

**U.S. Department of Education**  
**2018 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 Ms. Kimberly Cunningham

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

Official School Name Judy & John L Goolsby Elementary School

(As it should appear in the official records)

School Mailing Address 11175 West Desert Inn Road

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

Las Vegas City      NV State      89135-1853 Zip Code+4 (9 digits total)

County Clark County

Telephone (702) 799-2520

Fax

Web site/URL

https://goolsbyelementary.wixsite.co

m/goolsbyes

E-mail cunnikv@nv.ccsd.net

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

Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\*Dr. Jesus Jara

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail jarajf@nv.ccsd.net

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

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

Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Trustee Deanna Wright

(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**

---

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. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
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 2012 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: 2013, 2014, 2015, 2016, or 2017.
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 has not been identified by the state as "persistently dangerous" within the last two years.
9. 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.
10. 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.
11. 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.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

---

Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

### DISTRICT

1. Number of schools in the district (per district designation):
- 223 Elementary schools (includes K-8)
  - 59 Middle/Junior high schools
  - 49 High schools
  - 27 K-12 schools
- 358 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
  - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
<b>PreK</b>	20	11	31
<b>K</b>	48	45	93
<b>1</b>	89	78	167
<b>2</b>	56	51	107
<b>3</b>	61	59	120
<b>4</b>	79	69	148
<b>5</b>	71	68	139
<b>6</b>	0	0	0
<b>7</b>	0	0	0
<b>8</b>	0	0	0
<b>9</b>	0	0	0
<b>10</b>	0	0	0
<b>11</b>	0	0	0
<b>12 or higher</b>	0	0	0
<b>Total Students</b>	424	381	805

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 12 % Asian
  - 6 % Black or African American
  - 21 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 52 % White
  - 9 % 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 2016 – 2017 school year: 21%

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

We have students who move to Las Vegas from out of state as well as students who move school to school within the district.

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, 2016 until the end of the 2016-2017 school year	96
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	72
(3) Total of all transferred students [sum of rows (1) and (2)]	168
(4) Total number of students in the school as of October 1, 2016	786
(5) Total transferred students in row (3) divided by total students in row (4)	0.21
(6) Amount in row (5) multiplied by 100	21

6. English Language Learners (ELL) in the school: 8%  
67 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):  
Armenian, Amharic, Bulgarian, Spanish, Persian, Farsi, Filipino, French, Hayeren, Indonesian, Italian, Hebrew, Japanese, Korean, Navajo, Polish, Portuguese, Romanian, Russian, Serbian, Vietnamese, Chinese, Mandarin

7. Students eligible for free/reduced-priced meals: 26%  
Total number students who qualify: 210

8. Students receiving special education services: 13 %  
107 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.

- |                                   |  |
|-----------------------------------|--|
| <u>21</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                 | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness           | <u>4</u> Other Health Impaired                 |
| <u>26</u> Developmentally Delayed | <u>26</u> Specific Learning Disability         |
| <u>1</u> Emotional Disturbance    | <u>27</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment       | <u>0</u> Traumatic Brain Injury                |
| <u>1</u> Intellectual Disability  | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 4
10. Use Full-Time Equivalents (FTEs), rounded to 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 including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	33
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	11
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	10
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	7

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.

<b>Required Information</b>	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	96%	96%	96%	97%	96%
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 2017.

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

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

Yes  No

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

15. In a couple of sentences, provide the school’s mission or vision statement.

The Goolsby leadership community is united in the belief that all children will become successful leaders of the future through an academically rigorous program in literacy, scientific inquiry, mathematical applications, and interdisciplinary connections.

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

N/A

## **PART III – SUMMARY**

---

Judy and John Goolsby Elementary School is a suburban school located in Las Vegas, Nevada, where the staff, students, parents, and community are committed to ensuring the success of all our learners. The school is one of 223 elementary schools in Clark County School District (CCSD). Goolsby Elementary opened in August 2004 and was named after Judy and John Goolsby. John Goolsby was a visionary who helped develop the master-planned community of Summerlin, as well as Howard Hughes Center. Judy Goolsby was an active member in the community who spent her time working with the Assistance League of Las Vegas. Approximately 805 students attend the school each day, preschool through grade 5, including two self-contained autism classrooms. Based on the high academic success Goolsby has consistently achieved, students living outside the school's zone often request zone variances or purchase homes in the Goolsby attendance area.

At Goolsby, our parents and students work above and beyond to achieve high standards. Students achieve success because of the solid base of parental involvement which helps to sustain academic success as learners' progress through the grade levels. Goolsby's Parent Leadership Team (PLT) is actively engaged in providing resources and opportunities for families to build relationships. Also, parent volunteers work with individuals and small groups of students on a weekly basis to help struggling learners succeed. Each year, Goolsby's staff recognizes the dedication of our parents by honoring them at a parent volunteer breakfast. We believe it is important to let our parents know how much we appreciate their partnership.

For six consecutive years, Goolsby Elementary school made Adequate Yearly Progress based on the No Child Left Behind legislation. From 2010 - 2013, Goolsby was deemed a five-star school, the highest rating possible. In 2014, Goolsby received a four-star rating. After analyzing data, we recognized a reduction in student growth. Over the next two years, stakeholders worked diligently to help all students achieve a higher level of success by unwrapping standards, creating grade level common assessments, analyzing data, and implementing schoolwide intervention and enrichment blocks. Additionally, the data identified a need to support students with special needs in the general education classroom, ensuring learners had access to grade level curriculum. In 2017, Goolsby earned a Five-Star Nevada School Rating and has been recognized as the district's highest performing school in both math and reading on the 2017 Smarter Balanced Assessment Consortium (SBAC).

To meet the needs of our students, Goolsby Elementary has always strived to create academic opportunities for all learners. Teachers utilize a variety of assessments to ensure mastery of standards. Students are allowed to retake summative assessments to help ensure they master standards by the end of each grade level. Teachers also utilize higher-level questioning and hands-on learning to elevate learners to their maximum potential. Teachers successfully collaborate during their Professional Learning Community (PLC) time to unwrap standards, create common assessments, review and calibrate student work, and plan differentiated lessons. This time allows teachers to look at the data and modify instructional practices to ensure learners are given every opportunity to master standards. At Goolsby Elementary, the leadership community is united in the belief that all children will become successful leaders of the future through an academically rigorous program.

Family engagement and community involvement have always been important at Goolsby. For the past five years, we have participated in the Apex Fun Run. This event allows parents, students, and teachers the opportunity to celebrate Goolsby and enjoy a fun 36-lap run while raising money for the school. Another event that involves families and the community is PLT's annual Night in Venice. This event started in 2004 and continues to be a strong family and community event. During the evening, participants are encouraged to bid on items donated by local businesses. Attendees can enjoy face painting, carnival games, dinner, and have an opportunity to buy raffle tickets for baskets created by each classroom. The money raised from both of these profitable events is used to help buy Chromebooks, iPads, and other instructional materials that have helped enrich our curriculum and increase student achievement.

The indicators of Goolsby Elementary School's unique culture are vast. Some of the more important ones are a strong PLT, parent volunteers, 100% participation in parent-teacher conferences, Josh Stevens

Foundation, Apex Fun Run, Night in Venice, field day, a school garden, Trunk-or-Treat, schoolwide morning ceremony, monthly student recognition, student council, honor choir, and career day.

Judy and John Goolsby Elementary School is a strong candidate for National Blue Ribbon status due to consistent high student achievement, incredibly strong community and family involvement, and a dedicated staff with focused leadership. These qualities continue to provide a unique learning environment for all students.

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

---

### **1. Core Curriculum:**

Goolsby Elementary School sets high standards of academic achievement for each learner. The Nevada Academic Content Standards (NVACS) are taught to mastery by the end of the school year. Teams of teachers work collaboratively within and across grade levels, determining the most effective ways to meet the needs and ability levels of all learners, ensuring each student is gaining access to the core curriculum, and acquiring foundational skills for academic achievement.

Literacy instruction at Goolsby Elementary School is a balanced approach incorporating phonemic awareness, phonics, fluency, vocabulary, and comprehension. Preschool learners use Teaching Strategies GOLD standards to prepare learners for school readiness. CCSD's literacy framework provides a structure for language arts instruction. The components of this framework include whole group explicit and differentiated reading instruction, reading and analysis of complex literature and informational text, and writing instruction that includes narrative, informational, and opinion genres. Teachers use a variety of materials to scaffold instruction including Lively Letters, Reading A-Z, Achieve the Core, ELA units from Louisiana Believes, Words Their Way, Lexia, Flying Start, Time for Kids, ReadWorks, Read Across America, Write from the Beginning, Thinking Maps, and Lucy Calkins Units of Study. Additionally, students learn close reading skills, participate in discussions using the Socratic method, meet in guided reading groups, and experience author and genre studies. Teachers utilize leveled readers, novels, exemplar texts, classroom libraries, intervention kits, and the school's literacy lab to provide exposure to a broad range of high-quality, increasingly challenging literary and informational texts. Reading is connected to writing by integrating writing across the curriculum, producing numerous pieces over short and extended time frames throughout the year. Authentic literature is used to launch student writing while also focusing on building a safe writing community. The many ways students publish their writing include multimedia presentations, handmade books, biographies, and research reports.

Mathematics is taught for 70 minutes daily using the NVACS as the content for high-quality, rigorous instruction. Teachers incorporate the Eight Standards for Mathematical Practice within the lesson to build strategic problem-solving skills. Discourse is used to create a safe classroom environment for math and to deliberately move students through the mathematical process. Conceptual understanding is developed by using math manipulatives to provide meaningful hands-on experiences to build concrete and abstract reasoning. Learners use base ten blocks, fraction strips, and on-line computer based practice to increase math knowledge. Number Talks require students to use mental math thinking skills, justification, and reasoning in a variety of ways that deepen understanding. Investigations, enVisionmath, Everyday Math, and works from Van de Walle and Kathy Richardson are utilized by teachers to provide learners with rigorous tasks, differentiated instruction, and increased engagement. AimswebPlus is a data tool used to monitor mathematical progress and set goals for learners. Performance tasks are used to assess high levels of mathematical reasoning and justification. These tools, along with well trained teachers, have closed the achievement gap and support learners in acquisition of essential mathematical skills.

Science instruction is driven by the Next Generation Science Standards (NGSS). The NGSS framework requires students to integrate three dimensions of learning which comprises science and engineering practices, crosscutting concepts, and disciplinary core ideas. Full Option Science System (FOSS) serves as a resource that engages learners in the scientific process. FOSS is coupled with science-related informational text integrated to provide a deeper understanding of concepts. Learners collaborate, analyze, and investigate through inquiry-based hands-on experiences. Learners keep a science notebook with focus questions, observations, notes, data, and reflections of their learning. Additionally, Goolsby Elementary School has a unique partnership with Roseman University, designed to inspire, excite, and develop our learners in the area of the sciences.

Social studies encompasses the study of history, geography, economics, and civics, integrated across subjects in the form of thematic units and project-based learning. Our primary grades focus on building collaborative communities while studying about the communities around them. Intermediate project-based

learning includes an economic fair, great Nevanan, Great American Challenge, and the Living Museum. The importance of civic responsibility is taught through Pay It Forward, a service learning project. Learners use informational text to engage in social studies through the lens of a historian.

Goolsby Elementary provides a co-teaching inclusion preschool program that utilizes Teaching Strategies GOLD to meet the core curriculum objectives. This blended model of students with special needs and typical peers, allows our youngest learners to work side-by-side as they build a strong foundation of skills. The alignment of early childhood and kindergarten through third grade academic standards focuses on learning to read through letter formation and pre-reading skills, math acquisition through manipulatives, and social development. Thematic centers and iPads reinforce skills being taught across the curriculum. There are opportunities for students to explore their world, play to learn, and develop social skills through experiences and examples. These experiences build on students' individual strengths and target specific needs as they work toward academic success in later grades.

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

Beyond robust instruction in the core curricular areas, Goolsby administration and staff strongly believe in educating children in other specialty areas and fostering the individual strengths, talents, and interests of our learners. To this end, learners participate in art, music, physical education, library, and Science, Technology, Engineering, and Math (STEM). Strong programs in each of these curricular areas provide students with instruction and experiences beyond the typical classroom setting. All learners in grades kindergarten through fifth grade attend each class once every six days except for physical education, which they attend twice in each six-day period.

Literacy and research skills critical to academic achievement are taught in the library. The librarian also teaches internet safety, information literacy, and how to access the resources available in digital and print form. The librarian works in partnership with classroom teachers to support grade level literacy standards and provides professional and trade texts to enhance classroom instruction. The library is open at all times during the school day, allowing learners to access library books and resources as often as needed and not just once a week. The librarian brings in nationally acclaimed, award-winning authors such as Kate DiCamillo (*Because of Winn Dixie*) and Javaka Steptoe (*Radiant Child: The Story of Young Artist Jean-Michel Basquiat*) to inspire the learners to read great literature, write, and publish their own works.

Students at Goolsby receive strong instruction in visual arts. Learners at every grade level create art based on classic artists' prominent work, culture, or style. This includes painting, sculpting, sketching, ceramics, drawing, and printmaking. Interpreting and evaluating artwork is also a focus as learners are taught to respond to art and how it conveys personal and external meaning. Additionally, 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. Students' authentic artwork is displayed throughout the school so staff, students, parents, and other visitors to Goolsby can enjoy the artistic expression of each and every student.

The music program at Goolsby allows learners to explore music and dance through singing, movement, listening to music, and the playing of various instruments, including recorders, guitars, xylophones, and drums. Students learn concepts of the structure and elements of music, performance, evaluation of music, and music composition. The music teacher leads the fourth and fifth grade honor choir and fifth grade drum club that perform at school and community events. Each winter and spring, fourth and fifth grade students present a large-scale musical theater production, complete with actors, dancers, and musical soloists. The productions are led by the music teacher and supported by other school staff.

The STEM program focuses on maximizing our learners' exposure to the ways science and math are used to advance our society. We believe that a solid education in STEM is critically important to ensure our students remain competitive with other children around the world. The STEM teacher works with individual grade levels to focus on specific standards. Overall, areas of focus for STEM instruction include robotics, coding, and hydroponics. Moreover, as part of STEM instruction, learners work in our school garden. In partnership with Green Our Planet, the STEM teacher and a farmer guide learners in planting, cultivating, harvesting,

and preparing food with items grown in our garden.

The physical education (P.E.) program provides health and fitness education along with life lessons. In P.E., students learn skill sets, rules, and strategies for various team and individual games and sports. They are also taught healthy habits in exercise and nutrition, while learning the connection between maintaining a healthy lifestyle and success in school. Life skills taught by the P.E. instructor include teamwork through cooperation, communication, consideration, and goal setting, as well as using desire, dedication, and determination to reach goals. Our physical education program strives to teach students that they can be an inspiration to others which builds their own self-confidence and sense of self-worth.

The school counseling program follows the national American School Counselors Association (ASCA) model and provides a comprehensive guidance program for learners in kindergarten through fifth grade. All learners have access to whole class, small group, and individual counseling. The guidance curriculum focuses on self-control, social/emotional growth, and academic success. The counselor supports the classroom environment by providing monthly lessons based on current school social/emotional, academic, and behavioral data.

### **3. Instructional Methods, Interventions, and Assessments:**

Learners at Goolsby Elementary School are consistently provided with opportunities to master instructional standards. Teachers collaboratively work with their grade level teams, special education teachers, and the learning strategist to plan and incorporate best teaching practice instructional methods, create grade level common assessments, and analyze data in order to provide instruction based on student needs. In addition, classroom formative and summative assessments are administered regularly and students are able to retake summative assessments to demonstrate mastery.

A variety of schoolwide instructional methods and tools are used to ensure consistency and alignment across grade levels. Examples include Number Talks, K-5 math strategies handbook, math performance tasks, vertically aligned schoolwide writing prompts, rubrics, writing samples, close reading strategies, and Socratic method of questioning. Summative assessment retake opportunities are available to all students ensuring they have multiple attempts to demonstrate mastery. Three computer labs and three Chromebook carts are used for differentiating instruction and computer-based assessments. Teachers utilize the abundant resources for instruction which are available in the literacy lab.

All students receive high quality Tier I instruction. Each grade level has an additional daily 30-minute scheduled time for Tier II reading intervention based on student assessment data. Each reading intervention group consists of no more than six learners. Reading intervention kits are provided for the teachers in order to ensure best practices are incorporated and to maximize the reading intervention time. During this intervention time, enrichment is provided to students performing above grade level in reading and/or math.

In order to meet the diverse and individual needs of students and to achieve instructional goals, Goolsby has developed and implemented a unique tool, the Assessment Guidelines Form. This form is used to individually record the assessment results of all learners for the fall, winter, and spring benchmarks allowing for efficient analysis of data results. Building administrators conduct data conversations with individual teachers to discuss assessment results and student progress. In addition, it facilitates communication of the data results to parents in a clear and understandable manner. The data identifies whether the learner is intensive, strategic, or benchmark for each assessment, therefore, no learner is overlooked. The Assessment Guidelines Form includes the data from the Developmental Reading Assessment, the Core Phonics Survey, aimswebPlus, Measure of Academic Progress, schoolwide writing prompts, Qualitative Spelling Inventory, and math performance tasks.

A strong focus at Goolsby is to set high expectations and monitor student progress for all learners. It is a priority to provide support to students with special needs in the general education classroom. Students are expected to understand material at a complex level and to demonstrate that understanding in order to meet the NVACS. Support and scaffolding are provided as needed. To keep track of student learning, AimswebPlus benchmark assessments are administered to all K-5 students three times per year. Students

who perform at or below the 25th percentile on benchmark assessments have goals set and are progress monitored in math and literacy weekly. Imagine Learning is a research-based program that is used with English Language Learners (ELL) to build phonics and vocabulary skills. All students are expected to learn and grow and the teachers work collaboratively to make sure growth is achieved.

In an additional effort to meet the needs of all learners, the school's Gifted and Talented Education program (GATE) identifies and serves the academic and affective needs of students identified in grades 3-5 and students identified as highly gifted in all grades. The GATE teacher works collaboratively with K-5 classroom teachers on differentiation and meeting the needs of advanced learners. The GATE program provides the opportunity to fully develop learners' potential through curriculum that promotes complexity and higher-level thinking skills.

## PART V – SCHOOL SUPPORTS

---

### 1. School Climate/Culture:

Goolsby is united in the mission and belief that all learners will become successful leaders of the future through an academically rigorous program in all subject areas. The school engages and motivates learners through a school culture of academic excellence in which every student is accepting of others and is actively engaged in learning and achieving. As successful lifelong learners and future productive citizens, our students achieve their fullest potential, making a positive difference in our school and community.

Our school has implemented a culture of kindness by implementing the program, Be Kind...Like Josh schoolwide. The Josh Stevens Foundation works to recognize and celebrate a child's heartfelt kind acts, and to inspire more kindness, more often. We actively celebrate and recognize genuine acts of kindness by having our students and staff proudly wear their bracelets, showing that they were caught being kind. We encourage students and staff to wear their Be Kind shirts weekly, at school events, and activities in the community.

In order to create the most positive school climate possible, we utilize two schoolwide incentive programs. PAWS is a way staff recognizes students for taking pride in their work, accepting others, trying something new, and being fair and patient. PAWS stands for Pride, Acceptance, Willingness, and Sportsmanship. Teachers and staff are encouraged to give PAWS to students when they observe these qualities of good citizenship. The second incentive program is based on designated character traits - students are recognized monthly at the schoolwide recognition ceremony.

Goolsby has monthly spirit days sponsored by our student council where our school community can dress up and have fun learning at the same time. Also, all of our students have the opportunity to take part in extra-curricular after school activities such as choir, drama, Spanish club, piano, Bricks for Kids, and Good News Club.

Our school believes that the most important aspect in a child's education is the teacher. At Goolsby our teachers are highly valued. Teachers are included in the school's decision-making process. They are allowed to create an innovative school culture that develops shared beliefs and values. The leadership team shares staff shout outs, treats teachers to a monthly surprise, and covers classrooms to give teachers the gift of time.

### 2. Engaging Families and Community:

Goolsby's success is greatly attributed to everyone working collaboratively and focusing attention on the needs and success of our learners and school. Our parents are an integral part of our learners' success each year. The PLT is a group of parent volunteers whose mission is to carry out activities that support, promote, provide, and enhance the educational experience at Goolsby. They share new and exciting ways to support our school at PLT meetings. The building administration, school counselor, learning strategist, and a teacher representative share information with parents on how they can positively impact and support their child's current and future education.

Regular and effective communication is a key element to ensuring that stakeholders are informed and involved. Parents are informed of their child's progress through monthly progress reports, semester report cards, parent/teacher conferences, intervention plans, letters, e-mails, behavior notes, and phone calls. We use a variety of avenues to communicate with staff, students, parents, and our surrounding community. Weekly information is sent to staff to keep everyone informed and notified of upcoming events. Our school newsletter is posted on the school website to keep parents informed of school and grade level happenings, PLT news, upcoming events, and important safety information. Our students are presented information during daily morning ceremonies. We also use our website and social media outlets to share school updates. We understand the great value in partnerships with our parents, community members, and stakeholders.

The school makes every effort to engage in the community as well. Community groups such as Boy Scouts, Girls Scouts, and the Las Vegas Safekey, all partner with the school and use the school facilities on a regular basis. Goolsby's student council and school also take part in a variety of community service projects such as food and clothing drives, homeless outreach, and giving gifts to our local children in the hospitals.

### **3. Professional Development:**

High-quality instruction coupled with relevant professional development is vital to support learner success. Goolsby's professional development is aligned with the School Performance Plan (SPP) and the rigorous expectations of the NVACS. The staff at Goolsby believes the cycle of professional development and collaboration plays an integral role in the academic success of our learners.

Grade level teams, the learning strategist, and building administrators meet weekly to unwrap standards, plan lessons, create common assessments, and analyze student assessment data to guide instructional decisions. Based on our SPP data, a significant amount of PLC time has been spent analyzing the writing NVACs to create schoolwide writing prompts and rubrics that are vertically aligned across grade levels. Teachers spend time scoring student writing collaboratively to ensure there is grading consistency across the school. This year, we have combined grade levels to vertically align writing instruction.

Goolsby continues to demonstrate a commitment to promote each student's growth. As evidenced on the 2016-2017 Nevada School Report Card, 35/35 points were earned in the category of Student Growth. To ensure academic success for our struggling readers and maintain student growth, a team of teacher leaders spent several weeks compiling quality intervention materials for teachers. The learning strategist and building administration developed sample reading lesson plans and a blank lesson plan format to be utilized when planning literacy intervention. These resources and intervention expectations were shared during professional development time.

As our school district has converted to the Google Suite, our school has taken an aggressive approach to ensure the staff and learners feel comfortable with and utilize Google and its capabilities. A Google Education Trainer delivered multiple professional development sessions to the whole staff, along with small break-out sessions to help teachers utilize Google Classroom and features of the Google Suite and Chromebooks. Many teachers have been using Google Classroom, preparing their learners for middle school and the technologically evolving classroom.

When securing professional growth opportunities for administration and teachers, we consistently refer back to the district and site goals, as well as our school's vision. Teachers and administration use data to better understand student learning needs and examine research evidence to identify effective classroom practices, such as lesson study, examination of student work, action research, and developing formative assessments. We regularly assess the professional development's effectiveness in achieving learning goals, improving teaching, and promoting student achievement, and use the findings to inform our practice. Goolsby is recognized for its high-level of professionalism and academic excellence.

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

The leadership philosophy and structure at Goolsby Elementary begins with the principal who works to ensure that all decisions are grounded in doing what is best for kids. School administration believes and demonstrates that instructional leadership is one of the most essential components of a successful school. The principal and assistant principal are highly visible and work to effectively communicate high expectations, increase collaboration among stakeholders, provide and seek out resources, commit to continual professional growth, motivate staff and learners, and provide effective supervision and feedback to enhance teacher reflection and student achievement. Administration strives for meaningful and ongoing two-way communication with all stakeholders, and has an open-door policy that welcomes all thoughts, ideas, and solutions. Lastly, administration ensures that staff members feel like they are a part of a cohesive

team that works together for the success of all students.

Goolsby's leadership ensures that policies, programs, relationships, and resources focus on student achievement. In their role as instructional leaders, they ensure the quality of instruction by spending time in classrooms observing teaching and learning, protecting instructional time, attending RTI and PLC meetings to review student data, discussing best instructional practices, and primarily focusing on instruction and student achievement. The Goolsby leadership community consists of stakeholders serving in various roles including administrators, faculty, parents, and learners. These stakeholders promote the shared vision of the school with great dedication and passion. Continuous school improvement, open communication, and building mutual respect are all priorities throughout the decision-making process.

There are multiple opportunities for teachers to take on leadership roles. All teachers serve on at least one committee. The Goolsby Steering Committee consists of building administration, support staff, grade level representatives, a specialist, a representative from special education, the school counselor, and the learning strategist. The Steering Committee meets monthly to discuss schoolwide business such as staffing, budget, professional development initiatives, and to problem-solve as a team. These members return to their grade levels to share information and gather feedback on schoolwide topics, as well as ensure that expectations are clearly communicated and implemented. Aside from the Steering Committee, there are other opportunities for staff members to hold leadership roles. There are five additional school committees that meet on a monthly basis consisting of teacher representatives and a committee chair. Committees include the Social Committee, Wellness and Safety Committee, Yearbook Committee, Technology Committee, and the Student and Parent Recognition Committee. These groups support the positive school climate to build success, plan events that enhance student and staff experiences, and recognize students and parents for contributing to the culture of the school in positive ways.

In addition, Goolsby has a School Organizational Team (SOT). The SOT meets monthly to discuss the School Performance Plan, develop the strategic budget, and to plan and make decisions to support school improvement initiatives. The six-member team consists of parents, teachers, building administration, and support staff. The SOT provides insight and advice on key decisions that impact our school.

## **Part VI – STRATEGIES FOR ACADEMIC SUCCESS**

---

The single indicator that sets Goolsby apart as an exemplary school is the culture of excellence which is cultivated by all of its stakeholders. The Goolsby culture of excellence permeates the school and community. The focus goes beyond simply getting the best grade, to providing and receiving an education that fosters a lifelong passion for learning and success.

All stakeholders not only have a clear understanding of Goolsby’s vision, but are also inspired by the common purpose of excellence. Everyone in the school family plays a role in the learning of each student. Instructional time is seen as sacred, and all school schedules and activities are built around the need to ensure teachers and students have large blocks of uninterrupted learning time. Parents have embraced the importance of their child’s education by focusing attention on being involved, promoting student success, and engaging in the Goolsby community, feeling that they are key partners and a part of a greater whole. Expectations for success are embraced by all.

Another essential piece of Goolsby’s culture of excellence is a mutual trust among the school community. The school believes there is no magic program or formula for success when it comes to helping all students achieve. Quality instruction is a critical factor to student success. Highly qualified teachers are treated as professionals, and are given the autonomy to make instructional decisions that meet the needs of all students. Teachers regularly engage in self-reflective practice and are receptive to feedback and guidance from school leadership. Trust is the connective tissue that binds individuals together to advance the education and welfare of its students.

The culture of excellence at Goolsby Elementary School has led to our nomination as a Blue Ribbon School in the Exemplary School Performance category by the Nevada Department of Education. Goolsby was identified as being in the top 15 percent of state schools and the highest performing elementary school in CCSD, as ranked by performance on the 2017 SBAC in both reading and math. Goolsby’s culture of excellence demonstrates the high levels of achievement that our students can reach. It takes a team of committed educators, parents, staff, and students to reach and achieve exemplary performance.