Our school has an Acts of Kindness Club (AOK), that's sole purpose is to serve the community. The student group members engage in many charity drives, collecting non-perishable food, blankets and money for local

homeless shelters and charitable organizations. The AOK club has served as wait staff during the holidays at food pantries and banquets for the homeless and those in need. During COVID the AOK members created blessing baskets for local cancer treatment facilities and provided pampering products to breast cancer survivors. This year we recognized our community's essential workers by presenting paintings done by our students with an appreciation message attached. A video was created and posted on social media expressing our appreciation to doctors, nurses, grocery store clerks, mailmen, and gas station attendants. Teaching appreciation, compassion and empathy is something we take pride in here at Pugliese West Elementary.

3. Creating Professional Culture:

Our model for distributed leadership creates a culture where the school staff feel valued and empowered and is an integral reason why Pugliese West Elementary has been recognized for educational success. Teacher Teams analyze classroom data, set goals and progress monitor to ensure those goals are met. Every teacher in the building is on at least one of the five teams: Attendance, Parent & Family Involvement, Community Connections, Cooperative Cultures and Intervention. These teams meet on a regular basis with the goal of raising student achievement. When issues arise students or situations are identified quickly and interventions are put into place to support the student and the family if necessary. All of the teams meet quarterly to celebrate team goals that have been accomplished and to discuss how to adjust if goals were not met.

Professional development is embedded into our Success For All curriculum and is on-going. SFA consultants visit our building four times per year to observe classrooms and to provide the teachers feedback for implementation and best practices. Our building has a facilitator or coach who supports our teachers daily. Our coach works closely with teachers to review data and explore strategies for raising student achievement. Opportunities for networking with teachers outside of the building are provided several times per year. Professional development is evaluated annually and updated according to interest surveys completed by our teaching staff.

4. School Leadership:

The leadership team at Pugliese West is made up of the school Principal, Reading & Math Coach, and one lead teacher from every Leading for Success Team. The leaders at West Elementary work collaboratively toward goals that are established by analyzing data that provides information on strengths and areas of improvement. The leadership team meets several times per quarter to review, analyze and evaluate well-defined goals for raising student achievement and ensuring student success.

The principal at West works as an instructional leader as well as managing the day to day operations in the building. With a positive attitude she sets high expectations for staff and students alike. The principal ensures that students and staff are in a safe learning environment. She observes classrooms and evaluates teachers in a collaborative way. Teachers contribute to their evaluations by creating professional development plans and work with the principal to improve professionally. The principal has shaped a vision of academic success for all students and encourages her teachers to take on leadership roles within the building. Because of the routines and structures that have been put in place, the school runs effectively and efficiently, leaving teachers to focus on classroom instruction.

The reading and math coach is a teacher whose full time responsibility is to maintain curricular assignments by supporting teachers. The coach works collaboratively to ensure that students are properly placed at the appropriate reading levels. The coach also assesses each first grade student at the end of each quarter to identify strengths and weaknesses and to provide the data to the classroom teacher. The coach monitors the student's progress and helps to plan tutoring schedules for those who need one-to-one attention. The coach is also tasked with arranging and leading the family support meetings when a student is referred for low achievement, behavior, or lack of attendance. The reading and math coach works closely with the teachers and the principal to ensure student and teacher success.

The team teacher leaders are responsible for setting meeting dates, collecting pertinent data from classroom teachers, creating a meeting agenda and leading the team meeting. The team leader acts as a mentor for teachers new to the team and emphasizes the importance of using the data to drive daily instruction, create

goals and for raising student achievement. All of our school leaders play an important part in establishing an encouraging, collaborative educational setting where students and teachers feel safe to learn and grow!

5. Culturally Responsive Teaching and Learning:

There are many steps that are taken to ensure equity, cultural awareness and respect in the classroom and the school. Our teachers intentionally find ways to make meaningful connections between what our students learn in school and their cultures and life experiences or background knowledge. These connections help our students to see the relevance between what they are learning at school and their lives at home. Student and family interest surveys are one way that our teachers ascertain information from individuals and families. Discovering topics/activities that our students are most interested in helps our teachers build relationships with our students and create a mutual trust and respect in the classroom. The school community makes an effort to understand our students' cultural identities in order to build a positive classroom culture and to create relevant learning opportunities.

On-going professional development helps teachers to reflect on personal perspective and the importance of culturally responsive teaching. Embedded in our curriculum is a social emotional program titled "Getting Along Together". One of the weekly activities that students take part in is called "Class Council". This is a time when students can talk about personal or societal issues that they may have questions about. Students lead discussions with the teacher as mediator. In this way, students feel comfortable expressing feelings and hearing that their concerns may be of concern to their peers as well. This forum encourages teachable moments and the opportunity for students to discuss solutions to the issues that affect so many families, neighborhoods, and/or schools.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The greatest contributing factor to our school's success is our staff's relentless commitment to our reform programs. Pugliese West Elementary has a long term commitment to our reading and math reform program, "Success for All". Central to the reform model is the standard for cooperative learning strategies as an instructional method. Daily, our students work in cooperative teams to help assist one another to learn and solve problems. Our classrooms are set up in teams to encourage the free exchange of thoughts and solutions. Students set individual and team goals and then use data folders to track behavior, homework, assessment scores, etc. We believe that students must take responsibility for their behavior and for their learning. Not only is cooperative learning happening in the classroom but there is a climate of cooperative learning within the entire school community. Staff collaboration is essential for ensuring student success. Professional learning community meetings between grade levels occur weekly as well as collaborating vertically several times throughout the year. Leading for Success Team meetings set goals and analyze data to discover issues preventing academic success and together coming up with solutions to alleviate those issues. When our school went remote in March of 2020, our school community came up with a solid plan to continue to provide the best possible educational experience for our students. Initially our teachers worked across grade levels to come up with paper pencil packets that would be mailed to our families and completed at home. Teachers began immersing themselves into technology by quickly becoming proficient using Zoom and Google Classroom. By mid-April all of our teachers were using Zoom to conduct live instructional sessions with our students. Our teachers collaborated to come up with a live Zoom schedule that not only included the core curriculum but our fine arts curriculum as well. Our teachers used social media daily to post videos of physical education activities as well as science experiments and daily chore assignments that students could participate in while at home. The amount of collaboration between our teachers during this uncertain time was fast and furious and our students benefited greatly from their efforts.

We expect the best from our students, staff, and families here at Pugliese West Elementary! We set our expectations high every day and believe that every child has the ability to meet or exceed those standards! Expect the BEST from Pugliese West!