

***U.S. Department of Education***  
***2021 National Blue Ribbon Schools Program***

---

[X] Public or [ ] Non-public

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

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

Official School Name Charlotte Hill Elementary School  
(As it should appear in the official records)

School Mailing Address 560 East Eldorado Lane  
(If address is P.O. Box, also include street address.)

City Las Vegas State NV Zip Code+4 (9 digits total) 89123-1264

County Clark County

Telephone (702) 799-5720 Fax (702) 799-5719

Web site/URL https://charlottehilles.org/ E-mail reynojl@nv.ccsd.net

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(Principal's Signature)

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

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

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(Superintendent's Signature)

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

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

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

*\*Non-public Schools: If the information requested is not applicable, leave blank.*

## **PART I – ELIGIBILITY CERTIFICATION**

---

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

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

---

Data should be provided for the current school year (2020-2021) unless otherwise stated.

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

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

338 TOTAL

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

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

- Urban (city or town)
- Suburban
- Rural

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

Grade	# of Males	# of Females	Grade Total
<b>PreK</b>	19	15	34
<b>K</b>	35	43	78
<b>1</b>	37	31	68
<b>2</b>	41	29	70
<b>3</b>	52	39	91
<b>4</b>	43	45	88
<b>5</b>	40	42	82
<b>6</b>	0	0	0
<b>7</b>	0	0	0
<b>8</b>	0	0	0
<b>9</b>	0	0	0
<b>10</b>	0	0	0
<b>11</b>	0	0	0
<b>12 or higher</b>	0	0	0
<b>Total Students</b>	267	244	511

\*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):
- 0.2 % American Indian or Alaska Native
  - 8 % Asian
  - 10.6 % Black or African American
  - 38 % Hispanic or Latino
  - 4.1 % Native Hawaiian or Other Pacific Islander
  - 27.4 % White
  - 11.7 % Two or more races
  - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2019 - 2020 school year: 25%

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

Charlotte Hill ES is located in an area where short term rentals and other temporary housing options are prevalent, in addition to more stable housing. The school loses and gains students throughout the year due to housing instability, resulting in a higher mobility rate. During the 2019-20 school year, Charlotte Hill gained slightly more students than lost, though the numbers were nearly equal (73 gained and 69 lost).

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2019 until the end of the 2019-2020 school year	73
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	69
(3) Total of all transferred students [sum of rows (1) and (2)]	142
(4) Total number of students in the school as of October 1, 2019	563
(5) Total transferred students in row (3) divided by total students in row (4)	0.25
(6) Amount in row (5) multiplied by 100	25

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

French, Hindi, Italian, Punjabi, Samoan, Tagalog, Vietnamese, Cantonese, Chinese, Tamil

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

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

Total number students who qualify: 511

8. Students receiving special education services: 16 %  
84 Total number of students served

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

- |                                  |  |
|----------------------------------|--|
| <u>14</u> Autism                 | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>1</u> Other Health Impaired                 |
| <u>9</u> Developmental Delay     | <u>16</u> Specific Learning Disability         |
| <u>1</u> Emotional Disturbance   | <u>36</u> Speech or Language Impairment        |
| <u>9</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: 4
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.

	<b>Number of Staff</b>
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	23
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	13
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	6
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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

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

<b>Required Information</b>	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	95%	94%	95%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2020.

<b>Post-Secondary Status</b>	
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.

We the staff, parents, students and community of Charlotte Hill Elementary School take responsibility for the academic, social, and emotional growth of every child to be college, career, and citizenship ready.

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

Charlotte Hill ES implemented a 100% online model from August 2020 to March 1, 2021. On March 1, 2021, the school transitioned to a blend of online and hybrid learning with some students remaining fully online and others returning to campus two days per week. On April 6, 2021, Charlotte Hill expanded face-to-face programming to 5 days per week with limited capacity, while continuing to provide online programming for some students. Staff implemented social distancing requirements while on campus per CDC guidelines, which required modifications to instructional delivery.

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

## **PART III - SUMMARY**

---

Charlotte Hill Elementary School is an outstanding urban school located in the southern part of the Las Vegas, NV valley. Charlotte Hill is one of 338 schools in the Clark County School District (CCSD), the nation's fifth largest school district. The school is located in a diverse, socioeconomically-challenged community, comprising a blend of single family homes and apartments, many of which offer temporary housing options. Many of the school's families move frequently due to housing instability, which contributes to a relatively high mobility rate of 25%. Charlotte Hill is a 100% FRL (Free and Reduced Lunch) FRL, Title I school serving 511 students.

"We the staff, parents, and community of Charlotte Hill Elementary School, take responsibility for the academic, social, and emotional growth of every child to be college, career, and citizenship ready," is not only the school's mission statement, it's the guiding ethic. The culture of the school is centered on the belief that staff must educate and meet the needs of the whole child. This belief is shared by the entire staff and begins at the front door. From the moment a family steps foot on campus, they see and feel that they are valued. From the office staff who greet families to the custodial staff cleaning after hours and everyone in between, the staff share and understand the privilege and responsibility of educating students. Understanding and meeting the social-emotional needs of students in a safe and secure environment maximizes the potential of students to learn.

Charlotte Hill employs two full-time counselors, meeting the ASCA (American School Counselor Association) recommendation. The counselors deliver classroom lessons which empower students to advocate for themselves in academic and social environments. In addition, counselors deliver morning announcements which teach social skills and character traits, and provide motivation. Classroom teachers reinforce the weekly social skills to promote a school culture and climate that is positive, inclusive, and fosters individual responsibility. Counselors and administrators meet weekly to develop intervention plans for struggling students based on indicators such as teacher referrals, attendance, and grades. Charlotte Hill fosters a sense of community and encourages parent involvement by hosting events such as Open House, parent education sessions, and social events. The PTO (Parent Teacher Organization) also plays a vital role in helping connect families and community. Charlotte Hill staff believe that every child is important and capable. Staff work hard to develop positive relationships that support each student to reach his/her full potential.

Despite socioeconomic challenges, Charlotte Hill ES demonstrated solid growth in ELA and Math from the 2017-18 school year to the 2018-19 school year, as measured by the Smarter Balanced Assessment Consortium (SBAC). The school demonstrated 11.7% growth in ELA and 8.3 % growth in Math. EL students showed a 13% gain in ELA. These gains are a testament to the school's dedicated faculty. Teachers collaborate frequently with grade-level teams to discuss best practices and design high quality instruction that promotes student discourse, engagement, and higher order thinking. Additionally, teachers meet to review assessment data in order to inform their instruction and participate in professional learning experiences which support implementation of research based strategies to support learning.

In March 2020, CCSD abruptly closed school campuses and transitioned to a remote learning model in response to COVID-19. Charlotte Hill Elementary School remained in 100% distance learning until March 1, 2021 at which time students in grades PK-3 began returning to school two days per week. On April 6, 2021, students in grades PK-5 began returning to school five days per week. However, parents were given the option to continue distance learning and only 59% of students returned to school while 41% remained online. In order to ensure equitable access to learning during the shift to remote learning, the school deployed Chromebooks and backpacks filled with school supplies and class materials to all students. Updated materials are regularly deployed to students and teachers and staff deliver materials to homes of families who cannot pick up. In addition to deploying devices, CCSD and Charlotte Hill Staff launched a massive effort to ensure all students had internet connectivity. By fall of 2020, all Charlotte Hill students had internet access and devices. Additionally, CCSD and Charlotte Hill ES adopted Canvas as the primary Learning Management System for remote learning. Teachers were provided with extensive professional development to support effective instructional design and delivery for remote learning.

Charlotte Hill Elementary School is a strong candidate for the National Blue Ribbon Award due to the exceptional growth of its students, its dedicated staff, and its culture of excellence. Charlotte Hill ES provides a positive, nurturing environment in which all students are valued and challenged to learn and grow at high levels.



## **PART IV – CURRICULUM AND INSTRUCTION**

---

### **1. Core Curriculum, Instruction, and Assessment.**

Charlotte Hill ES curriculum is guided by the Nevada Academic Content Standards (NVACS), which reflect the Common Core State Standards. Teachers, administrators, and specialists have worked collaboratively to unpack the standards and ensure that instruction and assessments are aligned.

Teachers use summative and formative data to inform their instruction. All students take the NWEA MAP Growth and iReady Diagnostic assessments to measure growth in Reading and Math three times per year. Teachers and administrators set Student Learning Goals (SLGs) that align with informational reading and writing standards. Teachers and administrators track progress toward SLGs by analyzing data from these assessments. Adjustments are made accordingly throughout the year to ensure students are adequately progressing. In addition, teachers collaborate in Professional Learning Communities (PLCs) to develop common assessments throughout the year, review assessment data, and design impactful instruction based on the results. During the 2020-21 school year these assessments have been administered remotely and proctored via Google Meet. Additionally, students in grades 3-5 complete personalized activities in Khan Academy and iReady each week to develop Math and English Language Arts (ELA) skills. Activities are targeted to individual needs. Teachers monitor progress and design targeted lessons to be delivered during daily small group instruction.

Reading instruction is based on the five domains of literacy: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Charlotte Hill ES designs reading instruction using the Literacy Framework developed by Clark County School District. Reading lessons include explicit whole group instruction, reading analysis of complex text, and differentiated small group instruction. Writing lessons are designed using whole group explicit instruction and small group or independent work. Additionally, teachers incorporate structured activities to promote meaningful discourse, engagement, and application of targeted skills. The school's academic focus connects informational reading and writing. Teachers use iReady/Ready ELA curriculum to deliver high quality Tier I instruction, track progress, and provide differentiated instruction. The iReady/Ready program was adopted as an approved curriculum by CCSD after undergoing a rigorous adoption process. The school adopted the iReady program as a new program for the 2020-21 school year based on the program quality and alignment with state standards. Additionally, teachers use the Renaissance Accelerated Reader and STAR programs to track and support student progress in reading.

Mathematics instruction at Charlotte Hill is aligned with the NVACS and teachers use enVision/Savvas math curriculum resources to support instruction. The enVision program was thoroughly vetted and adopted by CCSD for Tier 1 instruction after undergoing a rigorous adoption process. All enVision lessons support strategic teaching and productive struggle. The enVision curriculum promotes deep conceptual understanding and emphasizes problem-based, visual learning experiences which encourage students to articulate their thinking. Teachers support mathematical reasoning and problem solving through the use of Number Talks, manipulatives, and progressive concept development. Students are encouraged to explore multiple strategies to arrive at the same solution. Teachers incorporate metacognitive activities and frequent opportunities for structured discourse which support mastery and transfer. Students reflect on their independent use of strategies, apply mental math, explain their reasoning, evaluate and agree or disagree with peers, and apply fix-up strategies. Additionally, students in grades 3-5 complete 60 minutes of independent practice in Khan academy each week. Khan activities are assigned based on NWEA MAP scores and personalized to each student's individual needs.

Science at Charlotte Hill is guided by the Next Generation Science Standards which emphasize three dimensions of learning: Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas. Teachers use Full Option Science System (FOSS Kits) and Discovery Education resources to support scientific inquiry. Students complete hands-on investigations, ask and answer questions, record observations and draw conclusions. Teachers also use Mystery Science curriculum to deliver content and Science topics are integrated with ELA instruction. Students participate in hands-on, collaborative activities designed to spark interest and curiosity while introducing principals of Science. For example, Kindergarten students grow plants from seeds and learn about the animal life cycle by hatching chicks from eggs. Eggs and

incubators are donated by a local farm and hatched chicks are returned to the farm. Fifth grade students learn about engineering and gravity, then participate in an annual egg drop event as a culminating activity. During typical years, the students participate in an annual Science Fair. Students in grades K-2 complete group projects and students in grades 3-5 complete individual projects. Families and community members are invited to participate in an evening event where projects are displayed and visitors participate in engaging science activities.

Students receive Social Studies instruction in the areas of History, Geography, Economics, and Civics. Social studies instruction is integrated with ELA instruction. Students explore topics through reading, writing, speaking and listening. Students are encouraged to make connections that promote citizenship and character traits. For example, third graders complete a unit in which they explore self-identity, culture, and diversity. At the end of the unit, each student completes a culture project and presents it to the class. Fourth graders participate in the Great Nevada Challenge, which gives students the opportunity to learn about the great state of Nevada. Over the course of the school year, students complete four tasks: 1) recite the Nevada Preamble, 2) sing the state song, "Home Means Nevada," 3) memorize state symbols and other facts, and 4) locate the counties & county seats on a map. Upon completion of each task, students prepare for an oral or written assessment to ascertain mastery. During typical years, parents are invited to an assembly and students who successfully completed all tasks received a certificate of achievement with a small Nevada state flag. Fifth graders participate in the Great American Challenge, which gives students the opportunity to learn about the foundations of America, instills patriotism, and promotes leadership. Over the course of the school year, students complete six tasks: 1) recite the Gettysburg Address, 2) recite the names of all U.S. Presidents in order by date of office, 3) spell all state capitals and locate them on a map, 4) recite or sing the "Star Spangled Banner," 5) recite the "Preamble to the Constitution," and 6) write the "Pledge of Allegiance." Upon completion of the units of study, students prepare for an oral presentation. During typical years, parents are invited to an assembly and students who successfully complete all tasks receive an award.

The shift to distance learning in response to COVID-19 and the social distancing protocols required during face-to-face learning continue to pose a number of challenges. Teachers have adopted new approaches to engage students remotely by structuring daily synchronous lessons, small group instruction, asynchronous assignments, and individual support opportunities. Teachers communicate frequently with parents regarding students' progress. Tools such as Nearpod, Jamboard, Seesaw, Google Meet breakout rooms, and chat features enable opportunities for discourse, active student engagement, and checks for understanding during lessons. Additionally, teachers maintain Canvas courses for students and parents to support remote learning.

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

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

Charlotte Hill ES offers half-day Pre-K programming for three and four year-old students. Class enrollment includes a blend of students with special education needs and typically developing peers. Curriculum is aligned with the Nevada Pre-Kindergarten Standards and addresses the following domains: Social/Emotional Development, Health & Physical Development, Language & Literacy Development, Cognitive Development (Mathematics & Science), and Creative Expression. All lessons/activities include multi-modalities (kinesthetic, visual/spatial, linguistic-verbal, and auditory).

Nevada Pre-K standards are designed to provide a foundation for school readiness. Charlotte Hill Pre-K and Kindergarten teachers have unwrapped standards and evaluated lessons to ensure they are standards-aligned and vertically connected. Pre-K lessons are designed to support the demands of Kindergarten. Activities are modified depending on individual level and designed to progressively develop skills. Mathematics lessons use different representations of numbers (physical, visual, symbolic, verbal, and contextual).

Due to COVID-19 restrictions, it was necessary to adapt in order to support online, blended, and face-to-face models. Pre-K students were provided with iPads, manipulatives (counters, cubes, magnetic letters, etc.), reinforcers (sticks, snacks, etc.), and materials (white boards, crayons, scissors, work packets, crafts,

etc.). Engaging applications and tools such as Epic, Happy Numbers, and Boom Cards were used to support blended learning. In order to provide a safe learning environment during face-to-face learning, separate stations were created for each student which included activities to support literacy, gross motor skills, fine motor, and dramatic play.

Early education prepares students for school readiness by equipping them with academic, social/emotional, and physical development skills that support success in Kindergarten. Pre-K students benefit from academic skills such as letter recognition, phonemic awareness, and early mathematical concepts. Additionally, students practice “learning to learn” skills which provide foundations for learning. Students also benefit from both structured and unstructured opportunities to engage with peers. Through these experiences, students learn how to make friends, resolve conflicts, manage feelings, follow limits, meet expectations, communicate, and take care of their own needs as appropriate. Additional benefits of early childhood education include building stamina for full-day Kindergarten expectations and assisting parents and students to feel comfortable with the school system.

## **2. Other Curriculum Areas:**

Charlotte Hill ES students benefit from daily specials that support students to become well-rounded individuals. Each student participates in Physical Education, Library, Music, and Humanities. Humanities replaced Art during the 2021-22 school year, in part due to the distance learning model. The curriculum for each of these courses is guided by the Nevada Academic Content standards. This school year, instruction has been provided via a blend of synchronous Google Meet sessions and asynchronous learning experiences.

Students attend Physical Education classes two days per week. Students participate in a variety of activities which develop movement, fine and gross motor, and manipulative skills. Students learn to apply strategy and safety concepts to physical activities. Through team sports and activities, students learn valuable life skills such as teamwork, sportsmanship, problem solving, and perseverance. Health curriculum is designed to provide students with the knowledge and skills to live a healthy lifestyle and encompasses physical, mental, and emotional health. Through activities such as goal setting and self-reflection students learn to take ownership and develop healthy habits which will positively impact them throughout their lives.

Students attend Library class one day per week. The library is an essential part of the school community. Reading provides the foundation for all other learning and engaging students in frequent reading activities is critical. During Library class, students are exposed to a variety of print and digital materials and empowered by choice. Students participate in reading activities that allow students to learn about themselves, others, and the world around them while developing important literacy skills. Reading activities support academic content areas. Additionally, students learn crucial concepts such as digital citizenship, research methods, and privacy and security. Accelerated Reader (AR) competitions are tracked and promoted by the school librarian. Reading Week activities enlist community partners and school to family connections to promote enthusiasm for reading. These experiences are designed to foster a love for reading, while developing literacy skills that will support a lifetime of learning and inquiry.

Students participate in Music one day per week. Music curriculum provides students with opportunities to move, sing, play, dance, and create. In addition to these creative experiences, students analyze, evaluate, and listen to sound. Through hands-on activities, students begin to develop fundamental musical awareness. These experiences also support communication and problem solving skills, kinesthetic development, adaptability, and self-expression. Through the study of music, students make connections to self and others and learn about the human experience.

Students participate in Humanities one day per week. Humanities replaced Art during the 2020-21 school year, for several reasons. School leadership recognized that teaching Art remotely would be a challenge and creative programming would be necessary to fill learning gaps created by disruptions to school in Spring 2020. The Humanities curriculum provides opportunities for students to explore human culture and interpersonal relationships through reading, writing, speaking, and listening. In August 2020, teachers were provided with professional development on identifying and bridging priority standards for ELA, to close gaps without remediation. The Humanities teacher and Read by Grade Three Strategist collaborated to

develop Humanities curriculum which targets essential ELA standards. Students engage in meaningful literary experiences while also learning about human culture and self-identity.

### **3. Academic Supports:**

Charlotte Hill ES implements the Response to Intervention (RTI) Model to provide tiered supports to students who are not making adequate progress academically. Additionally, Charlotte Hill implements the Nevada Read by Grade Three program. Students in grades K-3 who score below the 40th percentile on the NWEA MAP assessment receive a Student Literacy Performance Plan (SLPP) which is implemented by the classroom teacher and parents are notified. EL students in grades 2-3 receive additional one-on-one or small group reading instruction with a certified tutor or licensed specialist during the school day. Tutoring is provided using the Reading Horizons program.

A full-time Gifted and Talented Education (GATE) teacher provides instruction to students who qualify for GATE and Title 1 Alternative GATE Services (TAGS). The GATE program employs a process approach which develops problem solving, reasoning, and critical thinking skills. Students participate in activities that foster inquiry, discovery, and creativity. Students are evaluated on proficiency in three domains: 1) Critical Thinking Skills, 2) Creative Thinking Skills, and 3) Learning Skills.

Teachers completed three years of extensive training on the Academic Language and Content Achievement Model (ALCA-M) to support EL students at the classroom level. Teachers strengthen content instruction by implementing strategies in the domains of Asset Orientation, Opportunities to Learn, and Developing Autonomy. Structuring opportunities for meaningful academic discourse is heavily emphasized. EL students in grades 2-3 receive additional one-on-one or small group reading instruction from a certified tutor or licensed specialist.

Maintaining a consistent learning environment for homeless students is imperative to their academic and social/emotional success. Homeless students fall under the McKinney-Vento Homeless Assistance Act which provides them the opportunity to stay at their school of origin, even if they no longer live in the school zone. Several Charlotte Hill families are identified as homeless. Working with Title 1 HOPE, Charlotte Hill provides homeless students and families with clothing, hygiene, school supplies, bus passes, and weekend food bags.

Charlotte Hill ES creates an inclusive and supportive environment for students with disabilities. It is the goal of Charlotte Hill staff to maximize student growth by strategically planning programming for students with disabilities. To the greatest extent possible, students are given access to quality tier one instruction with typical peers. Student schedules are developed to ensure that students are able to receive targeted supports without missing critical instruction from general education teachers. Differentiation plans are developed for each student to support deficit areas. When planning differentiated instruction, efforts are made to modify product rather than content when possible and to provide scaffolds and accommodations before assigning modifications. When designing scaffolds and supports aligned with student goals, staff purposefully plan for fading of supports to promote independence. Teachers collect data on progress toward goals and share progress reports with parents each quarter.

## **PART V – SCHOOL CLIMATE AND CULTURE**

---

### **1. Engaging Students:**

Engaging students and ensuring they have a positive learning environment starts before the first bell rings. Students are greeted each morning by adults on duty whether they arrive via bus, are dropped off, or walk to campus. Each day starts with Morning Announcements delivered by school counselors. In addition to general school information, the announcements include celebrations of birthdays and classroom or grade level achievements, weekly motivational quotes, and social emotional mini-lessons that classroom teachers and staff reinforce throughout the school day. During remote learning, counselors recording the morning announcements and uploaded them to a shared folder. Teachers played the announcements each day during live Meets. Additionally, teachers and counselors frequently made home visits to deliver materials, recognize students for positive behaviors, and complete welfare checks.

Charlotte Hill strives to motivate students through positive recognition and reinforcement. Each month, exemplary students in every classroom are given the Honorable Husky Award. Students receive medals and certificates and are recognized in front of their peers. Honorable Huskies are celebrated for effort, achievement, growth, and character. Due to COVID restrictions, students who are participating remotely are invited to be recognized in a Google Meet with administration and counselors while students who are in the building are recognized in the classroom.

Charlotte Hill uses the Accelerated Reader (AR) program to encourage reading. Students earn AR points for reading weekly. Teachers promote AR challenges in their classrooms. AR points are tracked and displayed in the lunchroom and celebrated on the morning announcements. Students compete between classes and sometimes with neighboring schools.

Students also compete against neighboring schools for positive attendance. Attendance rates are displayed on bulletin boards and signs near the entrance show the Charlotte Hill attendance rate in comparison to neighboring schools. This friendly competition motivates the students and parents and helped Charlotte Hill bring the chronic absenteeism rate down from 17.1% during the 2018-19 school year to 15.3% in the 2019-20 school year to currently 13.17%.

The Charlotte Hill Student Council plays an important role in creating a positive school climate. They have organized such activities as Two Lunch Tuesdays in which students bring an extra packed lunch that is then donated to a community partner to be distributed to the homeless in our community. They have also helped students by coordinating collection drives for local animal shelters, Title 1 Hope, and the Salvation Army. Additionally, Student Council coordinates spirit weeks throughout the year to promote school spirit, self expression, and connectedness. During remote learning, Student Council organized virtual spirit days throughout the year. Participating in such activities that give back to the community not only creates a connection but a sense of responsibility to engage with the community for the betterment of everyone involved.

The Multidisciplinary Leadership Team (MLT) meets weekly to review referrals and other wellness indicators. Counselors conduct home visits to monitor wellness, provide support, and celebrate students for positive behaviors. In February 2021, Charlotte Hill piloted the Panorama program. Counselors surveyed students in grades 3-5 during class Meet sessions to identify students in need of support. In addition to answering social emotional wellness questions, every child was asked if they would like to talk to an adult. Counselors met with every child who indicated a desire to talk. Counselors analyzed survey data to identify students who may have social/emotional needs and intervened accordingly.

### **2. Engaging Families and Community:**

Strengthening ties to the community cannot be attributed to one single function, but rather a variety of purposeful events. To meet the diverse needs of the school community, Charlotte Hill partners with a host of entities such as CCSD Family and Community Engagement Services (FACES), Foster Kinship, Ameriprise,

ResortCom, EyeCare for Kids, and Three Square. Our community partners help facilitate and sponsor much needed services, human capital, and donations.

Ameriprise, a local financial services company, does a school supply drive each year. They donate hundreds of items that the school needs. Because of their generosity, staff were able to fill a backpack with school supplies for each student and distribute them before school started.

ResortCom, a timeshare financial services company, has donated school supplies and playground equipment in addition to sending volunteers to interact with students. ResortCom staff periodically visit the school to play with students during recess, read to students, or participate in activities such as “guest judging” a Holiday Door Decorating Contest. ResortCom has also “adopted” several families and provided meals and gifts during the holiday seasons to ensure students and families have a quality holiday experience. The student choir was invited to sing at ResortCom’s holiday party. Choir students were able to join the holiday party and provided ResortCom staff with musical entertainment.

Charlotte Hill also engages families by connecting them to opportunities that are shared through CCSD’s Partnership Office. Opportunities include reduced price admissions for families to museums, local attractions, classes, contests, and more. Counselors share opportunities for families from the CCSD Counseling Department. Parents are offered monthly parenting classes and family engagement activities through FACES, including Charlotte Hill family nights that empower parents to support student learning by covering topics such as literacy, mathematics, and STEM. These events are now held virtually due to COVID-19 restrictions. The Parent Teacher Organization (PTO) plays a vital role in connecting with families. They host a variety of events that help to bring families and community together. They have helped organize and support an annual Harvest Festival. They host Ice Cream Socials, Donuts with Dads, Chili Cook-Offs and more. The PTO held virtual family nights, drive through Trunk-or-Treat, and other activities all following CDC guidelines. Our families and community are also welcomed to participate in monthly School Organizational Team (SOT) meetings in which important school-based decisions are made. Additionally, a virtual Open House was held to welcome students and connect teachers and administrators with families. Sharing these opportunities, resources, and activities helps the staff stay connected and meet families’ needs.

### **3. Creating Professional Culture:**

The Charlotte Hill ES leadership team recognizes that both students and staff have different needs and develop at a unique pace. Therefore, leveraging the unique strengths of each teacher is how the process of growth and change begins. PLC and professional development provide a forum for analysis and reflection. Teachers learn from one another by embracing a school-wide collaborative learning community. In doing so, teachers rely on each other’s expertise.

Teachers also participate in professional development opportunities offered at the site and district levels. During the 2020-21 school year, teachers were provided with three weeks of professional development to prepare for high quality distance learning. Teachers were trained on a variety of topics, including Canvas, iReady, Building a Culturally Inclusive Classroom, EL Considerations for Distance Learning, Quality Teaching from a Distance, Bridging the Standards for ELA & Math (to fill gaps without remediation), Embedding Instructional Supports, Designing Differentiated Supports, and Assessment and Engagement Strategies. Teachers were provided with PLC time to plan and build Canvas Courses. Administrators held open labs to support teachers in planning, building Canvas Courses, integrating available tools to design engaging lessons, and delivering lessons via Google Meet. Additional professional learning opportunities were provided throughout the year. Charlotte Hill staffs a full-time specialist who provides direct support to students and teachers to include modeling lessons, providing professional development, and delivering interventions.

Developing a positive culture where teachers feel valued and supported is a priority of school administration. Throughout the 2020-21 school year, administrators checked in with grade level teams to answer questions and express appreciation. Additionally, administrators made purposeful gestures to create levity and show appreciation for staff. For example, administrators surprised staff with small gifts for each

holiday, delivered Christmas gifts to each staff member's house, hosted a virtual holiday party, and planned gifts and treats for teacher appreciation week. Charlotte Hill's high teacher retention rate is reflective of the positive relationships and sense of community amongst staff. A number of staff members have been working at Charlotte Hill for many years. In a typical year, only one staff member will leave, usually due to retirement.

#### **4. School Leadership:**

The Charlotte Hill ES administrative team consists of a principal and assistant principal. However, the administration employs a collaborative approach in which many stakeholders provide input and take on leadership roles within the school community. Each grade level has a teacher representative who meets frequently with the administration to review policies and practices and identify improvements. Additionally, the principal meets monthly with the School Organization Team (SOT) to review financial decisions and policies. The SOT membership includes elected parents and staff, but all meetings are open to the public. Care is taken to ensure that all expenditures directly impact students. Grade level teams and departments are not allocated annual funds. Instead, grade levels meet to discuss needs and submit materials requests. Requests are reviewed to ensure that resources support instruction prior to approval. Programs and resources purchased with site funds are thoroughly reviewed to ensure that the materials are being well utilized and are producing positive results.

During COVID-19, it has been necessary for school leaders to adapt repeatedly to changing models and to implement new safety policies and procedures in compliance with the CDC and CCSD health guidelines. During the school year, the academic model has shifted from 100% online to PK-3 hybrid, to PK-5 face-to-face instruction with a distance learning cohort option. This has essentially required a new opening of school three times within the year. For example, each model shift has required updated rostering, daily scheduling, duty stations, and transportation. Additionally, the return to face-to-face instruction amidst a pandemic has required extensive planning and preparation. School leaders met frequently to review guidelines and develop procedures to implement safety protocols, including implementing daily symptom monitoring and random testing for staff, adding signage and social distancing markers throughout campus, preparing student health procedures, preparing and staffing a room for students with COVID symptoms, and training staff on campus procedures. Throughout, the primary focus has been on ensuring that students continue to receive quality instruction and positive interactions regardless of the model of delivery. Charlotte Hill administrators recognize that the year has been especially challenging for staff as well as students. Administrators meet frequently with staff to share updates, answer questions, address concerns, and maintain connectedness.

#### **5. Culturally Responsive Teaching and Learning:**

Charlotte Hill staff, students, and families come from diverse backgrounds with varying perceptions, values, strengths and challenges. Charlotte Hill leadership recognizes the importance of meeting the individual needs of community members, raising cultural awareness, and valuing differences. With these goals in mind, school staff have received professional development in a variety of areas. The school hosted a series of professional development sessions conducted by Wes Hall in order to create a Trauma-Informed School. All staff participated in these trainings and were educated on the various backgrounds and Adverse Childhood Experiences (ACEs) students bring with them to school. In addition, the Charlotte Hill Counseling Unit conducted bi-weekly professional development sessions on using Love & Logic principles to engage in positive and productive relationships with students. Love & Logic approaches help to de-escalate students who are in crisis and prevent interactions that could potentially lead to arguments, power struggles, and student escalations. Love & Logic practices help students learn to be responsible and accept appropriate levels of accountability for their choices. Staff also participated in online Sanford Harmony Social Emotional Learning professional development and were provided with cultural competency training during the 2019-20 school year. Additional professional learning opportunities continue to be offered through the CCSD Equity & Diversity Department.

In order to help our families, many of whom have accepted the challenge and responsibility of raising not only their children but a child of a friend or family member, the school enlisted the help of a local organization, Foster Kinship. The school started a weekly support group which allows participating families to connect and find comfort and support. Families can also discuss their unique situations with the staff of Foster Kinship to receive help and guidance for their individual situations.



## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

---

Perhaps the most instrumental practice that Charlotte Hill ES has taken since school closures began in March 2020, has been the focus on supporting and engaging students and families. While many are struggling during this time, Charlotte Hill families have been especially hard hit. School staff have made every effort to ensure that resources were not roadblocks to learning and that when students are not participating remotely, staff are working tenaciously to connect and engage them. Staff deployed Chromebooks and backpacks filled with materials prior to the first day of school, and deployed updated materials throughout the school year. Office staff assisted parents to access free internet, ensuring that all students had internet access. When a student does not participate in class, the teacher calls the same day to speak with a parent. When a child is repeatedly failing to participate, teachers submit referrals to the Multidisciplinary Leadership Team (MLT) to report the concern. MLT members make home visits and phone calls to check on the welfare of the child, identify barriers, and provide solutions to re-engage the child. School staff make home visits to deliver materials when parents can't pick up and to reward students for positive effort and behavior. Staff even visit and call the Boys and Girls Club where some students are dropped off during the school day. MLT members have regular meetings with students who need additional motivation in order to provide ongoing support. The Counseling Team also hosts Lunch With the Counselors. Students in each grade level are invited to join a Google Meet and eat lunch together. When cleared to do so, counselors began scheduling support groups for targeted students. The MLT uses a variety of tools to proactively monitor students' social emotional well being, including surveying students with the Panorama program and using the Go Guardian application to monitor concerning online activity. School leadership and the PTO have scheduled events throughout the year to keep families engaged. These events include Virtual Open House, parent literacy night, parent STEM night, drive-through Trunk or Treat, drive-through Ice Cream Social, drive-through Donuts with Dear Ones, and virtual Spirit Weeks. These efforts to engage and support students and families have been essential to the success of students during remote learning.