

U.S. Department of Education
2017 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mrs. Melissa Renee Young

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

Official School Name Wineteer Elementary School

(As it should appear in the official records)

School Mailing Address 8801 Ent Drive

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

City Wichita State KS Zip Code+4 (9 digits total) 67210-1799

County Sedgwick

Telephone (316) 684-9373

Fax (316) 687-2418

Web site/URL

http://derbywes.ss10.sharpschool.co

m/

E-mail myoung@usd260.com

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*Mrs. Heather Bohaty

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

E-mail hbohaty@usd260.com

District Name Derby Public Schools, USD 260 Tel. (316) 788-8400

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 Mr. Matthew Joyce

(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 2017 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 2011 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: 2012, 2013, 2014, 2015, or 2016.
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 (2016-2017) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 9 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 12 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	21	18	39
K	33	58	91
1	49	28	77
2	44	28	72
3	30	43	73
4	42	28	70
5	31	23	54
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	250	226	476

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 6 % Asian
 - 9 % Black or African American
 - 10 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 68 % White
 - 6 % 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 2015 – 2016 school year: 13%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2015 until the end of the 2015-2016 school year	22
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	38
(3) Total of all transferred students [sum of rows (1) and (2)]	60
(4) Total number of students in the school as of October 1, 2015	477
(5) Total transferred students in row (3) divided by total students in row (4)	0.126
(6) Amount in row (5) multiplied by 100	13

6. English Language Learners (ELL) in the school: 11 %
51 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Spanish, Vietnamese, Cambodian

7. Students eligible for free/reduced-priced meals: 55 %
Total number students who qualify: 265

8. Students receiving special education services: 15 %
71 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.

- 2 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 0 Emotional Disturbance
- 0 Hearing Impairment
- 0 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 2 Other Health Impaired
- 0 Specific Learning Disability
- 30 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 49 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 2
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects	23
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	11
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	11
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 22:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	96%	96%	96%	96%	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 2016.

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

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes No
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 mission of Wineteer Elementary is to create a positive, child-centered environment that emphasizes maximum academic and social development for all students.

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

PART III – SUMMARY

Wineteer Elementary is located in Wichita, Kansas but is part of the Derby USD 260 school district. Derby is a city in Sedgwick County, Kansas, and the largest suburb of Wichita. As of the 2010 census, the city population was 22,158. The average age of residents is 34.4 years old with an average income of \$58,509. The school is adjacent to McConnell Air Force Base housing with access to and from the secured gated community. Wineteer Elementary is conveniently located with access to both civilian and military families. Over 47% of the student population are children of active military connected families. The remaining population reside in the northern and outer suburban neighborhoods within the Derby School District. Wichita, Kansas is the "Air Capital of the World" and Wineteer Elementary is located at the center of the aviation industry and military.

Wineteer was built on land dedicated to the school district by pioneer woman and land owner named Ollie G. Wineteer. The school was built in 1956 and was directly tied to McConnell Air Force Base housing until 1989. An important part of Wineteer's history includes the partial loss of the building on April 26th, 1991 when a devastating tornado carved a path through McConnell Air Force Base and a large area of south central Kansas including Wichita and surrounding suburban areas. The school was closed and rededicated with additions added onto the facility in 1992.

Wineteer Elementary is represented by our school song, which is accompanied by the musical tune of "Air Force Song". The mascot, a Thunderbird, reflects our military pride. The most unique quality about Wineteer is the rich experience many students attending the school have observed in their young lives. This includes living overseas, speaking different languages, meeting and reuniting with friends from different bases during deployment, and experiencing different cultures. Our students meet adversity with resiliency, giving rise to our motto "#WineteerStrong". At Wineteer, our goal is to thrive when faced with change and challenges.

Wineteer is Title I school that serves pre-kindergarten through fifth grade students. The pre-k students are ages 2-4 and are selected for the program based upon special education needs. Additional tiered support staff include five reading specialists, one math teacher, and one English language teacher that serve over 40% of the students attending. As part of the Derby School District, our school provides full day kindergarten to the four classes in our building.

Our school was recognized as one of the first elementary schools in the nation to offer the STEM program Project Lead the Way, a project-based curriculum that focuses on math, science, and technology. This offers an opportunity for students to apply their knowledge to hands-on experiences with robotics and computer programming. Additionally, through a Department of Defense grant, our school has purchased additional laptop carts, and all classes are offered extra curricular computer classes within the daily schedule.

The Derby School District has recently adopted a social-emotional curriculum called Second Step. Through guided instruction, students learn how to identify feelings, problem solve, and self-regulate behavior. This is reinforced each Tuesday when students and staff participate in Thunderbird pride by wearing blue, our school color, and spend dedicated time during the day for class meetings, social skills, and character building activities. Students are recognized each month for modeling the Six Pillars of Character. They are featured in the Thunderbird News as a "Kid With Character". These character traits include respect, responsibility, caring, trustworthiness, citizenship, and fairness.

Wineteer welcomes everyone, inviting students to join various programs such as Running Club, Lego League, Art Club, Math and Reading Enrichment Groups, and the Welcome Committee. Each of these clubs is sponsored by a classroom teacher with the purpose of building relationships among students and providing inspiration to learn. In addition, there are support groups for military connected students. Each Friday morning, military students meet for "Mighty Military Kids". This group is sponsored by a teacher volunteer and a military resource coordinator. The purpose is to provide a common culture where students can discuss coping, deployment, feelings, and skills to support thriving in any situation. Military support is

also available through a full-time military counselor that works with students daily.

Parents and volunteers create an essential foundation for the students at Wineteer. The Parent Teacher Organization supports improvements such as completing a walking path, purchasing playground equipment, and updating technology. The materials provided to our facility have assisted in promoting physical minute goals for walking. Our school has been recognized in the last four years as the first place elementary school in the community "Derby Walks" wellness incentive program. The newest initiative is the creation of an inclusive playground environment with fundraising efforts created this year to reach our goal of completion for this fall.

Wineteer Thunderbirds have so many opportunities to grow their spirit and creativity. Through additional school-wide events, including, Red Ribbon Week, DARE, Military Power Hour, Career Day, Read Across America, State Assessment Kick-off Assemblies, and Lexia Reading Challenges, Wineteer is able to support the whole child.

If selected for the National Blue Ribbon Award, the staff would like to share our school success as a Title I school to a larger professional learning community and network with other recognized schools across the country to address the needs of students at-risk.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Wineteer Elementary fully implements the adopted curriculum of the Derby School District. Each subject area includes instruction that is aligned with the Common Core Standards. In addition, teachers actively pursue learning opportunities that target college and career readiness skills. All subject areas are integrated to maximize learning and provide multiple ways to make connections.

Reading instruction at Wineteer Elementary occurs daily during a 90 minute block that balances the five components of reading. The reading curriculum taught at Wineteer is *Imagine It* by McGraw-Hill. *Imagine It* was selected for its theme-based inquiry learning, leveled reading resources, ESOL support, vocabulary development, and variety of narrative and expository content. Teachers in grades K-5th teach *Imagine It* by modeling how to study a central idea and organize research about a topic tied to a weekly reading selection. This includes a visual representation using graphic organizers, pictures, and tactile objects. Each unit ends with a discovery project completed in small groups and presented as a celebration of learning. Grammar, writing skills, and social studies are also integrated into the *Imagine It* curriculum. Foundational reading skills are supported with additional explicit instruction of phonics taught in grades K-5th called Language Foundations.

Wineteer teachers create experiences that incorporate the exploration, acquisition, consolidation and application of knowledge and skills. This includes opportunities to extend and test ideas as well as thinking and reasoning across all subject areas. For math, Wineteer uses is a spiraled curriculum called *Everyday Math*. It teaches math concepts in whole group, centers, and with partner games. In grades K-1st there are daily calendar routines that provide practice with recording data and number sense. Math concepts in all grades are taught using hands-on resources with real world application tied to the standards of learning. *Everyday Math* is engaging, fun, and promotes math reasoning that allows students to solve problems using a variety of strategies.

Social studies at Wineteer is integrated through our reading series *Imagine It* and is aligned with the Kansas Common Core standards. In addition, the social skills curriculum *Second Step* is taught in grades pre-k through 5th. *Second Step* focuses on communicating with peers, problem solving, and self-regulation. Social studies extends beyond the curriculum and focuses on developing a sense of self and community. We support our active military through civic engagement including cards for soldiers struggling with post-traumatic stress disorder, Veteran's Day observance and recognition, and collecting Halloween candy to send overseas to troops. Additional community involvement includes Jump Rope for Heart, Lymphoma and Leukemia Society, Kansas Humane Society, and Kansas Food Bank. Individual classes have selected school and community projects that allow young students to experience volunteerism. The kindergarten students have recently completed landscaping around the front sign at Wineteer. We believe that the activities selected have provided our student with a strong sense of empathy for others and citizenship.

Wineteer has selected school-wide activities, clubs, and curriculum that promote STEM learning and focus on the implementation of the Kansas Career and College Readiness Standards. The science curriculum selected by the Derby School District is *Project Lead the Way*. Through *PLTW Launch* curriculum, students become hands-on problem solvers and learn to collaborate with their fellow students. Learning modules taught across grade levels include physics, earth sciences, structural analysis, and robotics. There are modules presented in the *PLTW* curriculum that include VEX robotic building paired with iPad technology. Problem solving and creative thinking are promoted and celebrated in *Project Lead The Way*.

The Kansas Board of Education has developed a new set of standards called *Kansas Can*. The initiative includes defines success through the cumulative preparation of a student K-12th grade in academic performance, technical skills, employability skills, and civic engagement. The goal of these standards is to increase student success in postsecondary education. Wineteer Elementary has adopted this vision by providing activities including a career week to foster interests for our young students and to help them develop a goal for their future. Our partnership with McConnell Air Force Base has given us grant funding

for a STEM-based LEGO league. The LEGO league is an after school club for selected students with interest in merging their love of creating with legos with mechanical construction challenges lead by the FLL LEGO League curriculum.

Wineteer's preschool students are instructed with goals provided on an individualized education plan as part of special education services. These individual goals are integrated with early learning skills to promote student growth in reading, math, and social skills. The social emotional curriculum Second Step is also introduced in preschool to reinforce communicating with peers and identifying feelings. Learning opportunities during each half-day preschool session include whole group, centers, and individual instruction. Students also use technology with a web based program called Lexia. This is a school-wide learning program that systematically instructs foundational reading skills. Students in preschool begin the program and continue as they progress into kindergarten. The Lexia program provides data on performance of skills after the students complete each level of learning.

2. Other Curriculum Areas:

Wineteer provides many opportunities for students to participate in activities including band, orchestra, art, physical education, and vocal music. As part of the school improvement plan, the extra curricular material taught integrates the core curriculum of reading, math, science, and social studies. The learning opportunities provides in the additional classes give students the ability to showcase skills within the school, district, and community of Derby.

Students become inspired to play instruments when they have a chance to see and experience playing at the elementary age. Band and orchestra class are both offered to 5th grade students daily for 30 minutes during school hours in a large group setting. Instructors teach the skills of caring for an instrument and the fundamentals of music. Parents are invited to an evening concert performance of the students in band and orchestra. We encourage participation in middle school band and orchestra by allowing all school assemblies performed by middle and secondary students from the district to perform at Wineteer.

Opportunities to develop vocal music skills are also promoted at Wineteer. Students in grades K-5th grade have over an hour each week in music class with an instructor. In addition, selected students in 4th and 5th grade are invited by Wineteer's music teacher to perform at a regional gathering of school districts at a special event called the Young Performer's Concert. Music appreciation is developed with field trips to performances and guest musicians that play during lunchtime at Wineteer.

Physical education and wellness is an important school, district, and community initiative. We implement the Child Nutrition & Wellness program from the Kansas Department of Education as part of our physical education classes K-5th grade twice a week for 30 minutes at Wineteer. This program includes nutrition and physical education components. Lessons introduce standards for physical activity, physical endurance measurements with goals, and sportsmanship skills through interactive games. The games learned throughout the year are completed during family fun nights and our field day in May each year.

Wineteer has a school-wide wellness initiative that tracks student's physical activity minutes each week, both at home and at school. Four laps on our walking path equals a mile, which easily helps students track distance each week. Additionally, the community of Derby sponsors a program called Derby Walks. For three years, Wineteer students have earned the most minutes and earned bragging rights to the "Derby Walks" award.

Wineteer Elementary offers weekly art instruction for 30 minutes for grades K-5th grade. Students gain experience with a variety of mediums including paint, charcoal, oil pastels, and 2D and 3D design techniques. The art curriculum includes instruction in art appreciation, featured artists, and technique. Performance and rubric grades are given quarterly for students K-5th in art and this is reported on the district progress report card. Student artwork is featured throughout the building and in the Derby School District offices. Once each year artwork is also formally displayed at the Derby public library in a young artist's exhibit.

The Derby School District is committed to providing students with opportunity to use current technology, including iPads and laptops. Wineteer students use laptops to create interactive presentations and media that demonstrate skills and standards taught. Students learn to effectively navigate the internet to find resources. Teachers create lessons that build on the information learned by using Word, Powerpoint, and other online presentation formats. iPads are used in K-5th grade to pair with Project Lead the Way to assist in creating robotics and computer programming skills. Wineteer is also fortunate to have students in all grades attend computer lab two times each week for one hour. This class time is spent engaging in computer based reading, math, and science programs that track and monitor student performance.

3. Instructional Methods, Interventions, and Assessments:

The Derby School District mission is to create and maintain a learning environment that ensures every student will attain a high level of personal growth and academic achievement. Wineteer's rigor, quality instruction, and interventions reflect this goal.

Early intervention in reading and math is the key to success for our at-risk students. The student population at Wineteer is tested three times during the year to monitor progress in reading skills and math skills. For reading, the Diagnostic Indicator of Basic Early Literacy Skills or DIBELS is administered to all students. This is a diagnostic screener that identifies the fluency, accuracy, and retell abilities in reading for students 1st-5th grades. In the primary elementary grades, the DIBELS monitors fluency in letter naming and phonics skills with nonsense word decoding and phoneme segmentation.

Foundational reading skills are also screened for students in grades K-2nd with another computer based screener called the Reading Inventory. This screener also assesses students in grades 2nd-5th grade in comprehension and vocabulary skills.

All of these assessment tools provide an overall indicator of performance in the five components of reading for students at Wineteer. This data is tracked on a student needs document for all grade levels to determine a Response To Intervention (RTI). Tier staff, special education, and classroom teachers use the information from the data to select groups in reading and provide additional individualized learning in the classroom. Students selected for tier instruction are monitored several times between each testing period to provide additional data for the selection of reading instruction and referral for additional general education interventions. At Wineteer, a Progress Intervention Team including the classroom teacher, social worker, principal, and school psychologist assist in developing a student improvement plan when necessary.

Language Foundations is an additional multi-sensory reading curriculum that is taught in 1st-5th grade classrooms. This instruction is in addition to the core reading curriculum Imagine It. The district selected Language Foundations to target and reinforce mastery in phonics, decoding, and word meaning. The instruction has proven results in improving scores in all of the diagnostic testing conducted at Wineteer.

For students who have intensive needs in reading, the is a program used for this tier intervention is Take Flight. There are five teachers, including reading specialists. The English learner teacher, and special education teacher, at Wineteer who have been trained in Take Flight by instructors from the Texas Scottish Rite Hospital. This intensive program increases reading skills by teaching students to connect speech to sound and code words. Take Flight is a daily, hour long, structured session with small groups of four students. Students are monitored with additional screeners that indicate gains in the retention of phonics sounds, ability to manipulate speech sounds, and apply the skills developed.

Math intervention is provided for students in all grade levels at Wineteer. The math specialist selects students using two different screeners based upon the skill level for each grade. The Classroom Based Math Assessment measures numbers sense, operations, and algebra. The Slosson Math Screener goes further to assess performance of basic math skills as compared to the age and grade level of peers. The data from these tests is used to select students in need of RTI. Progress monitoring of all at-risk students is measured quarterly and the test is given to the general student population during the beginning, middle, and end of the year. Students within the tiered groups are instructed with a math multi-sensory curriculum called Cloud Nine. This is a spiraled curriculum that addresses each concept in math with a higher frequency of

opportunities to practice and monitor skills.

Wineteer teachers provide a high quality of instruction with the use of additional evidence-based instruction, technology-based programs, and explicit instruction that supports the Kansas Common Core Standards of learning for grades K-5th.

Cooperative learning techniques are implemented in K-5th grade to promote active engagement in curriculum content and social development. Kagan Structures, or activities, are integrated into instruction to enhance learning, offer opportunities to develop relationships with other students, and foster an environment where all students feel comfortable expressing their ideas during collaborative exploration. Student engagement is key to the success and mastery of skills. At Wineteer, staff members strive to ensure that students are engaged in learning through many different avenues. Kagan Cooperative Learning is the foundation for this expectation.

Additional differentiated instruction is provided by using technology-based interactive learning. The program Lexia provides individualized skills practice with data collected as students complete levels in the five components of reading. Another program, called IXL, offers standards-based math and reading practice that allows teachers to target standards of learning. We are fortunate to have these programs through grants and funding by the Parent Teacher Organization.

Through the diagnostic screenings, RTI interventions, progress monitoring, and use of additional instructional methods, Wineteer has provided an opportunity for students to excel in the areas of math and reading coming closer to closing the achievement gap. Students performing at grade level or above are provided rigor in learning with classroom instruction in small groups and level reading materials provided in the Imagine It curriculum. Enrichment classes are provided for selected students that demonstrate a need based on data from diagnostic screeners. This is a 30 minute session twice a week that provides extended learning for students in reading and math.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

As a military connected school, Wineteer Elementary ensures that all new students are welcomed on the first day of school. Fifth grade student ambassadors meet the new students and share school information about the Thunderbird mascot and other highlights about our school. Our motto this year is "Wineteer is the place to BE" and this includes BE "ing" responsible, a friend, and respectful to others. Each Tuesday is Thunderbird spirit day. Staff and students wear blue, the school color, and classroom teachers devote time during the day to conduct class meetings and teach character and social emotional curriculum. In addition, buddy classes also meet on Tuesdays and complete social skills lessons through peer modeling.

Change and adversity are a big part of the school culture with over 47% of students with a parent in the military. When events in daily life are challenges, both staff and students model how to be resilient using the phrase #WineteerStrong. This phrase communicates to others that a situation has presented itself and it's up to the individual's mindset to solve the problem, make gains in a positive way, and continue to thrive.

Each week, students are recognized for their effort to make good choices. An award called "Caught Being Good" is given to students who model the #WineteerStrong philosophy in their weekly behavior. Students who exemplify the "Six Pillars of Character" are also selected in grades K-5th each month. These character traits include respect, responsibility, caring, trustworthiness, fairness, and citizenship. Students nominated for this award are recognized in the monthly Thunderbird News and receive a certificate for being a school role model of character. Staff members are also recognized for their efforts in the weekly newsletter "Shout Out" and one lucky teacher is awarded a gift card on "Fabulous Teacher Friday".

Celebrations for reaching learning milestones is an important aspect of the school culture at Wineteer. This winter, an academic recognition for students was created to spark participation in extended learning at home and school using a web-based computer program called Lexia. This is a leveled reading based program that tracks the performance and amount of minutes a student works in five core areas of skills. There were 38 students that met the challenge of 150 minutes in December, and in January, 88 reached the goal and participated in an all school assembly and had an opportunity to toss a pie in a teacher's face!

Building relationships among students and staff and creating social emotional support is provided at Wineteer. Staff members volunteer their time to sponsor clubs including running, art, and Lego League for students after school. This is an important part of fostering success for our students. At the end of the year students who participated in the after school clubs are recognized and awarded at an assembly.

2. Engaging Families and Community:

Wineteer Elementary school is uniquely situated within a large, family-oriented subdivision, and is directly connected to the McConnell Air Force Base Housing development. Wineteer serves the most military-connected students at a single school in this region of Kansas, with military families making up almost half the families served in the student population. Due to our unique connection with McConnell, our school receives many supports and benefits from individuals and groups associated with the base. Employees from the base provide volunteers throughout the year, including helping out at the annual field day, providing dental screenings and dental health lessons, presenting fire safety information and giving tours of their fire trucks, among many others. The base also offers assistance in emergency circumstances, such as bringing in large heaters when our school's furnace broke down for a day this winter. Groups such as the Officer's Spouses Club donate funds every year to individual classrooms for special requests and needs. The school and base also work together to provide counseling services to military kids during the school day, as needed.

Stakeholders from both the military and civilian population at Wineteer are invited to assist in school improvement during scheduled site council meetings. A McConnell military liaison works diligently to

inform the school of base related concerns or issues that can impact the school. This partnership allows our school to better understand how the military functions and situations can affect military families. The purpose of the site council meetings is to share current school performance on standardized testing, current school improvement plans, and safety related to the building and procedures during school hours.

Another group that is a critical part of Wineteer's support and success is the Wineteer Parent Teacher Organization. Our school's PTO organizes all of our fundraisers throughout the year, including some beloved annual family events, such as the Winter Carnival and Family Movie Nights. The money generated by these fundraisers is used to supplement the building's budget in many areas, including copy/printing, field trips, classroom materials and curriculum, and building technology. Without their assistance with funding, many of these things would have to be purchased out of the teacher's pockets or would not be possible at all. Our PTO also organizes the sale of yearbooks and provides meals for the staff during conferences.

Family engagement is evident with over 97% participation at parent-teacher conferences. This is accomplished through the school-wide expectation for teachers to provide a variety of opportunities to engage and inform parents throughout the year. This is done through newsletters, staff presence before and after school, literacy fairs, school programs, emails, and after school family events.

3. Professional Development:

Staff development at Wineteer is selected in order to increase effectiveness in promoting relationships, relevance, responsive culture, rigor, and results. These are the qualities of an effective school as measured through the Kansas Education Systems Accreditation. Each year the staff assess the rubric for each of the 5 R's and determine the level of performance for the district and school. The school improvement plan is created by all staff analyzing school data and selecting targeted indicators from the Kansas Department of Education.

The population at Wineteer dramatically changed last year due to boundary changes by the school district. Students from a very low socio-economic area now attend our school. There were many new cases of neglect, learning disabilities, health concerns, and behavior issues associated with the new students now attending Wineteer. The principal and staff began to immediately address how student needs could be met and what would be necessary to prepare staff. Academic, behavior, and culture committees were created to change many of the current practices at Wineteer and add new initiatives for the new school population. The dedication of professional development time to collaborate in committees made this possible. There is already improvement in motivation to learn, parent engagement, attendance, and behavior.

As a former reading specialist, our principal strives to select staff development that directly impacts the Title 1 student population Wineteer serves. Recently, staff were provided with a day of professional development to complete a simulation for learning disabilities. Teachers gained a better understanding of the daily struggles of students with learning disabilities and ways to prevent frustrations.

Teachers are encouraged by the principal to research and implement new ways to individualize learning for students. This year teachers used the information shared in professional development to differentiate learning in the classroom. For instance, there are five teachers that are effectively using flexible seating in their classroom. Within the first month of implementation, student behavior in the classroom has improved and teachers are observing increased focus during instruction and work time. Teachers are empowered by the ability to make changes if the research proves it is effective.

In order to continue our success, staff work tirelessly to follow the school improvement plan, analyze data, collaborate, and evaluate how students are impacted. Teachers have the desire to grow professionally and sharpen their teaching skills to benefit the students each day. This is achieved through district grade level meetings, book studies, and presenters that provide information on school culture, leadership, and student performance. Each school in the Derby School district has a one hour late start every Monday that is dedicated to professional development and school improvement. Staff at Wineteer utilize this time to

monitor performance, plan in grade levels, meet in committees, and evaluate the school improvement plan. This time has been vital to the success of our school.

4. School Leadership:

Winteer's mission statement focuses on a student-centered environment where all students can learn. Our principal promotes decision-making that is focused on what is beneficial for students, including research-based strategies. This is achieved by fostering a professional learning community that constantly seeks resources and best practices to address the needs of all students. Our school accomplishes this through careful planning including the building leadership team. The team is dedicated to development of school improvement goals and monitoring progress. All staff are involved in analyzing data and giving feedback in regards to the direction of results-based staff development selected by the building leadership team.

We believe that school improvement goals cannot be met unless each staff member has an active role in participating in initiatives including academics and promoting positive school culture. Our principal devotes staff development time for committees to plan, create, and evaluate activities for student engagement, school-wide events, student recognition, attendance, behavior, staff culture, and progress monitoring. Through these committees, Winteer has targeted attendance and reduced student tardies. Additionally, we have also boosted learning through student goal setting and motivational challenges promoting reading skills.

Teacher leaders are valued by our principal and often called upon to lead in staff development. Many of the new curriculum adoptions, such as the science curriculum, Project Lead the Way, were introduced by teachers with an interest in the related subject. Their enthusiasm and desire to share is what inspires staff to embrace a new curriculum.

Parent engagement is an important part of the success of Winteer. Relationships among all stakeholders is something that our principal strives to accomplish through the presence within the school and community. Each day begins with the principal welcoming students and parents. Our principal creates positive building presence through the use of social media to communicate school events and other great things happening at Winteer. The Thunderbird News, the school's monthly newsletter, contains resources for reading, parent volunteer opportunities, and community events that promote education.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

This year, Wineteer has a full time social worker to assist families and students. She has also worked with staff to identify additional resources and interventions for our at-risk students. Academics are important, however, basic needs must be met for students to successfully learn and grow. Our school improvement plan this year was to create a culture of learning that focused on students impacted by trauma.

Research shows that there are significant impacts caused by trauma on young students including domestic abuse, neglect, and violence. Our social worker has facilitated staff development and has brought a better understanding of the socio-economic population at Wineteer. A trauma informed school promotes learning by teaching students to self regulate emotions, use appropriate social skills, and embrace mindfulness. Students who feel accepted in a safe learning environment are much more able to learn and less likely to have behaviors that cause disruption of learning.

Our social worker currently works with students that have a 504 plan, and those students that require general education intervention or special education services. She now serves over 95 students in the school population. At-risk students are identified using a Social Risk Scale provided by the district. She works with students in small groups on basic social skills and with individual students on their goals and prescribed interventions. Data has shown that office referrals have dropped 45% as compared to last year and fewer school suspensions related to physical aggression have been issued.

An evaluation of needs including clothing, shelter, and behavioral services was facilitated by the social worker. The analysis indicated that the amount of students who qualify as free and reduced were not provided with adequate resources needed to promote success. The Wineteer social worker has currently partnered with the Kansas Food Bank, Big Brothers Big Sisters, McConnell Air Force Base Family Readiness to increase the amount of resources for our students. We are excited to see parents appreciate the new changes and students benefitting.

The staff development provided by the social worker has changed the mindsets of the teaching staff about what truly impacts student performance. It has been a welcomed and successful initiative sparked by an identified need in our student population and addressed through the support of caring and dedicated teachers in our school.