

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) Elementary Middle High K-12 Other
 Charter Title I Magnet Choice

Name of Principal: Mr. Carl Johnson

Official School Name: R. Guild Gray Elementary Schol

School Mailing Address:
2825 South Torrey Pines Drive
Las Vegas, NV 89146-5142

County: Clark State School Code Number*: 592

Telephone: (702) 799-5950 Fax: (702) 799-5978

Web site/URL: www.ccsd.net/schools/gray/ E-mail: cjjohnson@interact.ccsd.net

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Walt Rulfes

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 that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Terri Janison

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

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

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

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application 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 has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress 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, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals 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 and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. 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 (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|------------|---------------------|
| 210 | Elementary schools |
| 58 | Middle schools |
| 0 | Junior high schools |
| 44 | High schools |
| 13 | Other |
| 325 | TOTAL |

2. District Per Pupil Expenditure: 6913

Average State Per Pupil Expenditure: 6399

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 3 Number of years the principal has been in her/his position at this school.

0 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	12	3	15	7	0	0	0
K	21	16	37	8	0	0	0
1	40	43	83	9	0	0	0
2	38	33	71	10	0	0	0
3	30	40	70	11	0	0	0
4	41	44	85	12	0	0	0
5	44	39	83	Other	0	0	0
6	0	0	0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							444

6. Racial/ethnic composition of the school: 2 % American Indian or Alaska Native
6 % Asian
14 % Black or African American
38 % Hispanic or Latino
 % Native Hawaiian or Other Pacific Islander
40 % White
0 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the past year: 15 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	44
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	24
(3)	Total of all transferred students [sum of rows (1) and (2)].	68
(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).	0.153
(6)	Amount in row (5) multiplied by 100.	15.315

8. Limited English proficient students in the school: 32 %

Total number limited English proficient 143

Number of languages represented: 147

Specify languages:

Arabic, Spanish, Cantonese, Chinese, Mandarin, German, Turkish, Philipino, Portugese and English

9. Students eligible for free/reduced-priced meals: 45 %

Total number students who qualify: 201

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 16 %

Total Number of Students Served: 71

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>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>27</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>2</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>16</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>25</u>	<u>3</u>
Special resource teachers/specialists	<u>6</u>	<u>6</u>
Paraprofessionals	<u>8</u>	<u>0</u>
Support staff	<u>9</u>	<u>0</u>
Total number	<u>49</u>	<u>9</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 23 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	95%	95%	95%	95%	95%
Daily teacher attendance	95%	95%	95%	95%	95%
Teacher turnover rate	2%	2%	6%	2%	2%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0
Enrolled in a 4-year college or university	<u>0</u> %
Enrolled in a community college	<u>0</u> %
Enrolled in vocational training	<u>0</u> %
Found employment	<u>0</u> %
Military service	<u>0</u> %
Other (travel, staying home, etc.)	<u>0</u> %
Unknown	<u>0</u> %
Total	<u>100</u> %

PART III - SUMMARY

R. Guild Gray Elementary is an urban school located in the Southwest Valley of Las Vegas, Nevada. Our school opened in 1980 and was named after R. Guild Gray, the first superintendent of this great city. We are part of the Clark County School District, the fifth largest school district in the United States. Currently we have approximately 475 students attending our school and will increase to 750 next year. About half of our students are in walking distance and the other half receives transportation services from the district. We are also a “choice” school for many students. This status gives students at underachieving schools an opportunity to attend our school instead of the school for which they are zoned.

Our current enrollment is 40% White, 38% Hispanic or Latino, 14% African American, 6% Asian or Pacific Islander and 2% American Indian or Alaska Native. About 40% of our students qualify for free or reduced lunch. We have a very unique and dynamic population of students. We welcome students of different levels of economic status. At R. Guild Gray Elementary, we embrace cultural differences and celebrate diversity. Gray ES has an excellent staff that has helped our school achieve it’s educational status. Many teachers have or are working towards their Master’s Degree and have taught for over ten years, bringing a high level of expertise to our building. Many of the classrooms are equipped with Smart Boards and ELMO's which are used for instruction. Our dedicated and knowledgeable specialists include full time PE, Music, Library and Art teachers whom the students see on a weekly basis. We also have a Literacy Specialist who works with the student and teacher needs in the area of Literacy. An ELL Specialist works with our students who speak English as a Second Language. In addition to these specialists, we have a counselor, psychologist, Speech teacher and GATE teacher (Gifted and Talented Education). Gray also has three staff members who service special education students. Additional programs housed at Gray include Early Childhood and Pre-K Speech Phonology. All of these educators work together to help our students succeed in all areas.

R. Guild Gray works with the community and its parents. Our dedicated PTA helps with fundraising activities and provides opportunities for parents to assist teachers. A church organization within our community was without a home, so we have opened our doors for them to meet in our building on Sundays. Events such as Grandparent’s Day, Dad’s and Donuts, Mom’s and Muffins and the 5th Grade Career Day, give opportunities for our parents and community members to join our students in special events. Family Movie nights are held three to four times a year allowing families to come and watch a G rated movie. Gray Hound races and our annual school picnic help Gray families and the surrounding communities to come together. Our traveling jump rope team goes to schools throughout the community to perform jump rope routines promoting healthy habits.

Gray ES has been identified as a model school by the University of Nevada Las Vegas. We work with UNLV pre-service teachers, providing them with classrooms to complete their practicum and student teaching experience.

R. Guild Gray has worked very hard to become a school that is data driven, and student focused. We strive on a daily basis to keep up with current educational research, and provide instruction in ways that meet that criteria.

Gray’s Mission Statement is as follows: to provide students with a strong educational program to promote academic excellence, a positive self-concept, and the social and moral competence to become responsible members of society.

To obtain this goal, the following are adhered to daily:

1. Provide academic excellence through problem solving and critical thinking skills.
2. Promote self confidence, independence, and group diversity awareness.
3. Create a safe academic environment for all students.

We believe that these are some of the reasons why Gray Elementary School is worthy of the prestigious Blue Ribbon School status.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

R. Guild Gray's assessment results indicate a high performing school. We have significantly reduced the percentage of non-proficient students by more than 10%, which places us on the list of Nevada High Achieving Schools. Students at Gray have made adequate yearly progress (AYP) each year since 2005-2006. This assessment is according to student achievement in these content areas: Reading, Writing, and Mathematics.

We participate in the Nevada Criterion Reference Test (reading and math) and the Nevada Writing Proficiency Exam (writing). Both assessments have four performance level descriptions: Exceeds Standard, Meets Standard, Approaches Standard, and Emergent/Developing. All students earning meets or exceeds standard have met state requirements. The state of Nevada provides a website for finding information on all school assessment results at www.nde.doe.nv.gov.

The assessment results of our subgroups indicate our school is closing achievement gaps. We are proud of the results from 2004-2005 to 2007-2008 in which the achievement gap has been decreased by at least 10% in each of the subgroups. This trend deviates from the overall trend of the state. According to a Pew Research Center study on reading and math gains since the passage of No Child Left Behind, most states have improved student performance across four of six major categories. Only three states, one of which is Nevada, saw declines in their growth. (Vu, 2007) Of course, Gray Elementary has not declined in our growth, but have shown great gains.

Specifically, students at Gray ES have significantly raised test scores in both reading and in math. In reading, we have increased an average of 7%. In math, we have increased an average of 27%. Third grade is a bit lower than 4th and 5th grade, but we attribute this to it being their first year to complete a standardized test as the one they are given. Third grade did make some gains, but not as high of a percentage as did 4th and 5th. 4th grade had the highest scores, so apparently, after a year of practice with this type of testing, the third graders do much better in 4th grade.

There were two specific subgroups that made significant gains. Our Free and Reduced Lunch and IEP subgroups made huge gains in comparison to the other subgroups.

We have attributed much of our success to consistently working with our students on test taking skills, and to doing more small group instruction in our classrooms. For test taking strategies, we have implemented "Chunk, Box, Pop" and a rubric for constructive responses. This has helped a great deal as both strategies purposefully makes the students go back into the text to prove their answers. Most teachers, grades K-5, have now incorporated guided reading into their daily schedule. This allows for students to be given grade level instruction with a text that is at their level. This has increased their level of understanding and their confidence.

We are continuing to work with 3rd grade and specifically, critical stance type questions. We are also continuing to work on problem solving and critical thinking in math. We believe that this focus will help us to continue to make gains in our testing results.

2. Using Assessment Results:

R. Guild Gray believes it is the duty of all teachers to evaluate student data in order to improve student performance. Each year, after obtaining results of the CRT, the criterion-referenced assessment of the State of

Nevada, teachers come together to discuss and evaluate results. The information is based on grade, subject, strand, and specific standards.

Throughout the year, grade level teams meet to identify areas of strength and weakness in our instructional program using the benchmark driven Clark County School District Interim Assessment (CCSDI), Qualitative Spelling Inventory (QSI), and the Nevada State Writing Proficiency Exam scores. Additional writing scores are gathered and analyzed through Trimester Writing Assessments that are given throughout the year. Assessment data for all grade levels facilitates guidelines for delivery of instruction.

The Developmental Reading Assessment (DRA) is used in the Southwest Region of the Clark County School District to measure reading fluency and comprehension in grades K-5. Teachers use the DRA data to implement small group instruction and identify students that are at risk. In addition, graphing the results helps teachers track student progress over an extended period of time.

Furthermore, after identifying trends in the data, a team of teachers assesses learning opportunities where emphasis can be placed on problematic areas. The information is presented in staff development and grade level meetings to plan and implement interventions. Teachers use assessment data to group students with similar difficulties in small groups and provide additional instruction. Small groups are not limited to grade level; students are instructed based on individual needs and can be grouped with students across multiple grades. This instruction is provided not only by the classroom teacher but also specialists, i.e. Music, Special Education, Reading Specialist, ELL, and aides. This grouping exists as a result of R. Guild Gray's inclusion model of instruction.

3. Communicating Assessment Results:

R. Guild Gray Elementary communicates student performance in various ways. Our parent conferences are held during the first trimester. During each conference time frame, strengths and weaknesses are reviewed and accommodated according to state standards. Report cards, standardized and summative assessments including Clark County School District Interim Assessment (CCSDI), Qualitative Spelling Inventory (QSI), and the Nevada State Writing Proficiency Exam scores are evaluated and presented to parents or guardians. Each assessment is explained to parents and guardians so they understand how it is used in discerning academic levels. Using assessment results, teachers present their classroom plan of intervention for the student. Additionally, we ask parents and their children to agree upon their own plans of intervention to work on outside of the school setting.

Aside from assessment results, general student performance in the areas of reading, writing, and math can be communicated using teacher observation results. Parents are informed through phone calls, weekly summaries, classroom rewards and consequences concerning learning behaviors. Teachers regularly give out school related email addresses in order to facilitate ease of communication.

Throughout the year, teams analyze assessment data in the form of graphs, raw scores and progress reports. Teams present their findings at faculty meetings, staff development trainings, and in Literacy Portfolios used to track student progress through their academic career at Gray. Uniform assessments are accumulated in Literacy Portfolios to administer smooth transitions as students increase grade levels.

School wide assessment results are offered at PTA meetings, in monthly school newsletter "Grayhound Highlights", and in local newspapers. CRT results are sent home to ensure that parents are informed about their child's performance. Through these means we are able to display the success of our programs and show our growth. Strategies used inside the classroom are communicated to parents in order to encourage use of strategies at home. We encourage parents and students at home to use reading activities, writing journals and interactive math games provided by classroom teachers.

Our final method of communication is through a system called "Parent Link". This is an on-line resource that parents can access to check on their child's progress and their grades. Through this website, they can also communicate directly with the teacher and see any assignments that may be missing. We realize the importance of communication and have worked hard to make sure that parents and students know what their progress is.

4. Sharing Success:

Stakeholders at R. Guild Gray Elementary understand the importance of sharing our success with others to improve student performance district wide. Functioning as members of a team, teachers represent our school in content-specific district wide meetings. They volunteer strategies and add to relevant discussions concerning each content area. For example, at trainings focused on implementing Lucy Calkin's writing strategies, representatives shared how to integrate picture books as mentor text for emerging writers in elementary schools. As a team member, our principal shares educational strategies used to guide our high achieving status in conferences with other schools from the district.

Additionally, R. Guild Gray Elementary eagerly participates in staff development with other elementary schools. Roger Bryan, a neighboring school which has a similar student body, has joined our staff development trainings. The crux of our trainings is built upon the analysis of assessments and how we can improve students' skills in specific areas. Our teachers presented strategies proven to increase our students' success.

Furthermore, schools from across the district are welcomed to Gray Elementary to observe our teachers in action using this experience as a model for their own rooms. Specifically, our successes with the Making Meaning reading curriculum have been used as a model for the district. In writing, our fifth grade team trains and models Blowing Away the State Writing Analytical Traits (BATSWAT), a strategy shown to improve our writing proficiency scores. Our teachers are invited to go to other schools across the district to provide training on implementation of these strategies.

Finally, the University of Nevada Las Vegas has recognized the powerful pedagogy being implemented at R. Guild Gray and has requested that we become one of their mentoring schools. In this new model, students complete all practicum and student teaching units at the same school instead of being shuffled about the district. By partnering with the university in a manner which allows student teachers the opportunities to observe, participate, and practice our strategies we can make a larger impact.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

R. Guild Gray follows the curriculum provided by the Clark County School District and is in alignment with the standards put forth by the state of Nevada. All curriculum areas are enhanced with high quality instruction by classroom and specialist teachers.

Gray Elementary utilizes a Balanced Literacy approach to teaching reading and writing. Reading includes modeled, shared, guided and independent reading. Writing includes a brief mini lesson either of grammar skills or an author's craft lesson, followed by time to write. During this time, either teachers conference with students, or students conference with each other. Both reading and writing times are concluded with time to reflect upon the lesson and to reflect and share their reading or writing that they did that day.

Students are encouraged through these activities to increase vocabulary and communication skills in speaking, reading and writing. Writing instruction across grade levels is based on core traits driven by the Nevada State Writing Proficiency Exam. These traits consist of Ideas, Organization, Voice, and Conventions. Students focus on each trait individually and then continue to strengthen their everyday writing. Multiple opportunities are provided daily for them to use their writing in all core content areas. Student generated word walls are in each classroom to strengthen and reinforce the analytical writing traits.

EnVision Math is used as the core mathematic program tailored specifically to Nevada State Standards and has been implemented school wide. EnVision is a problem solving based program where students learn essential skills in activation of prior knowledge with a sustained focus over time. Gray Elementary enforces this resilient mathematical series focusing on individual needs of students, interactive learning, visual learning using manipulatives, and daily activities that focus on differentiated instruction. Lessons are delivered through whole group and small group environments to implement collaboration, hands on learning, and a higher level of understanding to connect these experiences with everyday life.

The social studies curriculum at Gray ES is delivered through a Houghton Mifflin series to teach grade level specific content areas in history, community, economics, geography and literature. Students are exposed to reinforcement of vocabulary, reading strategies, and higher level thinking. Instruction is differentiated to include English language learners, and extra support for all levels of performance. Exposure to visual learning tools including maps, charts, graphs, timelines and fine arts are used for clarifying the main idea, details and drawing conclusions. Many hands on lessons are conducted, allowing for students to experience what they are learning. An example of this would be a Manner's Dinner where students have studied manners. Their concluding activity is this dinner where they must demonstrate their manners that they have learned.

Science instruction is delivered across the curriculum using core non-fiction texts and literature to analyze areas of health, nature, history, life cycles and space exploration. The scientific process is used to encourage students' inquiry through investigation and experimentation of scientific ideas. Awareness of outdoor events is a key component of delivering instruction and allows students to become more familiar with the physical and life sciences in their immediate environment. Once again, hands on activities are used. Students participate in experiments, conduct observations and even go out into the real world to experience some of the things that they are learning about. For example, our 5th graders go to a local hiking area to experience the desert after they have spent several weeks learning about it.

R. Guild Gray's Fine Arts curriculum includes vocal and instrumental music instruction, as well as visual and performing arts. Students are given opportunities to participate in school choir, and are given the chance to perform for special events within the school and the surrounding community. Gray's art program includes exposure to levels of graphic arts that are displayed throughout campus hallways. Missoula Children's Theatre

provides an annual opportunity for all grade levels to participate in a theatrical experience. Students enhance public speaking and performance skills through teamwork and a sense of school pride.

Gray elementary students receive additional support from an expert group of specialists. Specialists include ESL, Special Ed, Literacy, Technology, Library and Physical Education. The Gray Physical Education program provides opportunities for students to incorporate a healthy lifestyle through a multitude of experiences both within and outside of school hours. Jump Rope for Heart, Jump Rope Extravaganza, Dance Team, Intramural sports, track meet, field day, Grayhound Races, and individual fitness programs for students and teachers are examples of Gray's physical education agenda. These programs reflect a level involvement which embraces not only students and teachers but parents as well.

Gray's community acknowledges that learning requires all subject areas to be present. Cross curricular learning creates deeper connections so that the sum of the parts are greater than the whole. The school's collaborative teaching strategies empower its educators to deliver a well balanced curriculum necessary to acquire academic awareness, critical thinking, problem solving and ultimately conquer life long learning skills.

Finally, the school has adopted a supplemental reading program called Making Meaning. Making Meaning teaches comprehension skills, but on a daily basis, a portion of the lesson is dedicated to learning social skills. Students learn how to work with a partner, how to share their ideas, and how to solve problems that they may have with each other. We have seen these powerful skills used outside of the reading time. We see them used during other class subjects as well as outside on the playground. It has made a drastic difference in the amount of discipline problems that we have. That has decreased since we started using this program.

2a. (Elementary Schools) Reading:

The curriculum set forth by the state of Nevada along with the Clark County School District provides the foundation for Gray Elementary's delivery of reading instruction. The Trophies Reading Series aids classroom teachers in the delivery of a balanced approach to literacy by providing an outlined instruction that includes shared reading and writing, introduction of vocabulary, and opportunities for deep understanding of a core text. Trophies is supplemented by the use of Words Their Way to ensure that all students are given differentiated instruction in spelling patterns. Gray Elementary acknowledges the essential connection between reading and writing so that students are working daily on skills needed to enhance fluency and comprehension by participating in daily critical responses. Whole group and small group instruction along with individual interventions are implemented to teach new skills as well as respond to concerns that are discovered in student work.

Students are exposed to a wide variety of texts in different genres that include vocabulary, thinking maps and comprehension skills with the use of Trophies. Students are given opportunities to widen their view of the world through culturally diverse texts, expository texts, and classic literature. Reading and writing workshops also give students opportunities to share their own backgrounds and build upon the knowledge they already possess. Charts, diagrams, and class discussions present students with the chance to confirm meaning. Students achieve skills in fluency, comprehension, speaking, and listening through daily shared, guided, and independent reading.

Gray students are taught a variety of ways to independently choose books based on their reading ability. Independent reading is encouraged inside and outside of the classroom to provide students with engaging and enjoyable opportunities for reading. Gray's use of the literacy curriculum gives students a foundation of reading skills so that during independent reading, they are able to apply their knowledge of vocabulary, spelling patterns, and decoding skills to enhance their reading experience. Allowing students to pick their independent reading books, which are at their instructional level, has increased the level of motivation in many of our students.

3. Additional Curriculum Area:

R. Guild Gray Elementary uses a math program customized to Nevada State's Curriculum Essential Framework. EnVision Math is designed to meet national, state, and local standards, accommodating the needs of all students' abilities and learning styles. The EnVision Math program includes Scott Foresman, Addison Wesley, and Silver Burdett Ginn Mathematics programs. These programs have been proven by research based studies to help raise math scores on standardized tests.

Daily problem solving and Interactive Learning combined with Visual Learning strategies confirm understanding of concepts by making meaningful connections for students. Delivery of daily Interactive and Visual Learning creates a correlation of math strategies to build onto more challenging, conceptual knowledge. Continuous assessments and daily interventions combined with Data-Driven Differentiation enables teachers to provide a clear and organized path to math instruction. The use of en Vision Math gives every student the opportunity to apply knowledge successfully.

The use of guided practice, small group instruction, and independent math centers gives students the opportunity to practice skills acquired in daily lessons. Centers provide students with differentiated instructional games for small group re-teaching of skills. Peer teaching is a key element of center activities using peer feedback, game boards, and manipulatives. Student needs are met through consistent direct instruction between teacher and student. A hands-on approach using classroom manipulatives increases basic understanding of mathematical strategies. School wide use of Math Notebooks provides an ongoing display of vocabulary building, problem solving skills, and immediate recall of math facts. E-Tools and digital games provide teachers, students and parents with resources as an extension or intervention for learning math concepts.

The EnVision math curriculum incorporates interactive learning through use of manipulatives as well as investigations in order to develop vocabulary and understanding of core math strategies. Use of daily assessment tools is a prescription for differentiated instruction in the classroom as well as home based learning for retaining knowledge of mathematical concepts and relating them to the real world.

4. Instructional Methods:

Teachers and staff members at Gray ES acknowledge the importance of meeting the needs of all students. Our staff devotes time and effort to working on different ideas that can be used to differentiate classroom instruction.

As we work toward the goal of providing all students with instruction at their level, one of the first things identified was independent activities appropriate for students at different levels. Gray has improved "one size fits all" work sheets towards activities that can be differentiated according to a student's level. For example, we promote independent reading for students to be engaged in while teachers are pulling small guided reading groups. In order to make this successful, teachers have taught the children how to choose books that are at appropriate levels. Teachers also include accountability and purpose in their independent reading, along with choice, to help make this activity meaningful and purposeful.

Teachers differentiate instruction using center activities. These activities focus on re-teaching reading, writing, and math skills. Using centers in this nature allows differentiation of students' learning experiences. Using centers also allows for teachers to acknowledge individual preferences of modalities of learning. Auditory, silent and hands on activities are all incorporated into the centers.

Gray Elementary teachers are well versed in teaching to student needs. Words Their Way is an example of teaching specifically to student needs due to the nature of the activities. Students at different spelling levels sort their words according to different spelling patterns. Students are exposed to grade level words; however,

most of their spelling expectations are compiled of words at their orthographic spelling state, words that are appropriate for them, according to the QSI assessment.

Modifications for students are executed through labeling and use of pictures to ensure better understanding for English Language Learners. Student stress levels are reduced by giving students work based on ability level, focusing on student success. The use of technology in the classroom is used as an added method of intervention for differentiated instruction.

Teachers and staff at Gray ES understand and value differentiated instruction and make sure that they address it with each lesson plan that they write and teach.

5. Professional Development:

R. Guild Gray Elementary recognizes that professional development is the core component of effective teaching and student learning. Believing that the teacher is the single most important factor in student achievement our Student Improvement Plan which is based on data from the previous school year. As we believe teacher participation is crucial for professional development success, our teachers have enthusiastically volunteered to have their lessons videotaped to demonstrate best practices in all curricular areas. Teachers also work in cross-grade level groups to collaborate and contribute for the good of the whole. School wide writing prompts are scored by teachers in different grade levels during staff development trainings to ensure a common outcome.

Our student achievement has been directly impacted by the staff development trainings that we have conducted. Four years ago, we had not made AYP and that was largely because of our low writing scores. Only 34% of our students were considered to be "proficient" in writing. Because of this data, we designed all of our staff development trainings to be centered around writing instruction. We gave teachers time to plan in grade levels, we shared lessons that could be used when teaching each of the traits and we shared lessons that could be used to share how to get kids to go through the writing process. Next, modeled lessons were offered by the literacy specialist and a few other teachers to classrooms who were interested in seeing these lessons in action. Teachers were also given the opportunity to visit classrooms that had successful writing instruction going on. Finally, teachers had the opportunity to watch a writer's workshop session with 5th grade students. The students agreed to come in on one of our staff development sessions. The teacher of this class ran her writer's workshop just as she does on a daily basis. Teachers were able to observe the mini lesson, the student's writing, and the teacher conferencing with students. It turned out to be a very powerful training.

In addition, the majority of staff members either holds graduate degrees or are pursuing graduate studies. Many belong to professional organizations and engage in professional development offered through these venues. For example, the majority of teachers participated in a regional offering focused on increasing writing proficiency using Lucy Caulkin's research-based approach to writing. Likewise, the staff engaged in professional development targeting student writing conferences. The staff at R. Guild Gray is highly motivated to constantly increase their knowledge of effective teaching practices and to share that with others.

6. School Leadership:

Administrators are one of the most influential people at any school. Administrators are in charge of finances, personnel, discipline, and paperwork. They must be knowledgeable in all areas of curriculum and be able to relate to the staff and students effortlessly. In addition, they must be a strong leader, able to assist teachers, counsel students in need, and mediate difficult situations. R. Guild Gray is fortunate enough to have an administrator who can effectively meet each of these challenges.

At this time, Gray ES has only one administrator, Mr. Carl D. Johnson. Mr. Johnson has worked very hard in the past five years to create a cohesive staff. Collaboration and positive attitudes are present throughout all

classrooms.

Mr. Johnson models his expectations through his daily conduct. Our administrator has utilized a shared leadership model, effectively delegating responsibility to the staff. Gray ES has a leadership team called the "A+ Team". Aside from presenting pertinent information, time is also devoted for the team and principal to collaborate and give suggestions on how to organize upcoming events. This team is comprised of one representative per grade level, a specialist representative, and the Literacy Specialist. Each team member shares information with colleagues in their respective groups. In this way, members of the A+ team share their ideas and partake in much of the decision making. Mr. Johnson also created several other committees to address the needs of our school including Social, Staff Development, Budget, RTI, Library, Computer, and Student Activities. These committees meet throughout the year, relaying ideas and plans to the administrator. This empowers all staff to be part of the decision making that goes on at Gray ES.

Not one to stay locked up in his office or in meetings all day long, Mr. Johnson assists in supervision of students, knows most of their names by heart, and visits classrooms on a daily basis. It is important to him that the students and teachers know he is there for them, and by being seen on a regular basis, helps to accomplish this goal. Our school has blossomed into a bright and positive atmosphere for all. At the heart of this great school is a great administrator, who acknowledges the talent that he has at his school and encourages us to work hand in hand with each other, with one goal in mind, to educate our students in the best way we know how.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: State of Nevada Criterion-Referenced Test

Edition/Publication Year: 2006

Publisher: Nevada Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meeting State Standards	72	71	62	56	56
Exceeding State Standards	32	33	30	27	28
Number of students tested	85	96	102	102	124
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meeting State Standards s	51	63	49	42	43
Exceeding State Standards	22	23	20	19	15
Number of students tested	37	35	41	48	53
2. Racial/Ethnic Group (specify subgroup): African American					
Meeting State Standards	27	60	20	25	26
Exceeding State Standards	0	30	0	1	9
Number of students tested	11	20	10	12	23
3. (specify subgroup): Hispanic					
Meeting State Standards	66	60	50	41	50
Exceeding State Standards	28	20	17	15	24
Number of students tested	32	35	36	39	42
4. (specify subgroup): LEP					
Meeting State Standards	68	64	54	35	27
Exceeding State Standards	24	28	11	16	18
Number of students tested	25	25	28	31	22

Notes:

Two subgroups are not reported as I could not fit them onto the formatted charts. Asian and IEP subgroups both had at least one year where more than 10 students were tested. Please advise.

Subject: Reading
Edition/Publication Year: 2006

Grade: 3 Test: State of Nevada Criterion-Referenced Test
Publisher: Nevada Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meeting State Standards	66	70	55	43	61
Exceeding State Standards	27	19	26	10	23
Number of students tested	85	96	104	57	125
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meeting State Standards	49	66	41	29	42
Exceeding State Standards	3	9	22	2	13
Number of students tested	37	35	42	14	27
2. Racial/Ethnic Group (specify subgroup): LEP					
Meeting State Standards	52	60	22	16	32
Exceeding State Standards	4	4	4	3	18
Number of students tested	25	25	23	5	7
3. (specify subgroup): African American					
Meeting State Standards	27	55	40	23	39
Exceeding State Standards	0	5	10	0	0
Number of students tested	11	20	11	13	23
4. (specify subgroup): Hispanic					
Meeting State Standards	59	60	35	18	55
Exceeding State Standards	13	6	16	0	0
Number of students tested	11	20	11	13	23

Notes:

I have two subgroups that I was unable to put into the chart. Both IEP and Asian/Island Pacific have at least one year where they tested more than 10 kids. Please advise.

Subject: Mathematics
Edition/Publication Year: 2006

Grade: 4 Test: State of Nevada Criterion-Referenced Test
Publisher: Nevada Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
SCHOOL SCORES					
Meeting State Standards	88	75	48		
Exceeding State Standards	40	38	18		
Number of students tested	80	105	100		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meeting State Standards	84	64	39		
Exceeding State Standards	30	21	11		
Number of students tested	43	39	46		
2. Racial/Ethnic Group (specify subgroup): African American					
Meeting State Standards	83	39	40		
Exceeding State Standards	33	15	20		
Number of students tested	18	13	10		
3. (specify subgroup): Hispanic					
Meeting State Standards	83	74	26		
Exceeding State Standards	30	26	9		
Number of students tested	30	35	35		
4. (specify subgroup): LEP					
Meeting State Standards	87	75	26		
Exceeding State Standards	42	21	7		
Number of students tested	23	28	31		

Notes:

I was not able to submit data for two subgroups, Asian / Pacificer and IEP. Both subgroups have at least one year where they had at least 10 students tested. Please advise. **Fourth grade students did not take the CRT during the 2003-2004 and 2004 - 2005 school year.

Subject: Reading
Edition/Publication Year: 2006

Grade: 4 Test: State of Nevada Criterion-Referenced Test
Publisher: Nevada Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
SCHOOL SCORES					
Meeting State Standards	61	54	49		
Exceeding State Standards	15	16	17		
Number of students tested	80	106	100		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meeting State Standards	56	36	37		
Exceeding State Standards	5	3	7		
Number of students tested	43	39	46		
2. Racial/Ethnic Group (specify subgroup): African American					
Meeting State Standards	56	15	30		
Exceeding State Standards	6	0	0		
Number of students tested	18	13	10		
3. (specify subgroup): Hispanic					
Meeting State Standards	55	36	37		
Exceeding State Standards	10	6	29		
Number of students tested	30	36	35		
4. (specify subgroup): LEP					
Meeting State Standards	52	36	29		
Exceeding State Standards	4	0	0		
Number of students tested	23	28	31		

Notes:

I have two additional subgroups that I was not able to put on the formatted charts. Both IEP and Asian / Pacific Islander have at least one year where there were 10 students tested. Please advise. **Fourth grade students did not take the CRT during the 2003-2004 and 2004 - 2005 school years.

Subject: Mathematics
Edition/Publication Year: 2006

Grade: 5 Test: State of Nevada Criterion-Referenced Test
Publisher: Nevada Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meeting State Standards	86	61	62	54	59
Exceeding State Standards	24	10	14	14	20
Number of students tested	92	97	112	105	140
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	82	25	45	50	24
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meeting State Standards	84	45	52	35	41
Exceeding State Standards	13	3	13	5	5
Number of students tested	48	33	31	43	42
2. Racial/Ethnic Group (specify subgroup): African American					
Meeting State Standards	82	25	45	50	24
Exceeding State Standards	9	8	10	0	3
Number of students tested	11	12	20	14	29
3. (specify subgroup): Hispanic					
Meeting State Standards	83	50	50	32	47
Exceeding State Standards	6	11	13	0	6
Number of students tested	31	36	38	38	34
4. (specify subgroup): LEP					
Meeting State Standards	83	52	56	26	27
Exceeding State Standards	8	7	20	4	0
Number of students tested	24	29	25	23	15

Notes:

I was not able to include to additional subgroups in the formatted charts above. Both the IEP and Asian / Pacificer subgroups had at least one year where they had at least 10 participants. Please advise.

Subject: Reading
Edition/Publication Year: 2006

Grade: 5 Test: State of Nevada Criterion Referenced Test
Publisher: Nevada Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meeting State Standards	64	37	36	35	59
Exceeding State Standards	5	6	0	4	12
Number of students tested	92	97	112	105	140
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meeting State Standards	50	21	26	19	35
Exceeding State Standards	4	0	0	2	2
Number of students tested	48	33	37	43	42
2. Racial/Ethnic Group (specify subgroup): African American					
Meeting State Standards	64	25	30	7	24
Exceeding State Standards	0	0	0	0	3
Number of students tested	11	12	20	14	29
3. (specify subgroup): Hispanic					
Meeting State Standards	41	19	16	5	44
Exceeding State Standards	6	3	0	0	6
Number of students tested	31	36	38	38	34
4. (specify subgroup): LEP					
Meeting State Standards	7	24	6	0	20
Exceeding State Standards	0	0	0	0	7
Number of students tested	15	29	17	23	15

Notes:

I was unable to fit two different subgroups into the formatted charts. Both IEP and Asian / Pacific Islander subgroups had at least one year where there were more than 10 tested. Please advice.