

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mrs. Shannon Schumm

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

Official School Name John A. Dooley Elementary School

(As it should appear in the official records)

School Mailing Address 1940 Chickasaw Dr.

(If address is P.O. Box, also include street address.)

City Henderson State NV Zip Code+4 (9 digits total) 89002-8652

County Clark State School Code Number* 02111

Telephone 702-799-8060 Fax 702-799-8076

Web site/URL http://schools.ccsd.net/dooley E-mail sschumm@interact.ccsd.net

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date _____
(Principal's Signature)

Name of Superintendent*Mr. Pat Skorkowsky E-mail: pskorkowsky@interact.ccsd.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Clark County Tel. 702-799-8060

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

Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Erin Cranor
(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 that it is accurate.

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

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
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

All data are the most recent year available.

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

1. Number of schools in the district (per district designation):
- 217 Elementary schools (includes K-8)
 - 59 Middle/Junior high schools
 - 73 High schools
 - 8 K-12 schools
- 357 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 2 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	2	1	3
K	40	33	73
1	38	35	73
2	48	41	89
3	37	39	76
4	30	38	68
5	53	40	93
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	248	227	475

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 3 % Asian
 - 3 % Black or African American
 - 16 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 73 % White
 - 5 % 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.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 16%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	35
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	34
(3) Total of all transferred students [sum of rows (1) and (2)]	69
(4) Total number of students in the school as of October 1	444
(5) Total transferred students in row (3) divided by total students in row (4)	0.155
(6) Amount in row (5) multiplied by 100	16

7. English Language Learners (ELL) in the school: 6%
28 Total number ELL
 Number of non-English languages represented: 2
 Specify non-English languages: Spanish and Hindi
8. Students eligible for free/reduced-priced meals: 31%
 Total number students who qualify: 138

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 14 %
61 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 categories.

- | | |
|--------------------------------|--|
| <u>18</u> Autism | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>9</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>14</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>32</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>3</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	19
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals	7
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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 24:1

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	95%	95%	96%	95%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes_ No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

At John Dooley Elementary School we provide a positive learning environment and build a solid educational foundation in all academic and social areas for each individual student. Our staff strives to challenge every student to reach their fullest potential while providing the necessary supports to academically and socially achieve nothing short of excellence.

Our school will celebrate 25 years of excellence in 2015 with the opening of a time capsule and a ceremony recognizing several current staff members who have been teaching at John Dooley Elementary School since its doors first opened. We not only have teachers and staff members that have been at Dooley Elementary School since its inception, incredibly, we have staff members that attended our school as students. This illustrates the strong connection with the community and families that contributes to a 25 year culture of tradition and gives our school a unique small-town atmosphere while residing in the 5th largest school district in the nation. Our school district services a unique culture where the glitter of “The Las Vegas Strip” can often overshadow the value of education. As educators, we strive to instill a love of and respect for learning that students will take with them throughout their lives. At John Dooley Elementary, we meet this challenge with dedication and enthusiasm.

John Dooley Elementary School staff strive to enable students to achieve academic excellence. Our teachers diligently analyze individual student data that utilizes not only assessment scores, but includes observational information resulting from student collaboration. We meet students where they are at and formulate a plan to take them to where they need to be. We diagnose students' academic areas of strengths and weaknesses and implement structures to address each child's needs such as an Intervention/Enrichment block of time during the school day where all students get individualized instruction at their specific academic level. Teachers work hard to de-privatize their classrooms and work collaboratively with other staff, valuing one another as a resource, so each student can reach their fullest potential.

Each moment in the instructional day is precious. Therefore core skills are delivered through a variety of proven strategies that embrace the whole learner and provide opportunities for students to engage in discussions and share ideas. These strategies are continually evaluated and modified as needed, as well as developing new methods that serve to create a classroom environment where students feel free to take risks that facilitate academic growth and a build a learning community. This secure, nurturing learning environment helps foster a global viewpoint and enables students to take a critical stance on concepts. We want our students to process and apply learning beyond the school environment.

Our staff strives to improve its practices while keeping the best of its traditions. In the past 25 years, structures, policies, and accountability procedures have changed immensely. In the face of all of this change, one important factor at Dooley elementary has remained constant. We pride ourselves on our principles of connecting with students and families. We offer after-school programs in mathematics intervention as well as extra-curricular activities in music arts and physical education. Students are encouraged to be involved and bond with teachers through student council activities or while participating in drums, choir, jump rope, dance, guitar, and recorder lessons. Parent volunteers are encouraged, and our volunteer force also includes family members of children who have already graduated from Dooley. These parents, grandparents, and adult siblings are dedicated to the ideology of a learning institution as a central part of the community. The collaborative nature of John Dooley Elementary School staff, students, and family truly is the essence of our students' success.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A) Each spring, all third, fourth, and fifth grade students participate in the Nevada Criterion Reference Test (CRT) in reading, math and science (fifth grade only). The fifth grade students also participate in the Nevada Writing Proficiency Examination. The performance descriptors for the CRT Exam are:

Emergent/Developing, Approaching, Meeting, and Exceeding Standards. Students who score in the Meets or Exceeds Standard category are deemed proficient according to the Nevada State Standards.

B) The percentage of proficient students in reading and mathematics has increased drastically from 2009 to 2013. In 2009 the number of proficient students in reading was 70%, while our 2013 proficiency rate in reading came in at 86%, showing a 16% increase. The same upward trend is also found in mathematics proficiency. In 2009 the number of proficient students in mathematics was 74%, while our 2013 proficiency rate in mathematics was 91%, showing a 17% increase. These significant gains in reading and mathematics are a direct result of teacher collaboration, using data to drive instruction, and differentiating instruction to meet the needs of all learners.

Our most recent data shows our Special Education (IEP) subgroup performing at 65% proficient in Reading as compared to the overall student proficiency of 86% which is due to factors that include our severely disabled students and our students in self-contained classrooms not taking the alternate assessment. Our Hispanic/Latino subgroup scored at 78% proficient in reading and mathematics, while their Caucasian/White counterparts scored 90% and 94% respectively. This gap can be attributed to an academic language barrier that exists and lack of exposure to academic vocabulary. All teachers at John Dooley Elementary School are working toward differentiating their instruction based on this data. Part of that differentiation is to not only expose all students to a rich academic vocabulary environment, but to internalize and verbalize that academic vocabulary through the use of cooperative learning structures that allow students to justify their thinking and take critical stances on concepts. These strategies show they are working in comparing 2012 data to 2013 data where the Hispanic/Latino subgroup went from 61% and 66% proficient in reading and mathematics respectively to 78% proficient in both subjects, showing more than a 10% reduction in non-proficient students for each subject.

2. Using Assessment Results:

Assessment results drive instruction at John Dooley Elementary School. During our initial staff meeting of the year, school data from the Nevada State Criterion Reference Test (CRT) is analyzed and our School Performance Plan is reviewed and revised to address the needs of our students. During the first two weeks of school, grades K-5 complete grade level screenings using a variety of assessment tools such as; A to Z, Discovery, and AIMSweb R CBM. An assessment diagnostic and progress monitoring flow chart is followed where students are further assessed and progress monitored if weaknesses are discovered within the initial screening tool results. Each student is progress monitored at a tiered level according to the assessment flow chart. Progress monitoring occurs on a sliding scale depending upon which tier each student falls in.

Teachers meet monthly to analyze student summative and formative data as well as data derived from instructional software programs such as Lexia, Reading Plus, and IXL. Teachers discuss best practices and strategies to use in order to meet the areas of student need identified in these meetings.

Specifically identified students with significant deficiencies are provided intense intervention and progress monitored weekly. We have a team of teachers who meet to discuss and develop intervention methods and strategies to be used by the classroom teacher or any staff member identified to assist in the individual plan for intervention.

Every teacher provides an Intervention/Enrichment block of time during the day where students are rotated and grouped according to their instructional level in reading based on a running record and diagnostic

assessment from Reading A to Z. The extra intense instruction is provided with a laser like focus in order to accelerate each students' learning path, whether they are at grade level, above grade level, or below. Teachers constantly analyze the data from these groups and move students accordingly in order to keep fluidity and a constant challenge for each individual student.

Parent communication is essential. Parents are kept informed throughout the school year with progress reports being sent home every three weeks. Discovery Education assessment reports and AIMSweb reports are discussed with parents and sent home every trimester in order to inform parents of their child's progress. Parents are also updated electronically through a system called ParentLink, so they can get information on their child's progress from not only their home computer, but also right on their cell phone.

3. Sharing Lessons Learned:

At John Dooley Elementary school, part of our success is sharing and collaborating with other schools in our District. We are partners with two other elementary schools located in our performance zone where we meet monthly to share ideas and collaborate on school initiatives such as increasing the amount of cooperative learning strategies in our classrooms that will enable students to take a critical stance and justify their thinking. We collect and analyze our academic and staff data in order to identify strengths and weaknesses within our schools. Where Dooley Elementary School might be particularly strong in a certain area, it might be a weakness for another school and vice versa. We identify how we can help each other with particular areas and create an action plan that can involve shared staff development days, staff meetings, resource gathering, modeling, and professional development sessions. We also visit other schools and have an open door policy for schools to visit our classrooms. Teachers are encouraged to observe and collect data from other schools, so at times, teachers are given a substitute in their classroom in order to observe other classrooms not only within the building, but at our partner schools as well.

Several of our teachers are active within the district in providing their skills as site leaders for reading, mathematics, and science. We also have teachers that serve on district committees involving reading textbook adoptions and curriculum alignments.

Our school is part of a validation study for the Nevada Department of Education on a new teacher and administrator evaluation system that is to be implemented within the next two years. In this study, our teachers are participating in professional development sessions on the new evaluation system and our school provides feedback to a Regional Professional Development Department team as well as a state team in order to identify the infrastructure needed for successful implementation state-wide.

Our teachers work regularly with local universities to mentor and share best practices with observation, practicum and student teachers. Our administrators partner with a local university and community college to instruct and provide feedback to student teachers on the interview process and school selection. Collaboration is at the heart of John Dooley Elementary School's successes.

4. Engaging Families and Community:

John Dooley Elementary School strives to involve all stakeholders to take ownership of student learning and school improvement. One of our greatest strategies is that we actively work toward making our families and community members feel welcomed and needed. We regularly ask for assistance from parents and the community and provide the training and tools in order to properly equip them to make a difference for every student when they volunteer. Our teachers have organized parent volunteer lists and sign-up sheets and encourage volunteers from a grass roots effort by calling, sending notes home, emailing, and even texting parents to ask for assistance with class incentives, reading, copying, and math fact practice. Many volunteers not only assist teachers with daily tasks like making copies and homework packets, but are willing to work directly with students to provide additional practice of skills taught in the classroom. They actively participate in the educational process to help our students achieve and subsequently model a respect for education.

Our community supports our school in a variety of ways. For instance, one local grocery store awarded us a

check for \$1,000.00 to provide support with classroom materials, while another grocery store provided snacks for our students during testing. A donut shop donated donuts for a contest we created as a reading incentive where the students got to race the administration and teachers in eating a donut hanging from the lunchroom ceiling without using hands. Community members have even donated food and clothing for students in need as well as providing our PTA with items for our annual PTA raffle.

During Nevada Reading Week, we have many local “celebrities” read to classes, such as, fireman, police officers, district officials, and community officials. We even have the Mayor of Henderson, Andy Hafen, read to our students to inspire and encourage them to do their best every day.

Our PTA is instrumental in holding activities that encourage our parents and community to take ownership of student learning as well. The PTA organizes and advertises events such as Dads and Donuts, Moms and Muffins, Fall Festival, Picnic in the Park, Movie Night, and the 5th grade Sock-Hop. Our PTA also supports our school functions that promote community and parent involvement such as Monster Math Night, Literacy Night, Concert On the Greens, Spring Fling Talent Show, and Academic Night and Art Extravaganza.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The Common Core State Standards (CCSS) were adopted by the Nevada State Board of Education in October of 2010 and in grades K–8 are fully implemented for the 2013–14 school year. These standards are the foundation for curriculum design; instructional practice; and formative, interim, and summative assessments used at the state and local levels.

The Common Core State Standards Initiative was a state-led effort that established a single set of clear educational standards for kindergarten through 12th grade in English Language Arts and mathematics that states could voluntarily adopt. The standards were designed to ensure that students graduating from high school are prepared for credit bearing entry courses in college programs or to enter the workforce. The standards were designed to be clear and concise to ensure that parents, teachers, and students understand the expectations in reading, writing, speaking and listening, language and mathematics to be College and Career Ready.

John Dooley Elementary School follows the Nevada Academic Content Standards which includes the Common Core State Standards and the roll-put plan mentioned above. We use the Common Core Standards to plan instruction and all instruction follows the components of an effective lesson. We use our School Performance Framework and the Nevada Growth Model to assess academic growth.

At John Dooley Elementary School, we strive for science literacy in our students by using Full Option Science System modules and hands-on science experiences to build science foundational skills in physical, life, and earth science.

Mathematics instruction is allocated for 70 minutes daily. We rely heavily on NumberTalks to build a strong foundation in number sense with our students. All teachers provide hands-on, concrete examples balanced with algorithms and basic facts. They provide a variety of leveled activities to differentiate instruction. Teachers use various learning experiences to help students succeed in mathematics such as; direct instruction, guided practice, manipulatives, math journals, constructed response, and performance tasks that apply the standards in real world situations. We use a variety of resources to provide balanced mathematics experiences for our students which include programs such as enVisionMath, Investigations, Saxon Math, IXL, Numbertalks, and Discovery Education modules, probes, and streaming.

Teachers use a balanced literacy program that nurtures the love of reading and creates independent readers. The Daily 5 and Reading Cafe provide a concrete structure for balanced literacy essentials in centers that include read to self, read to a buddy, vocabulary and word work, literature circles, and guided groups. Teachers differentiate reading instruction by grouping the students into novel groups and/or literacy circles. All students participate in a 30 minute intervention/enrichment block where students are grouped according to their instructional level in reading. The extra intense instruction is provided with a laser like focus in order to accelerate each students' learning path, whether they are at grade level, above grade level, or below. Teachers constantly analyze the data from these groups and move students accordingly in order to keep fluidity and a constant challenge for each individual student. Teachers integrate science and social studies instruction into their reading block enabling them to teach thematically and integrate cultural awareness and current events.

Our Music program incorporates after school activities such as drums, choir, recorder, and guitar lessons. Students are encouraged to perform in a spring concert to showcase their talents, while our Art program integrates our content standards into every Art lesson with a culminating event at the end of the year called Academic Night and Art Extravaganza. Our Physical Education program encourages healthy lifestyles by promoting lifelong healthy habits with programs like our Route 66 jogging/walking program. Some students jog/walk over 200 miles in one school year. Our students are also encouraged to enjoy healthy activities by joining our jump rope and dance teams who travel to other schools to perform at sports events during half time.

2. Reading/English:

Teachers at John Dooley Elementary School use a balanced literacy program that nurtures the love of reading and creates independent readers. The Daily 5 and Reading Cafe provide a concrete structure for balanced literacy essentials in centers that include read to self, read to a buddy, vocabulary and word work, literature circles, and guided groups. Teachers differentiate reading instruction by grouping the students into novel groups and/or literacy circles. All students participate in a 30 minute intervention/enrichment block where students are grouped according to their instructional level in reading. The extra intense instruction is provided with a laser like focus in order to accelerate each students' learning path, whether they are at grade level, above grade level, or below. Teachers constantly analyze the data from these groups and move students accordingly in order to keep fluidity and a constant challenge for each individual student. Teachers integrate science and social studies instruction into their reading block enabling them to teach thematically and integrate cultural awareness and current events. Teachers devote 120 minutes per day to reading instruction and use a variety of programs such as Trophies, novel sets, easy readers, Lexia, Reading Plus, and Discovery Education probes and streaming in order to meet the needs of all students. Classrooms are equipped with mini libraries where books are leveled and easily accessible to students. We chose to provide students with a reading block that not only incorporates whole group reading time, but it heavily focuses on individual instructional levels in order to provide targeted efficient instruction.

3. Mathematics:

Mathematics instruction is allocated for 70 minutes daily. We rely heavily on NumberTalks to build a strong foundation in number sense with for our students. All teachers provide hands-on, concrete examples balanced with algorithms and basic facts. They provide a variety of leveled activities to differentiate instruction. Teachers use various learning experiences to help students succeed in mathematics such as; direct instruction, guided practice, manipulatives, math journals, constructed response, and performance tasks that apply the standards in real world situations. We use a variety of resources to provide balanced mathematics experiences for our students which include programs such as enVisionMath, Investigations, Saxon Math, IXL, Numbertalks, and Discovery Education modules, probes, and streaming. Teachers provide a block of time during their mathematics instruction in order to provide guided instructional groups based on individual student need. Our teachers utilize cooperative learning groups and Kagan structures in order to increase student engagement. One particular structure called Rally Coach is used in all subject areas, but it is particularly effective in mathematics instruction because it encourages students to take a critical stance on a concept and justify their thinking by coaching a partner through their thought process. The partner in turn must agree or disagree and provide their rationale for doing so. This structure provides rich classroom discussions and enables students to truly internalize concepts.

4. Additional Curriculum Area:

At John Dooley Elementary School, we strive to provide a positive learning environment and provide a solid educational foundation in all academic and social areas for each individual student. Our Fine Arts (art and music) and Physical Education programs engender a holistic educational experience where positive social interactions and a love of learning flourish. They provide students with the understanding that academics are not only important, but health and culture are essential for a balanced life. Our Music program incorporates after school activities such as drums, choir, recorder, and guitar lessons. A safe environment where students are encouraged and feel free to take risks is at the core of our music program. Each Friday is performance Friday where students can showcase a talent for each other. Students are also encouraged to perform in a spring concert to showcase their talents, The Visual Art program integrates our content standards into every art lesson. Our Art Department is passionate about integrating disciplines to encourage students to make reciprocal links between academic content and the fine arts. Visual arts, creativity, and the ability to make learning connections both in and out of the classroom are modeled and practiced. Critical thinking skills and creative problem solving are also emphasized. Students demonstrate their visual art skills to peers and family at a culminating annual event called Academic Night and The Art Extravaganza where every student has work displayed and juried by local artists and university level educators. Our Physical Education program encourages healthy lifestyles by promoting lifelong healthy habits with programs like our Route 66 jogging/walking program. Some students jog/walk over 200 miles in one school

year. Our students are also encouraged to enjoy healthy activities by joining our jump rope and dance teams who travel to other schools to perform at sports events during half time. Our Fine Arts and Physical Education programs are essential in creating a well rounded citizen in every student.

5. Instructional Methods:

An essential part of our mission statement focuses on each individual student, and that is exactly what every teacher hinges their instructional delivery on. Differentiated instruction is the cornerstone of our Intervention/Enrichment block. It permeates all levels of our tiered instruction approach. Our teachers use data, structures, and strategies in order to differentiate instruction. We analyze student data from a variety of sources and incorporate structures such as our Intervention/Enrichment block for reading and after-school mathematics intervention program. Once we have analyzed the data, we incorporate structures such as cooperative learning strategies (Kagan structures) as well as brain based learning strategies in order to scaffold instructional approaches.

Our teachers utilize cooperative learning groups and Kagan structures in order to increase student engagement. One particular structure called Rally Coach is used in all subject areas. The structure encourages students to take a critical stance on a concept and justify their thinking by coaching a partner through their thought process. The partner in turn must agree or disagree and provide their rationale for doing so. This structure provides rich classroom discussions and enables students to truly internalize concepts and give practice in metacognition.

We also incorporate technology in our instructional approaches in order to engage our 21st century learners. Each classroom is equipped with an iPad, ELMO, projector, laptop, and a computer center. Computer labs are still used on a daily basis during the Intervention/Enrichment block time until we are able to afford one to one devices for our students. Various software and web based programs are used during instruction as well as at home with programs such as TypingWeb.com, IXL math, Lexia, Reading Plus, Discovery Education streaming and Techbooks, InstaGrok, and iPad apps. We are continually pursuing technology based avenues to engage our students and build a strong technological foundation in order to give them greater access to the world around them.

6. Professional Development:

At John Dooley Elementary School, we pride ourselves on being life-long learners. Professional Development is essential to every teacher in order to keep up to date on the latest brain research, technology, content and strategies in order to ensure each student's success. We not only participate in district-wide professional development days 4 days per year, but we also provide on-going professional development at weekly staff meetings and have built-in a professional planning day in order to share best practices and learn new strategies.

All of our professional development topics are aligned with our initiatives in our School Performance Plan. Increasing student engagement, differentiating instruction, increasing student number sense, and implementing the Common Core State Standards have been in our School Performance Plan for the last two years. Professional development sessions on Kagan, brain based learning, school-wide instructional structures, data driven instruction, NumberTalks, Daily 5, Reading Cafe, and using CCSD's Curriculum Engine are all action steps directly aligning to our School Performance Plan goals and initiatives. We rely on district coaches, Regional Professional Development Department trainers, curriculum trainers, administration, consultants, other district teachers from other schools, and our own teachers to deliver the professional development content to the staff.

The quest to perfecting our craft is never ending. At Dooley Elementary School all staff continually train and learn new ways to reach all students.

7. School Leadership

The Principal of John Dooley Elementary School is only one piece of the "leadership pie." All stakeholders are involved in the decision making process of the school. The administration continually builds leadership capacity in the staff and parents through committee involvement, policy refinement, program implementations, and budgeting decisions.

Our leadership team is called the School Governance Team. This team is comprised of teachers, support staff, and parents. We meet monthly to discuss student initiatives, professional development needs, budgetary needs, policy and procedures and school-wide structures such as our Intervention/Enrichment block. The School Governance Team discusses, develops, and refines our School Performance Plan initiatives and goals.

The administration's primary role is to be a support system for the teachers in reaching the shared vision/mission of the school. Administration is there to provide resources, clarify expectations, develop and improve policies and procedures, provide an efficient environment, facilitate leadership roles and build leadership capacity amongst the staff. Written documents such as parent/student handbooks, staff handbooks, annual staff expectations, a master calendar, and weekly memos clarify policies and procedures, and provide a structure for disseminating information in an organized and efficient fashion.

Administration is highly visible and has an open door policy for teachers. Our first priority is our students and first responders are our teachers, so it is always a priority to be a sounding board for our teachers, listen to their needs, and connect them with the resources needed to provide individualized instruction for our students. Everything we do is what is good and right for students and is filtered through that philosophy.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 3
Publisher: Nevada Department of Education

Test: Criterion Referenced Test (CRT)
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Mar	Mar	Jan	Jan
SCHOOL SCORES*					
% Meets plus % Exceeds	92	84	78	74	73
% Exceeds	58	47	53	33	36
Number of students tested	65	89	66	78	115
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds	91	80		55	
% Exceeds	56	35		22	
Number of students tested	23	31		27	
2. Students receiving Special Education					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					

% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets plus % Exceeds	93	89	79	78	75
% Exceeds	63	53	59	34	40
Number of students tested	49	65	54	66	91
10. Two or More Races identified Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES: Data is not available for empty cells. There is no data available for ELL/Hispanic Latino, Special Education. While the total percentage is more than 10% for the school Pk-5th grade, it does not exceed 10% in of the grades 3rd-5th. Nevada reports data based on CRT assessments for 3rd-5th grade only.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 4
Publisher: Nevada Department of Education

Test: Criterion Referenced Test (CRT)
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Mar	Mar	Mar
SCHOOL SCORES*					
% Meets plus % Exceeds	89	74	79	69	61
% Exceeds	30	8	15	8	22
Number of students tested	92	79	82	123	70
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds	78	71	70	62	
% Exceeds	13	7	16	6	
Number of students tested	37	28	24	29	
2. Students receiving Special Education					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets plus % Exceeds	95	79	82	67	56
% Exceeds	37	9	15	8	21
Number of students tested	62	62	64	96	55
10. Two or More Races identified Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES: Data is not available for empty cells. There is no data available for ELL/Hispanic Latino, Special Education. While the total percentage is more than 10% for the school Pk-5th grade, it does not exceed 10% in of the grades 3rd-5th. Nevada reports data based on CRT assessments for 3rd-5th grade only.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 5
Publisher: Nevada Department of Education

Test: Criterion Referenced Test (CRT)
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Mar	Mar	Mar
SCHOOL SCORES*					
% Meets plus % Exceeds	88	89	85	79	75
% Exceeds	10	9	4	2	17
Number of students tested	69	88	122	78	87
Percent of total students tested	100	100	99	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds	85	80	90	66	
% Exceeds	15	9	6		
Number of students tested	20	31	31	21	
2. Students receiving Special Education					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets plus % Exceeds	93	93	88	82	73
% Exceeds	12	10	4	3	19
Number of students tested	58	64	94	57	72
10. Two or More Races identified Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES: Data is not available for empty cells. There is no data available for ELL/Hispanic Latino, Special Education. While the total percentage is more than 10% for the school Pk-5th grade, it does not exceed 10% in of the grades 3rd-5th. Nevada reports data based on CRT assessments for 3rd-5th grade only.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 3
Publisher: Nevada Department of Education

Test: Criterion Referenced Test (CRT)
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Mar	Mar	Mar
SCHOOL SCORES*					
% Meets plus % Exceeds	83	70	71	66	75
% Exceeds	44	32	32	35	42
Number of students tested	65	90	67	81	114
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds	78	67		51	
% Exceeds	39	29		18	
Number of students tested	23	31		27	
2. Students receiving Special Education					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets plus % Exceeds	85	78	70	68	76
% Exceeds	44	41	30	39	40
Number of students tested	49	65	55	66	91
10. Two or More Races identified Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES: Data is not available for empty cells. There is no data available for ELL/Hispanic Latino, Special Education. While the total percentage is more than 10% for the school Pk-5th grade, it does not exceed 10% in of the grades 3rd-5th. Nevada reports data based on CRT assessments for 3rd-5th grade only.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 4
Publisher: Nevada Department of Education

Test: Criterion Referenced Test (CRT)
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Mar	Mar	Mar
SCHOOL SCORES*					
% Meets plus % Exceeds	87	65	73	74	71
% Exceeds	43	11	18	23	14
Number of students tested	92	69	82	123	70
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds	78	53	66	62	
% Exceeds	29	7	16	24	
Number of students tested	37	28	24	29	
2. Students receiving Special Education					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds	70			60	
% Exceeds	25			20	
Number of students tested	20			20	
5. African- American Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets plus % Exceeds	93	71	75	77	70
% Exceeds	56	11	18	22	16
Number of students tested	62	62	64	96	55
10. Two or More Races identified Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES: Data is not available for empty cells. There is no data available for ELL/Hispanic Latino, Special Education. While the total percentage is more than 10% for the school Pk-5th grade, it does not exceed 10% in of the grades 3rd-5th. Nevada reports data based on CRT assessments for 3rd-5th grade only.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 5
Publisher: Nevada Department of Education

Test: Criterion Referenced Test (CRT)
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Mar	Mar	Mar
SCHOOL SCORES*					
% Meets plus % Exceeds	82	86	75	70	52
% Exceeds	39	42	32	12	3
Number of students tested	69	88	122	78	87
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds	75	74	71	47	
% Exceeds	30	41	22	9	
Number of students tested	20	31	31	21	
2. Students receiving Special Education					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets plus % Exceeds	86	90	77	77	58
% Exceeds	44	45	34	15	2
Number of students tested	58	64	95	57	72
10. Two or More Races identified Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES: Data is not available for empty cells. There is no data available for ELL/Hispanic Latino, Special Education. While the total percentage is more than 10% for the school Pk-5th grade, it does not exceed 10% in of the grades 3rd-5th. Nevada reports data based on CRT assessments for 3rd-5th grade only.