

**U.S. Department of Education**  
**2016 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

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

Name of Principal Mr. Joseph Rekrut

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

Official School Name Evelyn Stuckey Elementary School

(As it should appear in the official records)

School Mailing Address 4905 Chartan Avenue

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

City Las Vegas                      State NV                      Zip Code+4 (9 digits total) 89141-3969

County Clark County

Telephone (702) 799-2274                      Fax (702) 799-2295

Web site/URL http://schools.ccsd.net/stuckey/                      E-mail Joseph S Rekrut@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, to the best of my knowledge, 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 School District                      Tel. (702) 799-5000

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 Dr. Linda Young

(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, write N/A in the space.*

## Part I – Eligibility Certification

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

1. 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 public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) 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 2010 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: 2011, 2012, 2013, 2014, or 2015.
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

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Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

### DISTRICT

1. Number of schools in the district (per district designation):
- 217 Elementary schools (includes K-8)
  - 59 Middle/Junior high schools
  - 49 High schools
  - 0 K-12 schools
- 325 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. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	74	65	139
1	67	64	131
2	84	76	160
3	85	88	173
4	75	93	168
5	97	71	168
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	482	457	939

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 12 % Asian
  - 8 % Black or African American
  - 24 % Hispanic or Latino
  - 3 % Native Hawaiian or Other Pacific Islander
  - 41 % White
  - 12 % 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 2014 – 2015 school year: 19%

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, 2014 until the end of the 2014-2015 school year	95
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	87
(3) Total of all transferred students [sum of rows (1) and (2)]	182
(4) Total number of students in the school as of October 1, 2014	956
(5) Total transferred students in row (3) divided by total students in row (4)	0.190
(6) Amount in row (5) multiplied by 100	19

6. English Language Learners (ELL) in the school: 9 %  
83 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):  
American Sign Language, Spanish, Urdu, Mandarin Chinese, French, Tagalog, Vietnamese, Bulgarian, Korean, Japanese, Amharic, Romanian, Russian

7. Students eligible for free/reduced-priced meals: 33 %  
Total number students who qualify: 309

8. Students receiving special education services: 12 %  
111 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. It is possible that students may be classified in more than one condition.

- 31 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 0 Emotional Disturbance
- 1 Hearing Impairment
- 0 Mental Retardation
- 1 Multiple Disabilities
- 1 Orthopedic Impairment
- 4 Other Health Impaired
- 21 Specific Learning Disability
- 31 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 23 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 6
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers	38
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	10
Paraprofessionals	14
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	9

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 25:1

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

<b>Required Information</b>	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	96%	96%	96%	96%	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 2015.

<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 X

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 take PRIDE in ourselves, our school, and our community. We have the POWER to succeed. We PERFORM to our highest potential every day.

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

## PART III – SUMMARY

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Stuckey Elementary School is a dynamic, suburban elementary school where students, staff, and the community are committed to the success of all learners. The school serves approximately 1,000 students in kindergarten through fifth grade. It is located in southwest Las Vegas, Nevada, and is one of 227 elementary schools in the Clark County School District (CCSD). Stuckey Elementary School opened in 2010, and was dedicated on February 2, 2011. The school was named after Evelyn Stuckey, who began her teaching career in 1947 at Las Vegas High School as a physical education teacher. Evelyn Stuckey established a drill team called the Rhythmettes, after feeling that the young women at Las Vegas High School were missing out on the camaraderie experienced by many of the male athletes. The Rhythmettes were more than just a high school drill team. They became popular nationwide as the wholesome ambassadors of Las Vegas. Evelyn Stuckey believed in the importance of teaching her students life skills such as the value of team work, self-discipline, goal-setting, work ethic, integrity, and persistence. These skills stayed with them throughout their lives and after Evelyn Stuckey's death, a group of the Rhythmettes campaigned to have an elementary school dedicated in her name.

The mission of the school is focused on three words: pride, power, and performance. The students and staff take pride in themselves, the school, and the community. Everyone has the power to succeed. Students are encouraged to perform to their highest potential every day. The staff is committed to providing an exceptional education for all students. The staff and community work collaboratively to maximize student achievement.

Since 2011, Stuckey Elementary School has been designated a 5-Star School based on the Nevada School Performance Framework (NSPF). It is among the highest performing schools in Nevada in student proficiency and student growth on the state assessments. This high academic ranking has been achieved by teachers engaging students through high-quality instruction that reflects students' diversity. The staff is committed to the success of the students. Planning is done collaboratively to meet the academic, physical, social, and emotional needs of students.

The student body is diverse and that diversity brings great opportunities for students' learning. In order to meet the diverse needs of our high achieving students, the instructional staff members utilize a variety of assessments ranging from multiple choice responses to performance-based tasks to ensure mastery of standards. Stuckey Elementary School benefits from a highly skilled, veteran staff, with well over half holding advanced degrees. These staff members believe that high quality instruction includes student engagement and tasks which require higher order thinking. Analysis of formal and informal data is used to provide tiered instruction. Teachers facilitate student discourse and encourage students to use metacognition to enhance their learning. Staff members are continually collaborating within grade levels to provide the best possible instructional materials and strategies, and they communicate with colleagues across grade levels to ensure consistency and continuity from grade level to grade level. Extra curricula activities such as student council, honor choir, lunch league sports, and art club provide students with opportunities to explore their interests beyond the classroom. Multiple teaching and learning opportunities are in place for students. All staff members, including custodians, teaching assistants, and office staff, work to create a learning environment where students will flourish.

Family and community engagement is one of the keys to academic success at Stuckey Elementary School. Events including Meet the Teacher, Open House, Grandparents' Breakfast, Moms and Muffins, Dads and Donuts, and Parent-Teacher Association sponsored events have been well attended. Our annual Fun Run educates students on the importance of living an active, healthy lifestyle and brings the students, parents, teachers, and community together to raise money for our school. The proceeds from this event have been spent on increasing technology in our school which has enhanced student learning. The active Parent-Teacher Association provides volunteers for many school events and activities to support the school. Teachers hold formal and informal conferences throughout the school year to communicate academic progress and achievement. Parents also have daily access to student grades through Infinite Campus. The school administration practices an open door policy and is available to discuss any concerns of the stakeholders. A trusting relationship is fostered so that all members of the community feel safe and

welcome.

The safe, friendly, and accepting environment at Stuckey Elementary School enhances individual academic achievement and progression, resulting in students' development of pride in self, powerful learning, and performance. The consistent collaboration among teachers, and the open communication among parents, teachers, students, administration, and staff, ensures student success.

Stuckey Elementary School is a strong candidate for the National Blue Ribbon Award due to consistent high growth and achievement, its dedicated staff, engaged school community involvement, and enthusiastic leadership.

## PART IV – CURRICULUM AND INSTRUCTION

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### 1. Core Curriculum:

Stuckey Elementary School sets high standards of academic achievement for each student. The Nevada Academic Content Standards (NVACS) are taught to mastery by the end of the school year. Grade level teams work collaboratively to determine the most effective way to meet the needs and ability levels of each student.

Reading instruction at Stuckey Elementary School is a balanced approach incorporating phonemic awareness, phonics, fluency, vocabulary, and comprehension. Clark County School District's (CCSD) literacy framework provides structure for our language arts instruction. The components of this framework include: whole group explicit instruction, differentiated reading instruction, reading and analysis of complex text, use of literature and informational text, and writing instruction. Teachers use a variety of strategies and materials to differentiate and scaffold learning for all students including Flying Start, Engage ny Reading program, RAZ Kids, Reading A-Z, Achieve the Core, and Words Their Way. Additionally, students participate in Daily 5, literature circles, author studies, and genre studies. Teachers utilize leveled readers, novels, exemplar texts, classroom libraries, and the school's literacy lab to provide a variety of genres for students. Reading is connected to writing by integrating writing across the curriculum using Being a Writer and Thinking Maps. Authentic literature is used to launch student writing while also focusing on building a safe writing community. There are many ways students celebrate their published writing. Some formats include using computers for word processing and multimedia presentations, creating handmade books, and by creating hardbound books through Studenttreasures Publishing.

Mathematics is taught using NVACS as the content and by incorporating the 8 Standards for Mathematical Practice within the mathematics lesson. Conceptual understanding through concrete math manipulatives is used to teach new concepts as students move through the pictorial stage and then to the abstract and symbolic stage. Number Talks are used as a meaningful way of building computational fluency. Through the use of math notebooks, teachers give students the opportunity to write about mathematics, solve real-world problems, take notes, explain their thinking, and reflect on their understanding of concepts and their progress toward mastery. Additionally, a variety of resources are utilized such as Engage ny, K-5 Math Teaching Resources, and Pearson Investigations. Students use Spatial-Temporal (ST) Math online curriculum to remediate and enrich their learning.

The science instruction at Stuckey Elementary School is based on Next Generation Science Standards (NGSS). The NGSS framework requires students to operate by incorporating three dimensions of learning: Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas. The primary resource used is the Full Option Science System (FOSS) developed at the Lawrence Hall of Science at Berkeley University. Instruction is primarily inquiry-based with informational text integrated to provide a deeper understanding of concepts. Students also keep science notebooks with focus questions, observation notes, data, and reflections of their learning.

Social Studies instruction includes the study of history, geography, economics, and civics and is integrated throughout subjects in the form of thematic units and project-based learning. Grade levels engage in off-site field trips focusing on an area of study within the standards. Fourth and fifth graders participate in the National Geographic Bee and fifth graders bring history alive by demonstrating knowledge learned through a Living Wax Museum. Fifth graders also participate in the Great American Challenge by completing six tasks focused on important aspects of our country's history. The six tasks include the mastery of The Pledge of Allegiance, the Preamble to the Constitution, The Star Spangled Banner, presidents, states and capitals, and The Gettysburg Address. The entire school learns about civics through a flag assembly, which invites community leaders and members of a local high school's Reserve Officers' Training Corps (ROTC) to present the flag and teach about flag etiquette.

## 2. Other Curriculum Areas:

The school staff includes specialists in the areas of art, music, physical education, library, and technology. Kindergarten through fifth grade students participate in these classes on a six day rotation.

The visual arts program at Stuckey Elementary School is dedicated to building students' love of the arts. Students partake in art instruction immersing them in a fun, creative, and safe environment to explore the visual arts. Students engage in Discipline-Based Art Education, learning the basic skills of art criticism, art history, aesthetics, and art production. The elements of art and the principles of design are the starting point for the art program at Stuckey Elementary School. However, instruction is strengthened through an arts integrated method engaging students in a creative process using an art form to reinforce concepts in math, English, and the sciences. Through exploration of varied media, including drawing, painting, printmaking, and sculpting, students learn the basic art making skills while developing critical and creative thinking.

In our music program, students experience a varied repertoire of music through singing, movement, and playing musical instruments. They learn to read, notate, listen, and analyze as well as compose music within specific guidelines. Through music education, students learn to successfully work in both large and small groups while improving their critical thinking skills. Music combines science, math, and history in all lessons and has been proven to increase memory for studying and test taking.

The physical education program at Stuckey Elementary School further exemplifies the school's mission to teach the whole child. The primary goal is to get students active and to keep them active while developing life-long skills and healthy habits. Students learn how to communicate and team build while integrating core subjects such as math, literacy, and science. Intermediate students are challenged by learning several different sports and activities that will prepare them for middle school. Participation in the Presidential Physical Fitness Award program is also part of the third through fifth grade curriculum. Primary students learn basic elements of skill sets that can be incorporated into any sport or activity. Students in all grades participate in Jump Rope for Heart which encourages physical fitness while raising money for The American Heart Association. These components have helped build a program designed for student achievement in physical education.

Library media instruction is an essential part of the education of students. Resource-based instruction is taught using informational standards and core-content concepts to help students develop research and literacy skills. A variety of quality resources in hardbound and digital forms are provided enabling students to access, evaluate, and apply information from multiple resources. In addition to their regularly scheduled library class, students are encouraged to access the Library Media Center throughout the school day. The library media specialist collaborates regularly with teachers to make resources an integral part of instruction.

Stuckey Elementary School is equipped with two technology labs where students in kindergarten through fifth attend technology class. During technology instruction, students are taught skills to help them not only prepare for the Smarter Balanced Assessment Consortium (SBAC), but also to strengthen their critical thinking and problem solving skills. Programs utilized include, typing.com, code.org, Google Accounts for Education, and ST Math. In 2016, our Parent-Teacher Association purchased Ozobots for the school. Ozobots are tiny robots that expand Science, Technology, Engineering, and Math (STEM) education through a collection of game-based activities and digital applications.

## 3. Instructional Methods and Interventions:

Teachers at Stuckey Elementary School employ effective and varied instructional strategies to meet the needs of diverse learners. Using the high cognitive demand of the NVACS as a foundation, teachers collaborate with their grade level teams to plan purposeful and effective lessons that utilize diverse instructional strategies. Grade level teams work together to create performance tasks which allow students to demonstrate mastery of the subject matter. Performance tasks also differentiate the manner in which students demonstrate their understanding of content. In order to develop these performance tasks, Common Core Performance Coach developed by Triumph Learning is used as a resource, as well as the expertise of the school's Digital Coach and Technology Strategist.

Differentiated instruction is used to provide tasks at the appropriate level for every student. Flexible grouping is one form of differentiated instruction, as it provides equitable opportunities for each student to receive support targeting a specific focus skill. Teachers use various engagement strategies to promote discourse and effectively structure opportunities for all students to use varied representations that engage students' thinking and support their understanding of concepts. Bi-weekly, teachers participate in peer led professional development. This provides teachers with the opportunity to discuss the vertical alignment that exists within standards, helping teachers to effectively scaffold instruction.

At Stuckey Elementary School, individual teachers gather benchmark assessment data using AIMSweb by Pearson. A Response to Instruction (RTI) team made up of teachers meets two times a month to discuss and evaluate student data and progress. This team uses the data, in addition to school established criteria, to identify students in need of intensive intervention. Identified students participate in daily, small group instruction that is tailored to their individual instructional needs. These needs are determined through the use of a diagnostic assessment. The technology-based programs, Lexia by Rosetta Stone and ST Math by Mind Research Institute, are used to enhance student learning. Teachers provide research-based learning opportunities during this time that are reliant upon current evidence of all students' learning status. When a student is not meeting their individual goals, further collaboration between the RTI team and the special education team takes place to adjust the intervention plan.

Gifted and Talented Education (GATE) offers instruction beyond assigned grade levels to identified students in grades three through five. The Accelerated Learning Model (ALM) offers an instructional delivery method based on consultation and collaboration between the GATE specialist and classroom teachers in order to provide gifted and high ability students enhanced learning opportunities.

#### 4. Assessment for Instruction and Learning and Sharing Assessment Results:

Under Nevada's Balanced Assessment System, Stuckey Elementary School uses a variety of assessments throughout the year to determine students' skill level, as well as specific instructional needs. Assessments and data drive instructional practices and determine whether students are making progress towards year-end mastery of standards. This is communicated to parents through letters, report cards, and Infinite Campus. On multiple occasions, Stuckey Elementary School analyzes and uses a variety of assessments and multiple data sources.

Universal screeners are used to determine basic skill level and identify students at-risk for academic difficulties as well as the need for enrichment. Teachers utilize AIMSweb as a universal screener during the fall, winter, and spring benchmark periods. Data from this screener is used to group students based on individual needs and is also helpful in making informed decisions on how to align instruction to meet the needs of all students. Based upon results, students are monitored to ensure they are working towards year-end mastery as determined by AIMSweb norms.

Diagnostic assessments are utilized to determine areas of specific skill deficit to guide instruction and intervention. The diagnostic assessments, CORE Phonics Survey and Developmental Reading Inventory (DRA), help create a starting point for instruction and are used throughout the year to measure student progress.

Formative assessments are utilized to guide instructional practices and are used in Professional Learning Communities (PLCs) to strengthen student achievement. Types of formative assessments used are exit tickets, observations, student-teacher conferencing, self and peer assessments, class discussions, classwork, quizzes, and checklists. Summative assessments are administered to determine the students' level of mastery. With data from summative assessments, teachers provide students and parents with feedback to improve academic performance. Examples of summative assessments used include final projects, end-of-unit assessments, and performance tasks.

District interim assessments determine whether students are making progress toward mastery of standards, and provide feedback on the effectiveness of classroom instruction. For grades kindergarten through second

grade, students participate in Acuity Assessments given three times throughout the year. Students in third through fifth grade are assessed using the SBAC Interim.

SBAC Criterion-Referenced tests are administered to students in third through fifth. Fifth grade students are also required to take a criterion-referenced science test. Data from these assessments are used to monitor teacher, school, district, and state progress to assist in determining whether curriculum, instructional strategies, and pacing were effective. The data is used by both school and district teams to develop strategic, long-term evaluation of curriculum and programming.

## **PART V – SCHOOL SUPPORTS**

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### 1. School Climate/Culture:

Character education and school spirit are embedded into the culture of Stuckey Elementary School. When students walk through our doors each day, they know that they are valued. This ideology creates a strong foundation that we have been able to build upon in ways that help students maintain motivation and remain engaged throughout the year. We foster a fun learning environment by encouraging students to participate in spirit dress up days. Students are provided with guidance to build strong character, by promoting a weekly character trait. One student from every class is acknowledged for displaying the trait. Once a month, teachers choose one student that has demonstrated excellence and nominates them for Student of the Month. Additionally, these students' names are featured in a newsletter that is distributed to Stuckey families. Other ways students are recognized includes honor roll, perfect attendance, and most improved.

In the six years Stuckey Elementary School has been open, it has developed many traditions that have become part of the school's culture. For example, each year the fifth grade students complete a legacy project. Projects include murals, ceiling art, Pop Art paintings, and tile mosaics. These projects allow each fifth grade student to leave a permanent imprint their school.

The teachers at Stuckey Elementary School know that they are valued because they are included in the decision-making process. They are allowed to create an innovative school culture that develops shared beliefs and values. It is an underlying belief that people affected by decisions, should be involved in making those decisions. The environment is a friendly, relaxed, collegial forum for discussing instructional methodologies and philosophies.

### 2. Engaging Families and Community:

Stuckey Elementary School is proud of its hard work in creating a safe and engaging atmosphere where families and community members are welcome. The goal is to build open, trusting relationships, where families and community members engage and share a multitude of experiences focusing on student success. Parents are encouraged to volunteer and participate in students' daily learning. Positive interactions are seen throughout the school and extend beyond the school doors.

An effort is made to establish open, timely, and informative communication and ownership of the students' success. Multiple means of communication are evident through personal contact, email, phone messages, and the school website. Information is regularly accessible and shared with families about students' progress. Early positive engagement starts with a Meet the Teacher event, where teachers can communicate with parents to learn more information about their children. Other parent involvement opportunities throughout the year include Parent-Teacher-Student Conferences, Open House, Musical Productions, Choir Performances, and Award Ceremonies. Community collaboration enhances the home-school connection. Working together with the parents is an essential component of the success of our students. The PTA meetings are meaningful and welcoming to all parents supporting the school culture. PTA provides social events such as Spring Carnival, Sweetheart Spaghetti Dinner, Ornament Paint Night, Dads and Donuts, Muffins and Mom, and Grandparents' Breakfast.

Extra curricula activities such as Girls on the Run, Honor Choir, Student Council, and Sea Camp help students extend their learning beyond the classroom and support their interests. Our school is honored to be one of two elementary schools in Nevada to implement the Best Buddies program. Best Buddies provides opportunities to build friendships and help close the social and physical gaps of people with intellectual and developmental disabilities. Students are given the chance to mentor and participate in events during and after school through this program.

### 3. Professional Development:

Professional Development at Stuckey Elementary School is built upon the philosophy of good teachers making sound decisions about what is best for students. Each grade level is allowed to make professional development decisions based upon their grade level standards and the needs of students within their classroom. Teachers meet weekly to create common assessments and plan lessons to drive instruction in order to show mastery of the standards. During the recent school year, our professional development meetings have been grounded in Purposeful Planning of the NVACS, with a strong emphasis on unwrapping the standards and teaching those standards in depth. CCSD has also provided professional development within the Literacy Framework to enhance teachers' literacy instruction. Teachers provide complex text for students to read closely, and provide grade level and differentiated instruction to ensure academic growth for all learners. Our primary teachers have also been trained to use The Flying Start to Literacy Program which pairs fiction and nonfiction text. Mentor teachers have been utilized to model the use of literature circles to enhance literacy instruction in intermediate grades. Teachers plan novel units that deepen the understanding of the content and allow for student discourse within their literature circles. Professional development also consists of using the Nevada Educator Performance Framework (NEPF) for planning and assessing lessons in the classroom. In mathematics, teachers model the conceptual understanding of math topics and utilize Engage ny resources. Building capacity through professional development is effective for continuous learning, developing, and growing.

Finally, to support the collegial atmosphere of the school and improve the quality of instruction throughout the building, the school administration provides all teachers with two substitute days during the year that are spent observing best practice lessons taught by their colleagues.

### 4. School Leadership:

The leadership philosophy and structure at Stuckey Elementary School begins with the principal who shares leadership roles with the teachers. The principal has a visible presence and builds strong relationships with students, staff, families, and community members. Instructional leadership includes communicating, setting high expectations, providing needed resources, motivating staff and students, supervising instructional practices, and providing necessary feedback. The principal works with staff to maintain a focus on student achievement. This philosophy gives teachers ownership of their students' success and inspires teachers to continually reflect on and refine their practice.

Teacher leaders at Stuckey Elementary School are trusted and empowered to lead committees that impact every facet of the school. They are included in all budget planning, staffing interviews, and curricular decisions. Teacher-Leaders portray active listening skills, build relationships, support problem-solving, and engage in shared decision-making. School Performance Plans are written with a focus on student achievement. Additionally, teachers serve on Grade level, RTI, student-generated funds, technology, multicultural, math, and literacy committees. Grade levels meet weekly to focus on long range planning, best instructional practices, common assessments, and analysis of student performance data.

Students have the opportunity to participate in leadership roles in student council and in extra curricula activities inside and outside the classroom. Students can support causes and help bring awareness of school events to our community, such as Pennies for Patients which raises funds to benefit the Leukemia and Lymphoma Society of Southern Nevada. Leadership roles allow our students to contribute to their community and inspire others to do the same.

## Part VI – INDICATORS OF ACADEMIC SUCCESS

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Collaboration is one practice that is critical to the success of Stuckey Elementary School. The staff collaborates within grade-levels, across grade levels, with specialist staff, and through committee work. Working together to create a positive environment for collaboration produces both a positive learning environment for children and positive outcomes for teachers.

Collaboration within grade levels is done through a systematic process. Grade level members meet on a scheduled basis to analyze data, outcomes, standards, and professional practices. Planned collaboration provides teachers the opportunity to focus on topics and stay within a structure. This practice provides time to unwrap standards, create common assessments, and evaluate data. Data-driven collaboration allows a grade level to monitor which instructional strategies are most effective based on academic gains.

Collaborative meetings occur across grade levels. Since the staff is committed to achievement as a common goal, it fosters an environment that is conducive for collaboration. At Stuckey Elementary School there is a consistent focus on improving instruction. Staff members work together to review student work and use the insights to select targets for instructional improvement. By working in mixed grade level or subject area groups, teachers are able to align activities, standards, and literature across grade levels.

When collaboration between specialist staff and other staff occurs, it is done to develop methods for improving student learning. Specialist staff members identify ways the core curriculum can be supported and enhanced. Collaboration is also consistently demonstrated between administration and staff. School leaders foster collaboration when making decisions, which gives shared ownership to all members involved.

The mission and vision of Stuckey Elementary School is supported by the collaborative work environment that has been created. Flexible scheduling and a focus on collaboration are supported by the administration. It is viewed as a tool for igniting creativity among teachers and an effective method for improving student learning. Collaboration is the vehicle to sustainable changes, adjustments, new ideas, and life-long learning.