

Clark County School District

Steele, Judith D. ES

2025-2026 School Improvement Plan

Classification: 2 Star School



Mission Statement

To develop a high quality, diverse instructional program with a focus on accountability and excellence in learning through a safe, supportive environment accessible to all students.

Vision

To develop a high quality, diverse instructional program with a focus on accountability and excellence in learning through a safe, supportive environment accessible to all students.

Demographics & Performance Information

Nevada Report Card

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 <https://nevadareportcard.nv.gov/DI/nv/clark/judith.d.steele.elementary.school/nspf/>

Table of Contents

Comprehensive Needs Assessment 4

 Student Success 4

 Inquiry Area 1: Student Success 6

 Adult Learning Culture 7

 Inquiry Area 2: Adult Learning Culture 9

 Connectedness 10

 Inquiry Area 3: Connectedness 12

Priority Problem Statements 14

Comprehensive Needs Assessment Data Documentation 15

Plan Notes 16

Continuous Improvement Team 17

Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Steele is utilizing a master schedule that protects Tier 1 instructional time for all students. Classroom walkthroughs revealed a significant increase in the use of all Tier 1 materials, and a decrease in the use of ancillary materials to supplement curriculum. In addition, for the 2nd year in a row, Steele has reduced its Chronic Absenteeism, ending at just under 15%. With respect to behavior, 94% of all students had 1 or fewer behavior events reported and our Panorama data showed a 29% increase over the course of the school year from 45% to 74% in our students' ability to regulate and manage emotions. Our MAP test percentile also increased in both ELA and Math for the 2024-2025 school year, moving from 58%ile in ELA to 61%ile and 67%ile in Math to 69%ile.

Student Success 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 utilizing Tier 1 materials as a whole group. However, students were not consistently observed working within the supplemental materials and small group instruction was not consistently observed throughout content areas and/or grade levels.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Our EL students are not making impactful growth overall. Of the 96 students tested, only 5 tested out of the program. Tutoring supports are not being focused enough on direct student needs to include vocabulary and written language. In addition, teachers are not including providing opportunities for all students to be heard, whether by peers or the teacher.	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. Activate prior knowledge/frontloading information for all learners. Promote teacher use of discourse strategies and Tier 1 small group instruction to encourage student voice.

Student Group	Challenge	Solution
Foster/Homeless	Foster and Homeless students are not making enough overall growth in ELA and Math. Tutoring and Tier 1 small group instruction is not being provided to isolate and work on skills in need. In addition, teachers are not including providing opportunities for all students to be heard, whether by peers or the teacher.	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. Activate prior knowledge/frontloading information for all learners. Promote teacher use of discourse strategies and Tier 1 small group instruction to encourage student voice.
Free and Reduced Lunch	FRL students are not making enough overall growth in ELA and Math. Tutoring and Tier 1 small group instruction is not being provided to isolate and work on skills in need. In addition, teachers are not including providing opportunities for all students to be heard, whether by peers or the teacher.	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. Activate prior knowledge/frontloading information for all learners. Promote teacher use of discourse strategies and Tier 1 small group instruction to encourage student voice.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Racial/Ethnic Minorities students are not making enough overall growth in ELA and Math. Tutoring and Tier 1 small group instruction is not being provided to isolate and work on skills in need. In addition, teachers are not including providing opportunities for all students to be heard, whether by peers or the teacher.	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. Activate prior knowledge/frontloading information for all learners. Promote teacher use of discourse strategies and Tier 1 small group instruction to encourage student voice.

Student Group	Challenge	Solution
Students with IEPs	IEP students are not making enough overall growth in ELA and Math. Exposure to Tier 1 materials within the Resource Room setting and Tier 1 small group instruction are not being provided to isolate and work on skills in need. In addition, teachers are not including providing opportunities for all students to be heard, whether by peers or the teacher.	Classroom teachers will review all IEP goals and accommodations often and seek support from licensed Special Ed team to ensure implementation.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): 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 Cause: 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.

Inquiry Area 1: Student Success

SMART Goal 1: Students will increase proficiency in math from 48.5% to 55% as measured by 2026 SBAC state summative assessment. Students will increase proficiency in reading from 55.3% to 62% as measured by 2026 SBAC state summative assessment. Progress toward this goal will be measured using scheduled MAP assessments in the Winter and again in the Spring for both Math and Reading.

Formative Measures: Benchmark MAP assessments (3 in the year), Weekly PLC meetings and data analysis of module assessments for ELA and topic assessments for Math, Classroom walks by admin to measure Tier 1 materials and small group instruction implementation.

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Increase consistency in providing rigorous, differentiated Tier 1 instruction.				Status Check		EOY Reflection
				Oct	Feb	June
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	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	Administration	weekly through PLC quarterly through goal setting annually through classroom walkthroughs			
2	Rigorous task development and alignment to standards Weekly PLC meetings with evidentiary notes Participation in SDD and PLC training to support Tier 1 instruction; subsequent implementation of Tier 1 instruction utilizing training information	Classroom Teachers	weekly through PLC daily in instruction presentation			
Position Responsible: Administration (Principal and APs) will be ultimately responsible for accountability and compliance Resources Needed: Curriculum Pacing Guides (Math and ELA) Standards Unwrapping Document Sample SBAC Tasks EnVision Mathematics 2020 Into Reading Evidence Level Level 1: Strong: Build a committed staff and provide professional development Level 2: Moderate: HMH Into Reading, Professional Learning Communities Level 3: Promising: enVisions Math Problem Statements/Critical Root Cause: Student Success 1						

Adult Learning Culture

Adult Learning Culture Areas of Strength

Steele is utilizing common prep times to allow for weekly PLC meetings and staff collaboration. Teachers are willing to put forth new ideas and suggestions to help improve instruction. This year, staff consistently met to identify academic needs and plan for instruction. Administration oversaw these meetings to support, answer questions, guide, and confirm participation. 2024-2025 MAP data showed growth overall in both MATH and ELA from Fall to Spring, and changes were made in the Winter to create accountability for data and alignment.

Adult Learning Culture Areas for Growth

Teachers need to use PLC time more productively and systematically in order to pinpoint areas of need and plan high quality Tier 1 instruction that is most impactful for all students. In addition, there is a great need for Tier 1 small group instruction as evidenced by 2024-2025 MAP data. During weekly scheduled PLC time, staff was inconsistent with purposeful planning to include unwrapping standards and developing tasks based on current data and student needs. In addition, staff rarely shared results for the purpose of helping others grow in their best practices and delivery of the same information.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Our EL students are not making impactful growth overall. Of the 96 students tested, only 5 tested out of the program. Tutoring supports are not being focused enough on direct student needs to include vocabulary and written language. In addition, teachers are not including providing opportunities for all students to be heard, whether by peers or the teacher.	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 to include Tier 1 small group support and productive discourse practices. Allow for tutoring and intervention support as needed.
Foster/Homeless	Foster and Homeless students are not making enough overall growth in ELA and Math. Tutoring and Tier 1 small group instruction is not being provided to isolate and work on skills in need. In addition, teachers are not including providing opportunities for all students to be heard, whether by peers or the teacher.	Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional scaffolding practices and strategies for students who may not have academic supplies and materials at home to include Tier 1 small group support and productive discourse practices as well as strategies that require little at-home material. Allow for tutoring and intervention support as needed.
Free and Reduced Lunch	FRL students are not making enough overall growth in ELA and Math. Tutoring and Tier 1 small group instruction is not being provided to isolate and work on skills in need. In addition, teachers are not including providing opportunities for all students to be heard, whether by peers or the teacher.	Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who may be at-risk. Allow for tutoring and intervention support as needed.

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Racial/Ethnic Minorities students are not making enough overall growth in ELA and Math. Tutoring and Tier 1 small group instruction is not being provided to isolate and work on skills in need. In addition, teachers are not including providing opportunities for all students to be heard, whether by peers or the teacher.	Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who may be in need of additional support. Allow for tutoring and intervention support as needed.
Students with IEPs	IEP students are not making enough overall growth in ELA and Math. Exposure to Tier 1 materials within the Resource Room setting and Tier 1 small group instruction are not being provided to isolate and work on skills in need. In addition, teachers are not including providing opportunities for all students to be heard, whether by peers or the teacher.	Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who may working toward grade level standards. Allow for tutoring and intervention support as needed.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Teachers need time to unwrap standards, share best practices 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 Cause: Understanding of vertical alignment and grade level standards (NVACS) are inconsistent. Tasks presented and materials used are not consistently grade level or district standard.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the 2025-2026 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 and effective strategies will be shared and repeated in multiple classrooms in order to maximize grade level achievement.

Formative Measures: Administrative, Lead Team and Region supported walkthroughs, growth evidenced by MAP data collected in Winter and Spring

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: 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.				Status Check		EOY Reflection
				Oct	Feb	June
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	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	Administration	weekly through PLC quarterly through goal setting annually through classroom walkthroughs			
2	Rigorous task development and alignment to standards Weekly PLC meetings with evidentiary notes Participation in SDD and PLC training to support Tier 1 instruction; subsequent implementation of Tier 1 instruction utilizing training information	Classroom Teachers	weekly through PLC daily through classroom instruction			
Position Responsible: Administration (Principal and APs) will ultimately be responsible for accountability and compliance. Resources Needed: CCSD to provide PD on conducting proper PLCs; Template or structured plan adopted and implemented by all grade levels; continued training on the "look fors" during curriculum walks in order to ensure staff focus is on Tier 1. Evidence Level Level 1: Strong: Build a committed staff and provide professional development Level 2: Moderate: PLC Level 3: Promising: Principal commitment, Analyze data in PLCs Problem Statements/Critical Root Cause: Adult Learning Culture 1						

Connectedness

Connectedness Areas of Strength

(Districtwide Survey 2025) 89.04% of our students surveyed feel Steele ES promotes academic success for all students.

(Panorama Data) From Winter 2025 to Spring 2025, students demonstrated an increase of 4% going from 70% to 74% in the area of managing behaviors to include school preparedness and being academically focused.

Connectedness Areas for Growth

(Panorama Spring 2025) Only 51% of our students surveyed feel capable of having the potential to change those factors that are central to their performance in school (growth mindset). Our plan is to work with our counselor and grade level teams to provide motivational support in the form of staff/student check in teams and opportunities to encourage school involvement.

(Districtwide Survey 2025) Only 56% of students who completed the survey felt that they finish tasks even if they are hard and only 47% will push through even when frustrated. This data shows that when tasks are challenging or require academic struggle, our students are more likely to quit than push for achievement.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	EL students lack at home support for gaining new vocabulary and tutoring provided fell short on providing these supports.	Make visual and interactive SEL lessons. Ensure that teaching staff provide services for English Language Learners.
Foster/Homeless	Foster/Homeless students were not adequately provided with additional support to include materials to use at home or additional tutoring as needed.	Provide small groups and individual supports utilizing Counselor services and Hazel Health individual sessions. Work directly with families/guardians to ensure community services are shared and made available.
Free and Reduced Lunch	With all students receiving FRL support, we did not seek to identify this subgroup alone. We also did not offer time for families to identify themselves by aiding in the completion of forms for support as in years past.	Assist families with the completion and submission of forms to acquire these services. Work with Food Services to ensure support is available.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Racial/Ethnic Minorities students were not adequately provided with additional support to include materials to use at home or additional tutoring as needed.	Work with individual families to ensure all students can access support available and assist in the completion of paperwork, scheduling, etc. and inclusion is available for all students.

Student Group	Challenge	Solution
Students with IEPs	IEP students were not adequately provided with additional support to include materials to use at home or additional tutoring as needed.	Work with individual families to ensure all students can access support available and assist in the completion of paperwork, scheduling, etc. and inclusion is available for all students.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Students are struggling with being able to pull themselves out of a bad mood and struggle with positive learner attitudes. In addition, students lack perseverance and academic productive struggle strategies.

Critical Root Cause: Students have not had regular opportunities to engage in academic, productive struggle and maintain a growth mindset.

Inquiry Area 3: Connectedness

SMART Goal 1: Increase the percentage of students who respond favorably to "When you make a mistake on your schoolwork, how often do you ask your teacher for ways you can do better next time" from 37% (spring 2025) to 42% (winter 2025) to 47% (spring 2026) by 2026 as measured by the Panorama Education Survey.

Formative Measures: Counselor check-ins and groups (created and completed on 6-week basis), classroom lessons on growth mindset
Additional measures to include Panorama data collected 3x per year and analyzed, monthly review of IC data to include behavior minors and majors

Aligns with District Goal

Improvement Strategy 1 Details				Reviews																		
Improvement Strategy 1: Consistent practice of analyzing data to determine student needs and areas of possible instruction or support; staff training on MTSS and de escalation strategies. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Teachers conduct a social-emotional check in daily Harmony curriculum provided to staff PK-5 to support lessons specific to the needs of the class</td><td>Classroom teachers</td><td>through the year as needed</td></tr><tr><td>2</td><td>Counselor pulling small groups and working with small groups on proactive practices and de escalation Teachers conduct a social-emotional check in daily Harmony curriculum provided to staff PK-5 to support lessons specific to the needs of the class Specialists to analyze data through PLC and plan for needed supports</td><td>Counselor</td><td>6-week sessions throughout the year as needed; monthly data share in Specialist PLC and with admin; 3x a year through Panorama data</td></tr><tr><td>3</td><td>Analyze and report on data reflective of student trends for growth</td><td>Specialists</td><td>through PLC meetings, monthly</td></tr></table> Position Responsible: Counselor is responsible for collecting Panorama data and sharing with administration; Administration is responsible for utilizing data to plan for additional staff and student support Resources Needed: Counselor Behavior Strategist SEL curriculum access for all teachers Evidence Level Level 1: Strong: Build a committed staff and provide professional development Level 2: Moderate: PBIS/Panorama, Progress Monitoring Level 3: Promising: Creating a Positive School Climate and Culture Problem Statements/Critical Root Cause: Connectedness 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Teachers conduct a social-emotional check in daily Harmony curriculum provided to staff PK-5 to support lessons specific to the needs of the class	Classroom teachers	through the year as needed	2	Counselor pulling small groups and working with small groups on proactive practices and de escalation Teachers conduct a social-emotional check in daily Harmony curriculum provided to staff PK-5 to support lessons specific to the needs of the class Specialists to analyze data through PLC and plan for needed supports	Counselor	6-week sessions throughout the year as needed; monthly data share in Specialist PLC and with admin; 3x a year through Panorama data	3	Analyze and report on data reflective of student trends for growth	Specialists	through PLC meetings, monthly	Status Check		EOY Reflection
				Action #	Actions for Implementation	Person(s) Responsible	Timeline															
				1	Teachers conduct a social-emotional check in daily Harmony curriculum provided to staff PK-5 to support lessons specific to the needs of the class	Classroom teachers	through the year as needed															
				2	Counselor pulling small groups and working with small groups on proactive practices and de escalation Teachers conduct a social-emotional check in daily Harmony curriculum provided to staff PK-5 to support lessons specific to the needs of the class Specialists to analyze data through PLC and plan for needed supports	Counselor	6-week sessions throughout the year as needed; monthly data share in Specialist PLC and with admin; 3x a year through Panorama data															
3	Analyze and report on data reflective of student trends for growth	Specialists	through PLC meetings, monthly																			
Oct	Feb	June																				
No review	No review																					

Priority Problem Statements

Problem Statement 1: 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 Cause 1: 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.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Teachers need time to unwrap standards, share best practices 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 Cause 2: Understanding of vertical alignment and grade level standards (NVACS) are inconsistent. Tasks presented and materials used are not consistently grade level or district standard.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Students are struggling with being able to pull themselves out of a bad mood and struggle with positive learner attitudes. In addition, students lack perseverance and academic productive struggle strategies.

Critical Root Cause 3: Students have not had regular opportunities to engage in academic, productive struggle and maintain a growth mindset.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- MAP Growth Assessment
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Other
 - According to 2024 SBAC data, 51% of students are proficient in Math and 55.3% are proficient in Reading.
 - According to the Spring 2025 MAP data, 57% of students in grades K-5 are at or above the 61st percentile in Math and 51% of students in grades K-5 are at or above the 61st percentile in Reading.
 - 2025 Spring Panorama survey results show that 51% of the students feel capable of having the potential to change those factors that are central to their performance in school (growth mindset).
 - enVision Tier 1 materials were distributed and implemented in all K-5 classrooms
 - Teacher training on math provided by district and site based strategists
 - District Pacing Guides provided in all content areas and for Tier 1 materials;
 - Tier 1 training provided by district for Into Reading materials throughout the school year

Adult Learning Culture

- Master schedule
- Professional learning communities (PLC) data/agenda/notes
- Walk-through data
- Other
 - Student work tasks
 - Classroom observations
 - Master Calendar adherence
 - Observation Data (Walks and Formals)

Connectedness

- Community surveys and/or other feedback
- Perception/survey data
- Social Emotional Learning Data

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$5,517,544.72	Salaries	1,2,3
At-Risk Weighted Allocation	\$142,455.71	Classroom teachers, grades kinder and 4th	1,2,3
EL Weighted Allocation	\$283,218.48	Classroom teachers, grades 4th, 5th, and specialist; transfer responsibility	1,2,3
General Carry Forward	\$1,133,787.25	Salaries	1,2,3
At-Risk Weighted Carry Forward	\$107,196.21	Added to At-Risk funds	1,2,3
EL Weighted Carry Forward	\$1,003.55	Added to EL funds	1,2,3
Title IA	\$		

Continuous Improvement Team

Team Role	Name	Position
Parent	Jessica Licari	Parent
Parent	Jodie Alfonsi	Parent
Staff	Shannon Graham	Teacher
Staff	Lauren Falk	Teacher
Staff	Carol Felcyn	Counselor
Staff	Star Araujo	Office Manager
Staff	Jessica Edick	Specialist
Staff	Kennitha White	Teacher
Staff	Sandra Tomburo	Learning Strategist
Staff	Heather Ripandelli	RBG3 Strategist
CI Team Member	Tiffany Nay	Assistant Principal
CI Team Member	Lynette Shipman	Assistant Principal
CI Team Lead	Jennifer Gerber	Principal