Clark County School District

Steele Elementary School

School Performance Plan: A Roadmap to Success

Judith Steele Elementary School *has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.*

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School Designations: ☐ **Title I** ☐ **MRI** ☐ **CSI** ☐ **TSI** ☐ **ATSI**

Our SPP was last updated on June 13, 2023.

School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating report at http://nevadareportcard.nv.gov/DI/nv/clark/judith_d._steele_elementary_school/2023/nspf/.

Inclusion of this link replaces completion of the tables in the previous year's SPP.

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Jennifer Gerber	**Principal(s)** *(required)*
Lynette Shipman [Steele ES]	**Other School Leader(s)/Administrator(s)** *(required)*
Cory Cerio [Steele ES] Sara Brownell [Steele ES]	**Teacher(s)** *(required)*
Cristy Hill	**Counselor**
Amy Pippins [Steele ES]	**RBG3**
Jessica Tennille Hansen [Steele ES]	**Paraprofessional(s)** *(required)*
Magali Lamourelle, Lori Williams, Drazen Elez	**Parent(s)** *(required)*

School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
SOT Meeting	5/11/23	SPP review of data and Act 3 status: Made determinations based on amount of growth to continue with goals as minimal achievement growth was made in grades K-5 MAP for both math and reading; Identified specific student socio-emotional needs from Panorama data and feedback from counselor. Created more specific action steps for each of the three goals after reviewing observation and walkthrough data for all grades K-5 to focus on more consistent use of Tier 1 and small group Instruction with a goal of increasing overall student achievement.
Family Meet and Greet	8/4/23	Review of SPP Goals and Focus for 2023-2024
SOT Meeting	8/24/23	Student Enrollment and Staffing Updates
SOT Meeting	9/14/23	Budget and SPP updates

School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

Inquiry Area 1 - Student Success
Part A

Student Success			
	Student Performance	**Social and Emotional Learning**	**Access to Rigorous Texts and Tasks**
Data Reviewed	*According to SBAC, 57.4% of students are proficient in Math and 56.6% are proficient in Reading.* *According to the Fall MAP data results, 57% of students in grades K-5 are below the 60th percentile in Math and 55% in Reading.*	2023 Spring Panorama survey results show that 38% of the students feel like they are able to regulate their emotions.	enVision Tier 1 materials were distributed Teacher training on math provided by district District Pacing Guides provided in all content areas and for Tier 1 materials Tier 1 training provided by district Into Reading materials TBD
	Areas of Strength: Master schedule that protects Tier 1 instructional time for all students.		
	Areas for Growth: Consistently providing rigorous and differentiated Tier 1 instruction that includes standards-driven tasks and uses district-supported materials. Begin a more strategic focus on small group instruction for all student groups. Previous observations and walk through data showed the majority of all K-5 classrooms were not utilizing Tier 1 materials with fidelity. Students were not observed working within the supplemental materials and small group instruction was not consistently observed throughout content areas and/or grade levels.		
Problem Statement	*As the rigor and demands of the NVACS increase throughout the grade levels, a focus of providing a strong Tier 1 Instruction will be needed to include small group and differentiated supports.*		
Critical Root Causes	*Teachers have inconsistently provided Differentiated Tier 1 instruction, rigor of tasks not aligned to the rigor of SBAC, materials have not been consistent across the school.*		

Part B

Student Success

School Goal: *Students will increase proficiency in math from 57.4% to 62% as measured by 2024 SBAC state summative assessment. Students will increase proficiency in reading from 56.6% to 60% as measured by 2024 SBAC state summative assessment.*	**Aligned to Nevada's STIP Goal:** Goal 3-All students experience continued academic growth

Improvement Strategy: *Increase consistency in providing rigorous, differentiated tier 1 instruction.*
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: HMH Into Reading (2); enVisions Math (3); Build a committed staff and provide professional development (1); Professional Learning Communities (2).*

Intended Outcomes: *: Teachers will provide rigorous, differentiated Tier 1 instruction in order to increase Math and Reading proficiency with consistent and purposeful planning in PLC meetings.*

Action Steps:
- *Class walkthroughs utilizing Tier 1 Instruction Monitoring Tool*
- *Rigorous task development and alignment to standards*
- *Training on unwrapping the standards*
- *Staff Development to include whole group and small group instruction within all Tier 1 materials*
- *Weekly PLC meetings with evidentiary notes*

Resources Needed:
- Curriculum Pacing Guides (Math and ELA)
- Standards Unwrapping Document
- Sample SBAC Tasks
- EnVision Mathematics 2020
- Into Reading

Challenges to Tackle:
- Personnel to cover for grade level curriculum walkthroughs: Admin will create a schedule for specialists with extra prep blocks to assist in coverage.
- Student attendance: Counselor and Behavior strategist to create monthly incentive activities; Admin to bring back trimester Attendance Awards and ceremonies
- Time for meetings and planning (scheduling): PLC time secured weekly, staff meetings as needed to cover additional time needed

● Consistent Adherence to Tier 1 Materials - Admin to monitor using Tier i Instruction Monitoring Tool through use of walkthroughs

Equity Supports. What, specifically, will we do to support the following student groups around this goal?
English Learners: Pre-teaching vocabulary, using manipulatives, differentiation groups. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are English Language Learners. Foster/Homeless: Pre-teaching vocabulary, using manipulatives, differentiation groups. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk. Free and Reduced Lunch: Pre-teaching vocabulary, using manipulatives, differentiation groups. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk. Migrant: N/A Racial/Ethnic Minorities: Pre-teaching vocabulary, using manipulatives, differentiation groups. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk. Students with IEPs: Classroom teachers will review math IEP goals and accommodations often.

Inquiry Area 2 - Adult Learning Culture
Part A

Adult Learning Culture			
	Instructional Practice	**Instructional Leadership**	**Systems and Structures that Support Continuous Improvement**
Data Reviewed	*Student work tasks* *Classroom observations* *Walkthrough Data*	*Master Calendar adherence* *PLC notes* *Observation Data (Walks and Formals)*	*PLC meetings*
	Areas of Strength: Common preps allow for weekly PLC meetings and staff collaboration. Teachers are willing to put forth new ideas and suggestions to help improve instruction.		
	Areas for Growth: Teachers need to use PLC time more productively and systematically in order to pinpoint areas of need and		

	and plan high quality Tier 1 instruction that is most impactful for all students. Consistent use and following of the Plan Template. During weekly scheduled PLC time, staff was inconsistent with purposeful planning to include unwrapping standards and developing tasks based on current data.
Problem Statement	*Teachers need time to unwrap standards and collaborate with their grade levels to analyze multiple measures of data and plan for high-quality Tier 1 instruction using standards-based tasks and district materials provided.*
Critical Root Causes	*Understanding of vertical alignment and grade level standards (NVACS) are inconsistent. Tasks presented and materials used are not consistently grade level or district standard.*

Part B

Adult Learning Culture	
School Goal: *By the end of the 2023-2024 school year, 100% of PLC meetings will be focused on grade level standards, common assessments, planning using district supported materials and pacing guides, and based on timely student data. In addition, administrative observation data will show that in 80% of observations, tasks and instruction will be fully aligned with the standards.*	**STIP Connection:** Goal 3 - *All students experience continued academic growth.*

Improvement Strategy / Evidence / Outcomes / Action Steps
Improvement Strategy: *Teachers will engage in consistent practices following the framework for PLC. Administration will provide training and support for PLC in order to consistently implement structures and help staff acclimate to the effective use of these structures.*   **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: PLC - 2; Principal commitment (3); Analyze data in PLCs (3); Build a committed staff and provide professional development (1).*
Intended Outcomes: *Teachers will be meeting weekly utilizing the defined PLC structures; Administration will guide teachers in the use of Tier 1 materials and ensure all staff follow the PLC process.*
Action Steps: • *Common PLC structure and time in place to ensure Tier 1 instruction is the focus*   • *Consistent adherence to a Master Schedule in order to maximize student outcomes*   • *Training on Districtwide materials and effective implementation of each*   • *Data analysis to determine effectiveness of the PLC structure and student growth*

- *PD using PLC cycle to ensure consistent implementation and focus on Tier 1*
- *Calendared curriculum walks using the Tier 1 Instruction Monitoring Tool*

Resources Needed:
- *CCSD to provide PD on conducting proper PLCs; Template or structured plan adopted and implemented by all grade levels; training on the "look fors" during curriculum walks in order to ensure staff focus is on Tier 1*

Challenges to Tackle:
- *Differentiated Professional Development based on staff levels of understanding and implementation - Involve the staff in process of creating PD with surveys and opportunities to present*
- *Teachers not properly or consistently implementing programs or standards fully - Model use of materials and provide training for each of the newly adopted programs in order to ensure staff fully understands what is available and how to efficiently use the materials*
- *Mindset shifts from varied approaches and materials to standard Tier 1 Instructional Materials and CCSD pacing guides - Provide opportunities for training on the use of materials, PD and staff coaching*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Utilize WIDA data and indicators to plan for professional learning. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional scaffolding practices and strategies for students who are English Language Learners. Specifically, pull Imagine Learning data to determine skill growth and deficits and assign appropriate materials through Tier 2 interventions and tutoring as needed.

Foster/Homeless: Understand/guide homework demands and limited opportunities. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk to include allowing for tutoring and intervention support as needed.

Free and Reduced Lunch: Understand/guide homework demands. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk. Allow for tutoring and intervention support as needed.

Migrant: n/a

Racial/Ethnic Minorities: Understand/guide homework. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk. Allow for tutoring and intervention support as needed.

Students with IEPs: Understand/guide homework. Provide professional learning opportunities for teachers and other licensed personnel regarding

effective instructional practices and strategies for students who are at-risk. Allow for tutoring and intervention support as needed.

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	**Staff**	**Family & Community Engagement**
Data Reviewed	*Districtwide Survey* *Panorama Survey*	*Districtwide Survey*	*Districtwide Survey*
	Areas of Strength: 89.9% of our students surveyed feel respected regardless of differences to include race, gender, ethnicity, gender, or disability.		
	Areas for Growth: Only 41% of our students feel that they are able to regulate their emotions.		
Problem Statement	*Students are struggling with being able to control their emotions in peer to peer interactions and as a result often react with anger or aggression toward peers . They also struggle to pull themselves out of a bad mood.*		
Critical Root Causes	*Students have not had regular and consistent experience using strategies for self-monitoring for emotions.*		

Part B

Connectedness	
School Goal: Increase the percent of students who respond favorably to "Once you get upset, how often can you get yourself to relax" from 38% (fall) to 43% (winter) to 48% (spring) by 2024 as measured by the Panorama Education Survey.	**STIP Connection:** *Goal 6 - All students and adults learn and work together.*
Improvement Strategy: *Consistent practice of analyzing data to determine student needs and areas of possible instruction or support; staff training on MTSS and de escalation strategies.* **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: PBIS/Panorama - 2; Build a committed staff and provide professional development (1); Progress Monitoring (2); Creating a Positive School Climate and Culture (3).*	
Intended Outcomes: *Decrease behavior referrals overall with MBI tracking data and strategic supports based on data trends.*	

Action Steps:
- *Counselor pulling small groups*
- *Behavior Strategist working with small groups on proactive practices and de escalation*
- *Teachers conduct a social-emotional check in daily*

Resources Needed:
- *Counselor*
- *Behavior Strategist*
- *SEL curriculum access for all teachers*

Challenges to Tackle:
- *SEL resources and ensuring staff provide necessary interventions - Involve staff in the process of reviewing Panorama, IC and other SEL data to determine needs and create necessary intervention supports*
- *Teacher participation - Create a clear schedule for supports using the Master Schedule as a guide so as not to impede Tier 1 Instructional time*
- *SEL PD on de escalation strategies, self-help, and anger management - Seek outside support from both Counseling Department and SPED Department regarding training on strategies to support students throughout the campus*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Make visual and interactive SEL lessons. Employ educational personnel who provide services for English Language Learners.

Foster/Homeless: Make visual and interactive SEL lessons. Make visual and interactive SEL lessons. Employ educational personnel who provide services for at-risk students.

Free and Reduced Lunch: Make visual and interactive SEL lessons. Employ educational personnel who provide services for at-risk students.

Migrant: n/a

Racial/Ethnic Minorities: Make visual and interactive SEL lessons. Employ educational personnel who provide services for at-risk students.

Students with IEPs: Make visual and interactive SEL lessons. Employ educational personnel who provide services for at-risk students.

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds	$5,905,582.06	Staffing and supplies	1, 2, 3
EL Weighted Funds	$283,978.80	Staffing, Tutoring	1, 2
ESSER Funds	$107,273.88	Staffing, Materials	1, 2
At-Risk Weighted Funds	$452.618.47	Staffing, Materials	1, 2
Title III - EL funds	$5,346	IL Program, Materials	1