

U.S. Department of Education
2022 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 Mr. Josh Louis
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Steeple Run Elementary School
(As it should appear in the official records)

School Mailing Address 6S151 Steeple Run Drive
(If address is P.O. Box, also include street address.)

City Naperville State IL Zip Code+4 (9 digits total) 60540-3711

County DuPage

Telephone (630) 420-6385 Fax (630) 420-6935

Web site/URL https://www.naperville203.org/steeplerun E-mail jlouis@naperville203.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.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Dan Bridges E-mail dbridges@Naperville203.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Naperville Community Unit School District 203 Tel. (630) 420-6300

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.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Ms. Kristin Fitzgerald
(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.

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

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 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 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 2016 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: 2017, 2018, 2019, 2020 or 2021.
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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. 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.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

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

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for 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 in the school as of October 1, 2021 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	0	0	0
K	64	49	113
1	51	54	105
2	37	48	85
3	52	49	101
4	53	64	117
5	40	44	84
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	297	308	605

*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):
- 0.5 % American Indian or Alaska Native
 - 28.6 % Asian
 - 4.3 % Black or African American
 - 12.1 % Hispanic or Latino
 - 0.1 % Native Hawaiian or Other Pacific Islander
 - 46.1 % White
 - 8.3 % 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 2020 - 2021 school year: 7%

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, 2020 until the end of the 2020-2021 school year	14
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	31
(3) Total of all transferred students [sum of rows (1) and (2)]	45
(4) Total number of students in the school as of October 1, 2020	652
(5) Total transferred students in row (3) divided by total students in row (4)	0.07
(6) Amount in row (5) multiplied by 100	7

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

Afrikaans (Taal), Akan (Fante/Asante/Twi), Albanian/Tosk (Albania), Arabic, Bengali, Bulgarian, Cambodian (Khmer), Cantonese (Chinese), Chaochow/Teochiu (Chinese), French, German, Greek, Gujarati, Hindi, Indonesian, Kannada (Kanarese), Korean, Lithuanian, Macedonian, Malayalam, Mandarin (Chinese), Oriya (Odia), Pilipino (Tagalog), Polish, Portuguese, Romanian, Russian, Spanish, Tamil, Telugu (Telegu), Ukrainian, Urdu, Uzbek

English Language Learners (ELL) in the school: 19 %
116 Total number ELL

7. Students eligible for free/reduced-priced meals: 17 %

Total number students who qualify: 101

8. Students receiving special education services with an IEP or 504: 9 %
52 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 with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>7</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>14</u> Other Health Impaired |
| <u>12</u> Developmental Delay | <u>14</u> Specific Learning Disability |
| <u>6</u> Emotional Disturbance | <u>7</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</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: 5
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	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	28
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	25
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	21
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	7

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 22:1

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	98%	97%	97%	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 2021.

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.

The mission of Naperville 203 District is to produce students who are self-directed learners, collaborative workers, complex thinkers, quality producers, and community contributors.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

Equal Employment Opportunity and Minority Recruitment Policy:

<https://boardpolicyonline.com/?b=naperville&s=94475>

Equal Educational Opportunities Policy: <https://boardpolicyonline.com/?b=naperville&s=94587>

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

PART III – SCHOOL OVERVIEW

Steeple Run Elementary School is one of fourteen elementary schools in Naperville Community Unit School District 203. Located in the far northwest corner of Naperville, Steeple Run serves communities in Naperville and Lisle within Dupage County. Since its opening in 1977, Steeple Run has been an ever-expanding community hub built on the strong traditions of those who thoughtfully laid our foundations.

Our community embraced our transformation from a small, homogeneous school to a large, diverse school because we believed that our school community was built upon inclusion and connection. As a Title I school, we have the opportunity to welcome students who are economically disadvantaged. Through social work services, professional development of best practices and an openness to learn, we are able to support these students and families beyond the walls of the classroom. In addition, Steeple Run proudly serves students and families that speak 33 different languages. Our linguistic diversity is a source of pride and we have sought to further connect in meaningful ways, regardless of home language. We accomplish this through language services provided by English Learning specialists and a Spanish Dual Language program. Also, we serve students from other district elementary schools through our STARS program. Students and families are welcomed into the Steeple Run community through this specialized behavioral inclusive program that focuses on the social-emotional needs of the students.

As our linguistic, racial/ethnic, and socioeconomic diversity grows, we seek to find ever more meaningful and effective ways to meet our students' needs. Students are exposed to rigorous academic content through Common Core State Standards for reading and mathematics, Illinois Goals for Learning for social studies, and Next Generation Science Standards. These standards are presented to students through best practice instructional strategies, including targeted small group instruction, cognitive task analysis, inquiry-based learning, and constant self-reflection. To support students who exhibit gaps in academic performance, Steeple Run utilizes a Multi-Tiered System of Supports (MTSS). This three-tiered system provides students with access to grade-level content while simultaneously providing the support and scaffolding necessary to grow and move towards content mastery.

In addition, we have transitioned from merely celebrating diversity to engaging in deep professional learning focused on cultural diversity and culturally responsive practices. We do this because it is ingrained in our values and the “heart” of our building and because we understand that relationships proceed the productive struggle required. The strong commitment to culturally responsive practices within our building communicates a commitment to hearing and understanding the voices of all those who come through our doors. As a Title I school, we strive to be a place of learning and reflection that meaningfully meets the changing needs within our community and develops lifelong learners.

Unique to our school, students and families have various opportunities to build community with each other and our Steeple Run staff. Steeple Run offers a wide variety of extracurricular programs designed to empower students to explore their interests and further student knowledge and curiosity across many different disciplines. Some unique clubs offered are Quechua and Chocolate, Dungeons and Dragons, and Math Mindset Morning. Through these opportunities, connections are formed between students and families across grade levels and cultural backgrounds, increasing family involvement in our school community. School-wide events also help to build the larger Steeple Run community. Black History Month and Native American Month assemblies were a great way for us to come together and celebrate these specific communities. In addition, the Fun Run was an all-day event promoting togetherness and self-belonging for students, families and staff. Lastly, 5th graders were invited to participate in Outdoor Ed and Predator vs. Prey (intense hide and seek), a huge highlight for their last year at Steeple Run. It was important to all of us that they get the opportunity to build community with each other before moving on to junior high. Implementing these various opportunities despite the COVID-19 restrictions created an even stronger opportunity to come together to support one another.

As Steeple Run Elementary looks to the future, it is with great pride that we recognize the many contributions of those who came before us. Steeple Run Elementary will continue to rely on the strength of its community and the dedication of its educators to ensure the very best for generations to come. As we

embarked on an uncertain 2021-2022 school year, Steeple Run excitedly welcomed back all students and staff in person to our inclusive school community. To help transition the community from a hybrid model in the Spring of 2021 to a fully in-person model in the Fall of 2021, we provided a Kindergarten drive-through, in-person supply pick-up, staff community-building opportunities and trauma-informed professional development to best support all involved in the transition.

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:

Here at Steeple Run Elementary School, we are responsible for developing our students' passion for lifelong learning. We promote students to become self-directed learners, collaborative workers, complex thinkers, quality producers, and community contributors through instructional approaches such as learning intentions, success criteria, and purposeful feedback. All of our teachers continuously develop their understanding and implementation of culturally responsive instruction in order to tailor the curriculum and instructional approaches to value the dignity and uniqueness of each individual student. By providing a warm, nurturing environment with clear expectations, our staff has created a community that promotes a growth mindset, a feeling of safety, and a willingness to take academic risks.

Steeple Run teachers use the Illinois Learning Standards for English Language Arts and Mathematics Standards, Next Generation Science Standards, Illinois Social and Emotional Learning Standards, and English Language Development Standards, coupled with high-impact instructional strategies and data-based decision-making to promote learning for all students at all levels. Teachers focus their instructional practices on Robert Marzano and John Hattie's research-based high-impact strategies, including clear learning intentions for the lesson, delivering direct instruction, highly engaging instructional activities, application of learning within small groups, promoting feedback, and nurturing student self-efficacy. Through Professional Learning Communities (PLCs), teachers analyze formative and summative assessment data such as NWEA MAP Growth, Fountas and Pinnell Benchmark Assessment System (BAS), iReady Diagnostic Assessment, Kindergarten Individual Development Survey (KIDS), LAS Links, and ACCESS for ELLs, in order to make instructional decisions and ensure growth and learning for our students over the course of the school year. These standards and instructional practices guide our teachers in developing well-rounded students that are inquiry-based learners, problem solvers, clear communicators, and responsible citizens.

1b. Reading/English language arts curriculum content, instruction, and assessment:

English Language Arts (ELA) instruction at Steeple Run is based on Common Core State Standards. Each grade level's curriculum spirals and builds upon the prior year to best support mastery of literacy skills, including the foundational skills of reading, purposeful writing, a word study program that explicitly teaches phonics and morphology, as well as oral language skills. Through balanced literacy, implemented within the 150-minute ELA block, students engage in interactive read alouds, shared reading/writing, guided reading/writing, and independent practice. Students are given the opportunity to apply these literacy skills in a variety of settings and across content areas.

The structure of the lessons within the ELA block includes direct instruction, where the classroom teacher models and gives explicit instruction on a new concept via high-interest texts or topics. After the daily lesson, students begin rotations where they have opportunities to practice skills with their peers or independently. During these rotations, differentiation is then provided through small groups to create connections and meet the needs of all students. Collaboration with specialists within the building and experts within our community, such as authors, immerse our students in a rich literacy environment.

Our ELA block also provides opportunities to supplement other core content through engaging texts that provide both a mirror and window to the cultures that make up our unique classrooms and the events that impact their lives. For example, a teacher may choose an article for guided reading highlighting the struggles homeless children face and tie this into a writing opportunity where students write to local government officials, persuading them to build a neighborhood food pantry. Building off the interests of our students is key to their success. Because of this, classroom teachers also encourage their students to join the various reading clubs at Steeple Run, such as Battle of the Books, to foster lifelong readers.

Various assessments are used to ensure all students are meeting grade-level standards. Formative assessments, such as running records and exit slips, keep instruction proactive and relevant. Summative assessments measure learning for each unit and provide insight into which students need reteaching. Students are assessed each trimester using NWEA MAP, Fountas and Pinnell BAS, and Benchmark Universe Word Study assessments. This data and anecdotal records and family input gives us the information our PLCs need to discuss and plan for meeting the needs of our young readers and writers.

1c. Mathematics curriculum content, instruction, and assessment:

Mathematics instruction and curriculum at Steeple Run are based on Common Core State Standards, mathematical practice standards, and mathematics progression. All grade levels have curriculum maps that build upon the skills from previous years to help create a comprehensive mathematics curriculum to help students be successful mathematicians. Our comprehensive mathematics curriculum helps create a balanced math classroom that involves conceptual understanding, application, and procedural fluency. We utilize numeracy routines, core lessons, tasks, small group support lessons, independent practice/games, and assessments to address our learning standards. The classroom teacher utilizes daily direct instruction, differentiation through small groups to meet the needs of all students, and collaboration with colleagues to help all students achieve success in mathematics learning as they move from concrete to abstract understanding.

We utilize two classroom structures: core lesson focus and task focus structures. During the core lesson focus, lessons start with the numeracy routine for 10 minutes to develop number sense, allow for student discourse and promote a growth mindset. For the next 15 minutes, the mini-lesson engages students in developing a deeper understanding of the standards. The standards-based core lesson follows a progression of learning where teachers present clear learning intentions, including math practices, to students that will drive the lesson. The mini-lesson includes a balance of conceptual understanding, procedural fluency, and application within high rigor. Following the mini-lesson, students are engaged in math rotations in which students participate in fluency activities, games, skills-based and strategy-based small groups, and technology-based independent learning on iReady and other websites. We end with a closure that allows students to synthesize their learning for the day. The core lesson focus structure is used for about 80% of any given unit. For the other 20%, we utilize the task focus structure. We start again with the numeracy routine as stated above and then transition into the task. The rich math task is part of a balanced approach to mathematics that includes conceptual understanding, problem-solving, and procedural fluency and offers every student opportunities to engage in meaningful, rigorous mathematics. The task provides multiple entry points for students and allows heterogeneous student groups to discuss thinking. In addition, the task supports students in productive struggle and focuses on the application of learning. They are also utilized as formative assessments to track student progress through the duration of the unit. Following the 45 minutes of task work, we then provide a 5-minute closure in order to synthesize learning.

To assess students' understanding of the standards, classroom teachers use a variety of formative and summative assessments such as common formative assessments (CFA), unit assessments, and exit slips. CFA and exit slips are planned during PLCs and team planning so that teams have common data to analyze. Unit assessments are used as summative assessments to show mastery of grade-level standards. Data conversations occur during PLCs, coaching cycles, and plannings. Math MAP and iReady diagnostic assessments are taken three times a year to measure growth over time.

1d. Science curriculum content, instruction, and assessment:

Steeple Run Elementary employs an inquiry and standards-based approach to science instruction that encourages students to form connections between the different disciplines of science: life, physical science, earth and space science, and engineering and technology. Teachers provide science instruction that models and provides opportunities for students to engage in scientific inquiry, derive meaning from the wonder of science, and establish connections between students.

Utilizing the Next Generation Science Standards (NGSS), each grade level focuses on different themes. In early elementary, students begin to understand the world and how it works. In upper grades, students begin

to apply what they have learned and think about how they are able to interact with the world. All students are grounded in observing, questioning, investigating, problem-solving, evaluating, and communicating ideas. Students explore authentic experiments to create understanding and answer teacher-posed and student-created questions. Students then take their newly discovered knowledge and create meaning in their understanding of the larger world through culminating projects. Teachers collect evidence through Claim, Evidence, and Reasoning (CER), where students create a claim, give evidence to prove their claim, and explain their reasoning. Teachers also utilize assessments that have students reflect on their vocabulary usage and apply their knowledge to novel situations.

Students also use engineering design to create solutions to problems. Students build LEGO EV3 robots that traverse mazes to find a solution to autonomous cars detecting pedestrians, simulate earthquakes, create robots that have to pull a weight a certain distance, and more! They actively construct knowledge of science content and the engineering process as they work in teams to investigate, solve problems, gather data, assign meaning, and communicate their results. Science classrooms at Steeple Run are exciting places where students are meaningfully engaged in authentic experiences designed to create a sense of wonder.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

Our current Social Science curriculum incorporates five perspectives of Social Science as identified in the Illinois Goals for Learning. Students explore and build on five perspectives: history, economics, politics, geography, and behavioral sciences. For example, second-grade students explore relationships within the community, how and why communities change, and how location affects communities. During this learning, students start to explore Naper Settlement and what Naperville was like long ago. In fourth grade, students extend their learning with Naper Settlement to the Midwest region.

With changes in Illinois standards, a district committee has been working tirelessly to develop the new curriculum for future implementation. Steeple Run teachers are undertaking professional development to facilitate a seamless transition. The curriculum was curated with the knowledge and expertise of our teachers, driven by the Illinois Learning Standards and our commitment to equitable and inclusive practices. Additionally, the Spanish curriculum provides the Dual Language students access and support they need to be successfully included. The curriculum is separated into four units: civics, geography, economics/financial literacy, and history. To monitor progress, each grade level collects data on reporting standards through projects and common formative assessments.

We are excited to utilize this new curriculum to support students in becoming responsible citizens by working individually and together through three learning experiences. Using the inquiry-based approach, our students first have access to activities that tap into their background knowledge and instill a desire to learn. Secondly, students are given the opportunity to engage with academic vocabulary that supports comprehension and writing meaningfully. Lastly, students engage in connected hands-on activities, resulting in a deeper understanding of the content. These activities include videos and photographs of diverse people, providing representation of our diverse population. Being an equity-centered school, we believe that children need to see themselves represented in our curriculum.

1f. For secondary schools:

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

2. Other Curriculum Areas:

At Steeple Run, students receive 50-60 minutes per week of instruction in Music, Art, Physical Education and Learning Commons. These additional curricular focuses help create well-rounded individuals.

During music instruction, students have an equitable opportunity to create, perform, and respond to music from various places and cultures. Students learn music skills through playful exploration, imitation of various sounds and music, improvisation of their musical creations, and composition using musical literacy. Students participate in multiple performances each year for the school and community. Band and Orchestra is an opportunity for all students in the fourth and fifth grades. These include small group lessons, full ensemble rehearsals and three concerts.

Physical Education focuses on giving students a variety of challenges that will contribute to their physical, cognitive, and affective well-being. The goal is to inspire students to stay active and find life-long, healthy, physical activities they love to do. Learning incorporates gross motor movement, sport-specific skills, team building, and individual fitness. The large gym is an environment conducive to an assortment of activities and even includes a rock climbing wall and cargo net.

Through art instruction, students spend time learning art concepts, how art is created through world cultures, how art has changed through time, and what it looks like today. Through the creation of their art, students obtain life skills such as how to think critically and flexibly and how to collaborate and problem solve. The art room includes a kiln and slab roller for ceramics, a printing press, iPads, and much more for students to explore a variety of art mediums. To showcase their hard work, student art is displayed proudly throughout the school as well as at district art festivals and the administrative office.

The Learning Commons lies at the heart of the school, literally and figuratively. Students engage in activities that promote a lifelong love for literacy through learning about various authors and genres. They are given opportunities to innovate, create, communicate and collaborate through inquiry and research. Activities include project-based learning, STEM education, digital storytelling, internet safety, and robotics. The goal is to graduate students who are effective users of ideas and information in their pursuit of lifelong learning.

SEL is an important aspect of every student's well-being. To fully support all students, social-emotional learning is embedded within the entire school day by all staff in the building. Students of all ages are empowered to develop self-management skills and social awareness and become responsible decision-makers. In a variety of settings, staff utilizes different curricula based on grade-level and social-emotional needs. These include Second Step, Habits of Mind, Zones of Regulations and Superflex. Morning meetings are incorporated to increase students' sense of belonging and community within their classrooms. To support emotional regulation, classrooms have a calming corner accessible to all students. Here at Steeple Run, it is our mission to help develop the whole child and support them in becoming resilient citizens and lifelong learners.

3. Academic Supports

3a. Students performing below grade level:

While we are incredibly proud of the achievement and growth of our students, we are also proactive and reflective in addressing the gaps that have been identified for our students globally and in our Black, Hispanic, Economic Disadvantage, EL, and SPED populations. Support for these students starts with building relationships within the general education classroom. Small group instruction provides opportunities for success through scaffolding. This ensures our students can access our rich core content alongside their peers.

Students performing below grade level have access to a plethora of support through our school's PLC and Multi-Tier System of Supports (MTSS) processes. Students are recommended for Tier 2 support if they are below the 35th percentile on MAP, one or more grade levels on i-Ready Diagnostic or F&P scores, and academic performance within the classroom setting. Students participating in the Dual Language program are also screened through the Rigby assessment.

The goal of Tier 2 intervention is to provide targeted instruction with a change in intensity, frequency, duration, methodology or instruction/materials. This support could include classroom accommodations,

additional classroom small groups, and/or small groups with a specialist. Differentiated materials are used to build background knowledge and cultural relevance.

Tier 3 instruction offers a more in-depth approach by meeting 1:1 to meet the needs of each learner. Our Instructional Support Team (IST) works with families to ensure communication is frequent and proactive. Some students who receive Tier 3 support may be identified as needing IEPs specified and tailored to their educational needs. Students can also receive support in areas of related services such as social work, occupational therapy, speech and language therapy, and/or physical therapy.

3b. Students performing above grade level:

Students performing above grade level are challenged through differentiation within the classroom. In literacy, students are given texts reflecting their reading level to challenge their thinking and allow for continued growth. There is a strong focus on word study, which includes vocabulary development. Teachers continuously use various formative assessments to identify and offer students texts at accelerated levels of text in fiction and nonfiction. Students are challenged through opportunities such as argument protocols and Socratic seminars to deepen their understanding.

In mathematics, students are provided challenges by delving deeper into the content through activities and resources designed to extend students' thinking and understanding. Examples include teacher and student-created games and Three Act Tasks. Three Act Tasks are activities that involve an engaging real-life application video (Act One), problem-solving questioning and inquiry section (Act Two), and a solution discovery and sharing finale (Act Three).

Fourth and fifth-grade students who demonstrate above-grade-level literacy understanding may qualify for Project IDEA (PI). PI is a standards-based course designed with inquiry-based learning in mind. Students are given the opportunity to explore text deeply to further their understanding within literacy and often additional content areas. Once students have acquired their knowledge, they are given the opportunity for project-based learning, which may be used for reciprocal learning.

Similarly, students in grades 3-5 may qualify for Honors Math (HM). Throughout this course, students are exposed to grade-level standards one year above their grade level. HM utilizes curriculum compacting so students are exposed to standards at an accelerated rate. This challenges students to grasp concepts quickly while identifying patterns and applying concepts to real-world problems. Teachers or families may recommend students be assessed for PI and/or HM. Continued differentiation is provided for all students, whether or not they qualify. Differentiation for students is flexible and fluid.

3c. Special education:

Students eligible for special education services receive individualized education programs (IEP) based on areas of growth identified in the evaluation process. Students receive support from a Learning Behavior Specialist (LBS) and an education support team consisting of the classroom teacher, related service providers, the student, and the student's family. Families are critical team members as they know their students best and provide invaluable perspectives. Through our facilitation process, we start each IEP meeting by sharing student strengths because we believe that all students have numerous strengths worth highlighting. Following the IEP meeting, Child Support Team meetings (CSTs) meet weekly to modify upcoming lessons and discuss instructional strategies that will best support that individual student. The partnership continues with families through consistent communication through phone calls, emails, and goal updates.

The special education team works closely with staff and families to ensure that all students have a welcoming space in the classroom regardless of their differences. We pride ourselves on inclusive practices and strive to support students in the least restrictive environment to provide academic intervention and support. Our special education team also supports students' SEL needs by providing proactive plans, onsite crisis support, and conflict resolution. We are able to respond in the moment of crisis and support students through de-escalating strategies while restoring the relationships between teachers and students. The team

values debriefing sessions when crises arise in order to reflect, modify plans and support student needs. Our special education team is sought out by other buildings in the district to provide consultation regarding behavioral supports. The goal for these students is to help students feel successful and safe across environments and leave Steeple Run knowing they are a valued part of our community.

3d. English Language Learners, if a special program or intervention is offered:

Upon registration into our district, families complete documentation to reflect the languages the families use in the home. Once that information is shared with the staff at Steeple Run, English Language (EL) certified staff becomes familiar with the student. Once the student becomes acclimated, they are assessed using the current state-approved assessment. Those results are used to determine if the student requires further English Language support. Then, the EL staff works with the classroom teacher and other staff to ensure that students have the support they need to access the curriculum, even though they may not yet have attained complete language proficiency. This may look like providing scaffolding for vocabulary or small group instruction for writing in a new language with a wide range of rules and exceptions. Additionally, EL staff will collaborate with the general education teacher to co-teach lessons to reduce the ratio and offer best practice language acquisition instruction to the class.

In addition to the transitional bilingual education and transitional program of instruction push-in/pull-out program, we also offer a Spanish Dual Language Program. Students who are Spanish Bilinguals are encouraged to enroll in this program. Other monolingual English families also enroll to increase their child's biliteracy as they transition from elementary to middle school.

Based on student results from the initial language screener, classroom performance, and teacher observations, each student is provided with the appropriate amount of English language support services and interventions to ensure that the students can continue to be successful in mastering the content while attaining English proficiency. Several follow-up assessments, both formative and summative, are used to ensure that progress is continuous. Any necessary adjustments to students' plans are made per the results of those assessments, teacher observations, and classroom performance.

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

Steeple Run welcomes migrant or homeless students within our community through building relationships with families and asking questions (as appropriate) to determine the amount of support needed. Much like we do for all students, we provide students with time to acclimate to their new community while offering them opportunities to connect with others.

In addition, many students transfer from their home school into our school's specialized program, affectionately known as STARS. STARS provides students with emotional and behavioral disabilities the opportunity to develop SEL skills within a highly supportive environment that reinforces prosocial behaviors and supports students in successfully navigating the school environment. The STARS team creates individualized road maps using trauma-informed and evidence-based behavioral principles to support students in targeted skill-building. Within the continuum of services, STARS can also serve as a change of placement within the program prior to considering a private therapeutic setting.

We allow students the opportunity to enroll in the Dual Language Program. This long-term bilingual and multicultural program uses two languages for instruction, learning, and communication. Instructional planning maximizes the bidirectional transfer of students' knowledge and skills from Spanish to English and English to Spanish through bridging and translanguaging. Students are viewed as emergent bilinguals who are on the path to becoming bilingual, bi-literate and multicultural. Our goal is to ensure that all students are academically successful in two languages; therefore, we use strategies and supports to foster such metalinguistic awareness. Teachers promote positive interactions among students to create a positive environment that embraces diversity and strives for excellence. Our school community believes that knowing two languages academically and socially will only add to their repertoire as they become adults and find their way with the advantage of being bilingual, bi-literate and multicultural.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Students at Steeple Run are invited to be contributing members of the school community through a variety of enrichment, academic, and social-emotional experiences. Staff provides students the opportunity to grow and develop while keeping the whole child in mind. Utilizing a combination of academic and enrichment activities, social and cultural experiences, and embedded social-emotional supports, the students at Steeple Run find multiple modalities in which to engage within the school environment. During the most challenging times, Steeple Run teachers continued to meaningfully engage students via Zoom and digital platforms to provide captivating instruction. Beyond content provided digitally, Steeple Run teachers made an effort to connect with students, inviting them to socially-distanced read-alouds, visiting student homes, and making in-person materials drop-offs.

At Steeple Run, the staff encourages student engagement in the classroom by implementing evidence-based practices, including small group instruction, whole group discourse, and inquiry-based projects. Through small group instruction, teachers are able to provide more individualized learning to maintain student engagement. Students receive ongoing targeted feedback on their learning intentions, which increase their goal-directed behavior and awareness of their learning. Whole group discourse provides students with the opportunity to engage in critical thinking discussions, which allow students to take an active role in their learning process. Self-directed learning and discovery are essential for Steeple Run students. Through inquiry-based learning, students are provided the opportunity to facilitate their learning. Students use their curiosity to guide their learning process.

Students at Steeple Run also have the opportunity to participate in a variety of enrichment and extracurricular activities. These activities cover a broad range of interests and skill levels. Lego League, Battle of the Books, Spanish Ladder, and Bricks 4 Kidz promote creative thinking, leadership and learning through play. In addition, students have the opportunity to participate in a math morning mindset club to increase their self-confidence and self-efficacy as it relates to math skill development.

The staff at Steeple Run understands the importance that social and cultural experiences have in child development, which is why whole school activities and extracurricular clubs are promoted and available to all students. The whole school activities of Color Run, One School, One Book, and Multicultural Night allow students to connect with their peers, showcase their culture, and experience the wide variety of cultures that come together within the Steeple Run community.

2. Engaging Families and Community:

The Steeple Run staff recognizes that family partnership is essential to student success. The school creates regular opportunities for the community and families to attend events and participate in activities alongside Steeple Run students to foster this relationship.

Steeple Run is lucky to have a strong partnership with the Home & School Association. The mission of Home & School is to build a close relationship between home and school to enhance and promote cooperation and connection. Strengthening communication, providing resources, facilitating fundraisers, and approving non-curricular opportunities are the main focus of our Home & School Association. This year has included a Back to School Meet and Greet, Color Run, Hispanic Heritage Movie Night, and Implicit Bias Training. In the winter, we hosted our first Black History Month and Native American Month assemblies, organized by Home & School and facilitated by students. To hear our students singing “We Shall Overcome” defines the power of connection and community.

Finding and utilizing available resources to engage students and families from all cultural and linguistic backgrounds is important to the staff of Steeple Run. Teachers and specialists facilitate the use of interpreters for family conferences and IEP meetings, provide an interpreter line service for teachers, and furnish weekly newsletters via an online translation application.

In addition, internal and community resources are leveraged to meet the needs of families. Utilizing Naperville Education Foundation grants, staff have sought out funding for SEL-themed books, a badminton team, calming corner supplies, and a diverse array of library books. The Islamic Center of Naperville provided treats and flyers to teachers highlighting how to support students and families during Ramadan.

Steeple Run has fostered strong relationships with many Colleges and Universities throughout the area, but none have been more impactful than the partnership formed with Wheaton College. Leveraging Wheaton College's strong teaching program and diverse student body to identify promising future educators. In addition, Steeple Run's inclusive behavior program and larger breadth of Special Education services have provided students within Wheaton's Center for Faith & Disability an opportunity to develop an understanding of the power of inclusion and an understanding of the continuum of services offered within an innovative elementary school with a specialized program. Taking part in developing these future Special Education teachers hopes to further the impact of inclusive practices in our communities.

3. Creating Professional Culture:

Creating a professional culture is something we strive for at Steeple Run. This was essential as we transitioned from the eLearning model last year to fully in person this year. Our goal was and will always be to help teachers feel valued and supported. We were able to provide this support through professional learning opportunities, "Monthly Moments," and new educator opportunities.

By focusing our efforts during staff meetings and institute days on best practices in mathematics and ELA, we have supported teachers in small group instruction and best practices. Coaching cycles are also available to all staff members to support teachers in their professional goals and increase teacher-to-student impact in various subject areas. The staff and coach partner to research and implement innovative practices. Additionally, we provide collaboration time across grade levels to better understand the needs of our students, such as through teacher-to-teacher visits. The leadership team wants to ensure all teacher needs are met and has provided several Google Forms to collect feedback from teachers. We have targeted our professional development on what staff feels would be most beneficial for their instructional practice using that feedback. For example, staff provided feedback stating they were interested in more in-depth equity work in addition to our building-wide equity book study. The leadership team sought an equity teacher-leader to come to staff meetings and present on culturally responsive teaching practices.

In addition, we provide numerous opportunities for staff to participate in building the community at Steeple Run. Based on the research of Chip and Dan Heath, the leadership team has planned "Monthly Moments" that allow staff to build relationships with each other, such as Taco Tuesday, McMuffin Monday, and the March Madness Bracket. We also schedule Fun Fridays each month, where staff has the opportunity to build community outside the school building. Finally, our social committee helps to put together small celebrations for the big life events among our staff, such as baby and bridal showers.

Lastly, Steeple Run is fortunate enough to have a new educator and mentor program. This program partners new educators with veteran teachers to support their transition to Naperville 203. There are professional development opportunities that new educators are invited to join that focus on Danielson Framework, instructional best practices based on John Hattie and Robert Marzano's work and culturally responsive teaching practices.

4. School Leadership:

Steeple Run is fortunate to have two administrators, a Learning Support Coach and a Student Services Coordinator, who collectively make up the building's core Leadership Team. Together, they guide all areas of school improvement. This process includes monitoring student progress, providing professional development to all staff members, and building a positive climate for staff. Formal assessments, such as the 5Essentials, are given throughout the year to gain insight into the needs of our staff and students. More informal means of monitoring our school improvement include having open lines of communication and frequent contact with stakeholders within the school community, including teachers, support staff, and

families.

While the core leadership team provides an important level of consistency and oversight, the true power of distributed leadership occurs within our School Improvement Team (SIT). This exceptional team includes fifteen teachers and specialists who collectively represent the greater building and act as a conduit of information exchange between the SIT and the remaining Steeple Run staff. Through collaborative reflection on collected data, including test assessment, student growth measures, student social-emotional surveys, and in-depth staff feedback, SIT develops the School Improvement Plan, which guides meaningful and responsive professional learning and focused initiatives for the benefit of staff ultimately, students.

We believe that the power of implementation occurs within our PLCs. The regular analysis of data and reflection on strong instructional practices ultimately inform our needs and drive improvements within the classroom. As members of these communities, SIT is able to effectively communicate with all stakeholders to best meet the needs of our teachers, students, and families.

Further, our leadership supports and drives the enhancement of connection to members within the school community. This includes the development of strong partnerships with families through family/school organizations like our Home & School group seeking opportunities to support staff and students based on the needs established through close partnership with school leadership. In addition, our students have taken increasingly meaningful and influential roles through our Student Council club, which represents the perspectives and areas of passion within our students at Steeple Run. For example, administration met with the Student Council to review an SEL survey and determine focus areas moving forward. The meaningful integration of stakeholders' perspectives into our community's development and continuous improvement is one of the most important roles of leadership at Steeple Run.

5. Culturally Responsive Teaching and Learning:

Steeple Run is proud to celebrate the diversity and cultures of our students, families, and staff and work hard to build trust, rapport and relationships with all. As a staff, we have committed to extended learning opportunities and growth through participating in multiple equity-based professional development opportunities. Utilizing Zaretta Hammond's Culturally Responsive Teaching and the Brain, we are engaged in a building-wide book study to implement culturally responsive teaching practices in the classroom. In addition to implementing culturally responsive teaching practices, we are building our cultural awareness to recognize and respond to our implicit biases to ensure equitable instruction for all students. Partnering with equity teacher leader Dr. Rachael Mahmood, we strengthen our understanding of culturally responsive teaching.

Our Multi-Tiered System of Supports (MTSS) allows us to ensure that our students' diverse needs and backgrounds are met. In our first tier of support, teachers are asked to consider if all students and cultures are included within our curriculum. For example, thoughtfully selecting resources that represent the cultures within their classrooms. The second and third tiers of support happen through consultation opportunities with various specialists and coaches. Our English Language teachers, math specialists, and reading specialists utilize guiding questions to coach teachers to think more deeply about the diverse needs of their students and how their culture may impact student learning.

Through our EL program and greater staff, we provide equitable opportunities for students from linguistically diverse families. We ensure the transition for newcomer students is accommodating, whether it is providing access to a digital translator application or pairing them with students who share the same language. Through support and diverse resources, students have access to and representation in the curriculum and are also encouraged to share their cultural experiences. The teachers are committed to understanding the needs of our students and providing resources such as literature and visuals to create an enriching learning environment for them.

Beyond equitable instruction, our extra-curricular offerings seek to further provide cultural awareness and respect beyond the representation in our school community. One such opportunity provided to students entitled Quechua and Chocolate Club allows students to learn an indigenous language spoken by the

Quechua peoples while connecting with other fourth and fifth graders. Spanish Ladder is another extracurricular opportunity for students to engage with the Spanish Language in an acclaimed, interactive, curriculum-based structure.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

It would be difficult to find a Steeple Run student who has not been impacted by the connected nature of our school community. For that reason, we identify the connection as one of the most instrumental factors in our school's success. As was undoubtedly demonstrated in previous portions of this application, the connections between students and our various stakeholders ultimately make a difference in our emotional and academic success. When our youngest Super Stars walk through our doors for the first time, our staff, students, and community provide a warm embrace. Whether through our fifth-grade "bus buddies" ensuring our youngest students get to their proper transportation after school, facilitating restorative conversations after student conflicts, or exemplified by our vibrant and inclusive Student Council, all staff members recognize the power of connection with our students.

At Steeple Run, we build on the Nurtured Heart Approach with culturally responsive teaching practices. Our teachers are committed to forming meaningful relationships with and among students. Our teachers see these connections as a necessity for learning and strive to engage the whole child. This is achieved through embracing these philosophies within the classroom, specialized programs and through our extra-curricular activities, such as the "Goodmintons" club, which creates a supportive community among our fifth-grade girls under the guidance of a Badminton coach.

These initiatives not only contribute to students' level of investment and related academic success but evidence also exists within our 5Essentials and Panorama Survey. Our data from 5Essentials shows 99% of students report "teachers treat students with respect" and in our Panorama survey, the data aligned showing 91% of our students believe teachers are "quite respectful" or "extremely respectful." From our study and application of John Hattie's effect size research, we know that teachers who have created positive teacher-student relationships are more likely to have above-average effects on student achievement.

These philosophies have integrated into the personal and professional lives of the Steeple Run staff. Despite the strains of the last two years, Steeple Run staff consistently describe their relationships with other staff as family. This is not because the staff members are all alike, but rather because we recognize the importance of connection and community.