

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

[X] Public or [] Non-public

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

Name of Principal Mrs. Anna M Hurst

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

Official School Name Shirley and Bill Wallin Elementary School

(As it should appear in the official records)

School Mailing Address 2333 Canyon Retreat Drive

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

City Henderson State NV Zip Code+4 (9 digits total) 89044-3100

County Clark

Telephone (702) 799-5776 Fax (702) 799-5752

Web site/URL http://www.wallinelementary.com E-mail ahurst@interact.ccsd.net

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

Date _____

(Principal's Signature)

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

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

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Deanna Wright
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

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

Part I – Eligibility Certification

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

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 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):
 - 217 Elementary schools (includes K-8)
 - 59 Middle/Junior high schools
 - 49 High schools
 - 0 K-12 schools

325 TOTAL

SCHOOL (To be completed by all schools)

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

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	70	86	156
1	78	57	135
2	77	73	150
3	82	69	151
4	54	63	117
5	60	57	117
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	421	405	826

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 8 % Asian
 - 4 % Black or African American
 - 12 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 64 % White
 - 9 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2015 – 2016 school year: 12%

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	65
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	45
(3) Total of all transferred students [sum of rows (1) and (2)]	110
(4) Total number of students in the school as of October 1, 2015	917
(5) Total transferred students in row (3) divided by total students in row (4)	0.120
(6) Amount in row (5) multiplied by 100	12

6. English Language Learners (ELL) in the school: 2 %
18 Total number ELL

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

7. Students eligible for free/reduced-priced meals: 9 %
Total number students who qualify: 88

8. Students receiving special education services: 14 %
13 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|--------------------------------|--|
| <u>15</u> Autism | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>3</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>8</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>18</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>1</u> Visual Impairment Including Blindness |
| <u>1</u> Multiple Disabilities | <u>12</u> Developmentally Delayed |

9. Number of years the principal has been in her/his position at this school: 1
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	2
Classroom teachers including those teaching high school specialty subjects	35
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	13
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	10
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	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 X

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

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

The staff, parents, and community partners of Wallin Elementary School are committed to an EMPOWERED education. It is our mission to provide a caring, positive, and safe learning environment

where each child is challenged to achieve commensurate with his/her ability and is provided experiences that foster personal integrity, respect, and responsibility.

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

Shirley & Bill Wallin Elementary School opened six years ago as an Empowerment School. It serves an affluent neighborhood at the top of Anthem. The population is about 867 students including general education and special needs students. Many of our students have the ready to learn skills upon entry to kindergarten. This is due largely to the level of parent support and students attending programs before school age. Families are present and involved in their child's education. Wallin PTA is actively engaged in providing resources and opportunities for families to build relationships. Parent Volunteers and retired staff work with individuals and small groups of students on a weekly basis to help close the learning gap. Families are an essential part of our school community and academic excellence.

Wallin Elementary is the first and only school in the Clark County School District to open as an Empowerment School. This model allowed the staff to help make decisions on curriculum, staffing, resources and program implementation. The designation has changed throughout the years, but the philosophy of empowering our staff to do what they know is best for their students' remains. The Empowerment title allowed us to choose programs and be creative in our strategies and instruction. Although teachers are assigned a class, they share the grade level as their own. Grade level teams plan for and implement instructions based on student ability levels. Overnight field trips in district, within state, and out of state, planned to culminate major units of study in grades 3-5 have become a school tradition. Families look forward to going to Mount Charleston and Catalina Island to learn with their children. Monthly Motivational Assemblies are held to teach Character Traits of Focus, Respect, Responsibility, Compassion, and Integrity; recognize students' accomplishments; and set goals. Students look forward to creating and tracking their goals.

Staff are hired with a mindset of being empowered to make a difference for every child. They must demonstrate the ability to differentiate curriculum, use a variety of teaching modalities, integrate science & technology into the core subject areas, and believe every child can succeed. The staff utilizes key strategies to provide academic rigor and success. Continuous professional development, strong foundation in reading, leadership, and urgency are key strategies utilized at Wallin. Professional Development is data driven and guided by the Nevada Educator.

Performance Framework. As part of the grade level learning goal teachers meet on a weekly basis to analyze data and make instructional changes. Reading is the foundation upon which we drive our curriculum. The Instructional Strategist pulls small groups daily in kindergarten through second grade to work on foundational skills such as blending and phonemic awareness. Students practice reading strategies in heterogeneous and homogenous groups. For the first hour of reading instruction, students receive instruction in their homeroom where teacher cover items such as phonics, grammar, spelling, and introduction of skills. For the second hour of reading instruction, students receive ability based instruction where they apply reading strategies and deepen comprehension skills commensurate with their ability levels. Here, some teachers may use leveled readers, others use the basal series and others use novels to challenge students at their ability level.

In addition, all classes have independent reading time built into their day. Leaders are created within the school atmosphere by allowing them to lead within their strengths. Teachers are given time to observe peers and have feedback conferences with their peers. Finally, a sense of urgency is instilled within our school community. We only have 180 days to make a difference and Fully Committed are two slogans we use at Wallin to describe the focus we must maintain to have our children career and college ready by exit.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

We strive to be one of the top schools in America through implementation of research based instruction aligned with Common Core State Standards and 21st Century Learning Skills. These skills include Learning Skills such as critical thinking, creative thinking, and collaboration. At Wallin Elementary School we utilize homogenous groupings to provide Instruction commensurate with ability levels.

The center of reading instruction is our leveled groupings. Students' baseline data allows teachers to group students and provide instruction at their academic and ability level. Students receive one hundred minutes of reading instruction daily. Fifty minutes is grade level instruction with mixed levels and fifty minutes is instruction based on their ability and readiness level. Programs utilized are Engage New York, Journey's Common Core, DRA, and a variety of teacher made tools that align with the Common Core State Standards. Independent Reading Time is provided each day. Our school day has an extra 29 minutes which we have utilized for reading. Students independently read for 20-30 minutes each day. At this time, teachers pull small groups to read with and facilitate questioning to increase depth of knowledge.

The Instructional Strategist pulls small groups to teach and reinforce foundational skills while in the homogenous groups. Many times there are up to three adults in a reading class providing leveled instruction within the leveled group. Writing is an essential part of our reading instruction. Students in all grade levels practice pulling resources from two texts and using the text to answer the question. Student writing is displayed throughout the halls. We want to increase student awareness of the writing process through grade level modeled writing. It is an opportunity to model the writing process from Kindergarten through fifth grade. It allows students to see where they have come from, where they are going, and an opportunity to respond to peer work!

Just like reading the center of math instruction is our leveled groupings. Students' baseline data allows teachers to group students and provide instruction at their academic and ability level. Students receive seventy minutes of math instruction in their leveled group. The framework of an effective math lesson includes small group, whole group, and independent practice. Certified Temporary Tutors are utilized to push in to the classrooms during math to support students who need help with content specific skills. Programs utilized include Envisions, Excel, Investigations, and teacher created assessments. Schoolwide Student Learning Goals are created for Math based on the previous year's data. The current goal for kindergarten through second grade is fact fluency. Third through fifth grades goal is the application of computation skills. Grade levels work together to know and understand the standards to bridge the mathematical concepts between each academic year.

Students attend a Hands-on Science Lab with an instructor on a weekly basis for fifty minutes. In addition to Science Lab, teachers conduct activities throughout the week that integrate into the reading, writing and math curriculum. FOSS Kits, McGraw Hill Science Series, Leveled Readers, and Websites are utilized within the instruction. Topics include landforms, insects, human body, physics of sound, and the structures of life. The culminating fieldtrips each year for third through fifth grade are science based. Third grade camps in Mount Charleston while they learn about the landforms and life of the mountain. Fourth grade camps in the San Bernardino Mountains while learning about Engineering and Geology. Fifth grade charts a boat to Catalina Island to learn about the structures of life at a Marine Institute.

Social Studies is integrated into the reading and writing curriculum. Teachers utilize Scott Foresman Social Studies, Time for Kids, National Geographic for Kids, and CNN Student News to make history relevant and fun for students. Simulations are utilized to engage students in the learning process. A few examples are the Pioneer Simulation hosted by third grade to teach community, resources, and collaboration. Fifth grade hosts a Washington DC tour which allows students to engineer models, research information, and be a tour guide. Social Studies is an opportunity to bring reading and writing to life through simulations, discussions, and problem solving.

2. Other Curriculum Areas:

Our goal in physical education is to provide health related fitness accompanied with life lessons. Students will learn sports related activities and dance movements. Students that move are mentally alert and concentrate better in class. Life skills taught include sportsmanship, problem solving, and team work and cooperation. Our PE Coach continues the physical education experience into lunch recess. He hosts competitions for grades third through fifth. The competitions include cup stacking, No Man's Land (Frisbee throwing), and Polo Sockey (combination of soccer and hockey). In addition, he hosts a Walk On Wednesday program where students come to school before class starts to walk with families. We are preparing students to live active and healthy lives.

Our goal in art is to provide students with an appreciation of the arts. Students attend art class once a week for fifty minutes. The art teacher teaches the history behind all projects. Her projects range from clay sculptures to basket weaving. In addition, she holds enrichment classes after school and an Art Exhibit for parents. Student work from every grade is displayed on the school walls. The art teacher hosts an art event twice a year where parents can do art activities with their children.

Our goal in Library is to broaden their experiences and knowledge through literature. Students in all grades attend Library weekly for fifty minutes. The librarian works with each grade level to tie her lessons into their classroom curriculum. She also provides supports counseling lessons through sharing books and resources to follow the topic of the month. Each month students listen to and research different forms of literature as it relates to our world. Students create power points and visual representations in Library to accompany their research. In addition, students read and take comprehension quizzes through Accelerated Reader. Students earn individual awards and grade level prizes for their AR points. The librarian hosts book clubs for third through fifth grade. They meet during lunch and recess to eat and read a series together. In addition, she opens the library before and after school for students to check out books and take Accelerated Reader comprehension tests.

Our goal in music is to create a love for music and an understanding of the many different styles. Students in all grade levels attend music weekly for fifty minutes. The music teacher uses history and literature to support making connections to the real world. She hosts choir for fourth and fifth grade students after school. Eight of these students audition and take part in the Elementary ORFF Festival held at the University of Nevada every year.

Our goal for this lab is focused on maximizing our kids' exposure to Science, Technology, Engineering, Art and Math (STEAM). We believe that a solid education in STEAM will be critically important in ensuring our kids remain competitive with what other children around the world are being taught. The lab has drafting tables, sewing machines, Legos, and a variety of tools that students can use to engineer projects.

Our goal for the garden is to be an extension of the science lab. We have five garden beds with a variety of fruits and vegetables. Every grade level participates once a month with hands on lesson from a gardener in the garden. The science teacher facilitates weekly lessons and hosts a Farmers Market. This experience allow students to explore science and create healthy habits.

3. Instructional Methods, Interventions, and Assessments:

There are different types of assessments, from district assessments to classroom assessments which guide curriculum and instruction as well as trainings for our teachers. Kindergarten uses the Essential Skills assessment to monitor student growth in reading and math. Grade levels have common assessments for each standard. The entire school uses AIMSweb for benchmark scores. We use the reading fluency (RCBM), the math fact fluency (MCOMP), and for problem solving, the math concepts and applications (MCAP). This data is organized into a table by the Read by Grade 3 strategist and color coded for teachers to be aware of students' progress each benchmark period. This data specifically aligns with Senate Bill 391 for Read by Grade 3 and allows the designated strategist to identify students who are at risk for reading deficiencies. The Developmental Reading Assessment (DRA) is then administered to identify the students' reading deficiencies.

In order to maintain high levels of achievement, grade levels use their data from benchmark assessments as well as their common grade level assessments to evaluate each students' needs. For reading and math, teachers group their students by ability and identify the scaffolding needed for each group. Each teacher then teaches a group and drills down to the needs of each student. This differentiation of instruction from our teachers allows for explicit instruction in the target area of concern for the group of students. Common assessments are used to track students' progress and weekly collaboration time is used to discuss the needs, concerns, and strengths about each student. The different levels allow the teachers to focus on each small group of students and provide the necessary skills in order to be successful for each standard. Students are challenged to grow with scaffolding in place so that each student can reach their full potential. The groups of students change based on their needs in order to be pushed academically.

We are fortunate enough to have a learning strategist from the Read by Grade 3 grant that is able to provide interventions to students to close the gaps in reading. Direct instruction is delivered in a small group setting. The data collected from the benchmark assessments and common assessments allows the strategist to identify the needs of the students and provide explicit instruction and track each student's growth. This data is shared with staff weekly, and again, these groups change frequently when a student no longer has a deficiency in the area of concern. At our professional development trainings, strategies are shared as well as modeled. We are a collaborative team and work together to share our strengths and strategies with each other.

There is an achievement gap of 10 or more percentage points between subgroups. We have a teacher leader filling the position of the English Language Success Advocate. She has held meetings for staff and provided resources as well as information that impacts teachers and their methods for teaching English language learners. She has shared the Language Development Approach to maximize grade level, standards-based Tier I instruction. She continues to share the information she learns with our staff and provide assistance to teachers in need to support their students. At our professional developments, the Read by Grade 3 strategist models lessons with engagement strategies from Kagan to involve all students in learning. The Read by Grade 3 team, made up of two other teachers, who also provide resources and strategies that all teachers can use to support their students in the classroom.

At Wallin Elementary School, we have high expectations for each student. We expect that every student will be high performers. There is a high level of communication between school and home as well as parent involvement on our campus. If student is suspected to not be making progress, parent contact is made and a plan of action of interventions and support is created. No student is allowed to settle for less.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Positive reinforcement and incentive programs at Wallin Elementary encourage and motivate students and staff to do their best and reach their full potential. Students and staff are recognized for their efforts and contributions to the school on a consistent basis.

The Wildcat of the Week is a program designed to give teachers the opportunity to recognize students within their classroom for their positive contributions, improvement, outstanding effort, etc. Teachers utilize their own criteria for selecting students, keeping in mind that the recognition is meant to reinforce appropriate behavior and conduct. The Wildcat of the Week students are recognized during the Friday morning announcements and are given a certificate, certificates from local businesses and a picture with the Principal.

At the end of each semester, students are recognized for their outstanding academic achievements, exceptional citizenship behavior, and attendance.

Wildcat Tails are another way that staff can recognize a student doing something positive for someone else or the school. Classroom teachers are encouraged to give the Wildcat Tails to students not in their class when they notice a positive action or deed. Students have the opportunity to redeem their Wildcat Tails once a month for a prize.

The specialists recognize each class for “Paw”-sitive behavior on a daily basis. Classes that demonstrate exemplary behavior are given a “Paw” print. Classes collect “Paw” prints and redeem them for prizes throughout the year. Fifty “Paw” prints are redeemed for an extra recess added onto a lunch period recess period, 100 “Paw” prints are redeemed for a treat from the school store, and 150 “Paw” prints can be redeemed for a class movie with popcorn.

Fifth graders work toward receiving the President’s Award and Principal’s Award. The President’s Award is given to fifth grade students who earn straight A’s throughout the fifth grade year. These students receive a letter, certificate, and lapel pin from the President of the United States. The Principal’s Award is given one student from each fifth grade class. The fifth grade teachers nominate these students for demonstrating honesty, responsibility, dedication, commitment, and loyalty. Both awards are given at the Fifth Grade Promotion Ceremony at the end of the school year.

Families of Wallin Elementary School voted to implement a mandatory Standard Student Attire policy for the purpose of increasing student achievement, promoting safety, and enhancing a positive school climate.

Wallin Elementary is a “Be Kind” school. Our school has partnered with the Josh Stevens Foundation to spread awareness about its goal of recognizing and celebrating heartfelt kind acts. There are monthly motivational assemblies that include teachers recognizing students for being kind to someone else. Students wear their Be Kind T-shirts on Friday to encourage this message.

The School Culture & Climate starts with a happy staff. Biweekly staff meetings, PLC’s and Site Based Collaboration Time allow for teachers and administrators’ to discuss data and learn from each other. Administration covers classes so teachers can observe their colleagues and have an opportunity to learn from others. We have an open door policy, which allows us to be proactive and help staff facilitate growth and change.

2. Engaging Families and Community:

Wallin’s 2016-2017 School Performance Plan (SPP) includes a Family Engagement Plan. Throughout the school year, parents are provided training and resources to motivate students in Reading and Math in order to reinforce and practice essential skills at home through a blended learning approach. The Clark County School District Family and Community Engagement Services Department (FACES) have provided trainings

at our school to promote literacy, understand IEP's, raise readers, and a STEM Family Night. The FACES trainings focus on parents as teaching partners and establishing relationships between our school and the parents and families.

As part of the reorganization of the Clark County School District, our school formed a School Organizational Team (SOT) that includes three parents, two teachers, and one support staff member. The SOT has provided input and advice to the principal on the SPP and the school budget. Focused on what is best for students, the voices of multiple stakeholders are heard. Together as partners in education, we support our students' academic and social growth in a climate of trust and open communication.

School volunteers are encouraged and welcomed within our school environment. Throughout the year, we actively seek parent volunteers, provide training and orientation to Wallin policies and make sure they know how the school operates. We have volunteers in the classrooms, on the playground, and in the office. Watch DOGS (Dads of Great Students) come daily to volunteer in the classroom and at lunchtime.

The Parent Teacher Association (PTA) plays an integral part in supporting the Wallin Elementary School initiatives. The Wallin PTA works with students, teachers, staff, and community members to support our school. Each month the PTA sponsors events to engage families such as Banana Split Bingo, Fall Festival, Dads and Donuts, Muffins with Mom, and the APEX Run fundraiser to raise money to support school programs.

Every Wednesday we open our campus early for families to walk with staff on the Wallin Field.

3. Professional Development:

The professional development is focused on Senate Bill 391 this year. Our Read by Grade 3 strategist and two teacher team members utilize the outline of the required trainings of the bill and apply the information to our teachers for our students. This designated time is used to enhance our staff's knowledge of the importance of early literacy and detecting reading deficiencies early on in order for our students to be successful. The data that is collected from our benchmark assessments and weekly progress monitoring in reading is shared and growth is celebrated. The required trainings are aligned with reading standards for all grade levels. Our goal is provide the teachers with what they need and how they can use the information within their classroom.

Since we have all staff attend these professional developments, everyone is aware of how important early literacy skills are. Specialists are being trained in identifying reading deficiencies so that we can work together as a team to support all of our students. A large component of our professional developments are make and takes. We want our teachers to use the information that they are learning and be able to make it meaningful to them, so that they can implement the instructional strategies in their classrooms. The presenters use Kagan strategies to model how to engage all learners within their presentations for a variety of lessons. These strategies are also on their training agenda so that they have a reference when implementing a strategy. We use as many of our teachers on campus and their talents to model best practices and strategies for students. The amount of productive discourse is important for anyone to grow. We plan time in the trainings for colleagues to collaborate with their peers at each meeting.

These professional developments align with our school improvement goals for reading and math. The engagement strategies are for all students and cross all content areas, including math. Our goal is for every child to grow as a learner, no matter what grade they are in. We collaborate as a team in order to do what is best for our students.

4. School Leadership:

The vision of Wallin Elementary School is to empower teachers to provide instruction that meets each student's individual needs and ability levels. There are multiple opportunities for teachers to take on leadership roles. All teachers serve on at least one committee. The School Organizational Team (SOT) meets monthly to discuss the School Performance Plan, develop the strategic budget, and to plan and make decisions to support our school improvement initiatives. The six member team consists of parents, teachers, and support staff. SOT provides insight and advice on key decisions that impact our school.

The Learning Improvement Team (LIT) Committee is composed of grade level chairs who assist administration in making decisions that govern the school. The school leadership team consists of the principal, assistant principal, counselor, grade level chairs, learning strategist, and special education representative. They are charged with discussing school issues and serving as communication liaisons between the administration and staff. The Leadership Team meets monthly.

The Response to Intervention (RTI) Committee meets weekly to offers social, emotional, and academic concerns for general education students. Teachers, counselor, school psychologist, and administrators' dialogue about how to support students experiencing academic or behavior difficulties in their current educational setting after informal collaboration has been implemented. Our goal is to create a problem solving process designed to identify a student's instructional needs; effective and appropriate strategies for the general education classroom; and, continuous monitoring procedures and growth toward learning goals. LIT Team meets monthly.

The Library Committee is involved with many reading programs and activities such as Accelerated Reader, Nevada Reading Week and Book Challenges from the community. The overall goal of this committee is to communicate with each grade level and delegate responsibilities within their grade level as needed. One teacher from each grade level is needed. We work to encourage and inspire our students to love reading!

The Social Committee is focused on nurturing a healthy, positive school climate. The School Culture Committee would be responsible for facilitating unexpected smiles and incentives throughout the year. The committee shall be responsible for planning and executing social and recreational activities for staff. The incentives/outings would be decided on and organized by this committee. Social Committee meets monthly.

The PTA Staff Liaisons play an important role too. These teacher representatives are the liaison between the parent organization and the teachers at our school. The primary job of the liaison is to create a working partnership.

The Student Council Advisors help the members of the Student Council get acquainted with each other as individuals in order to encourage overall participation, a sense of belonging, and an environment of trust and respect. The Advisors' primary role is to support the Student Council team and develop student leadership skills. Student Council Committee meets monthly.

The role of the principal is to support the vision through empowering the staff, students, and parents. Support is provided through modeling, providing resources, and working as a team to establish the vision and move forward together. A principal's role changes each day from teacher to cheerleader to janitor, based on the given need. The principal is the person that can make the vision a reality by aligning the resources and the right people.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Wallin Elementary is successful because of the practices, people, and programs. We have a shared vision and mission which supports empowerment and academic success. Homogenous grouping is the one practice that has created and sustains academic success across the grade levels. It allows students to learn and grow at their readiness level. Teachers are hired understanding that they are accountable for the entire grade level of students. They do not have thirty students, but rather a hundred and twenty students. Their success and failures belongs to the grade level.

In a typical classroom, a second grade class of 18 students may consist of six students at each reading level. In an hour block, each student would get 20 minutes of direct instruction and 40 minutes on seat work. Response to Intervention Groups for struggling readers takes another 20 minutes. The outcome is several students without direct instruction for 60 minutes. All students deserve differentiated instruction at their ability level for the full hour!

Our classrooms are not typical. Students receive instruction at their level in math and reading. Students are assigned to a team of 4-5 teachers, with one teacher serving as a homeroom teacher. The team then groups students and provides instruction commensurate with the students ability level(s) for reading and math. Students receive both homeroom instruction and homogenous instruction. Homeroom instruction allows all students to receive grade level exposure to Common Core State Standards, serve as models for peers, and participate in mixed ability teamwork activities through the use of the Journeys series. Homogenous instruction allows for all students to receive instruction at their ability level, different students to serve as classroom leaders, greater participation, and more time on task. Homogenous grouping provide students with more teacher directed time and less seatwork time.

Students should identify with a heterogeneous class and should be regrouped homogeneously for only one or two subjects like reading and/or math. Grouping plans should allow for frequent reassessment of student placement and for easy reassignment based on student progress. Teachers must vary the level and pace of instruction according to student levels of readiness and learning rates.

Homogenous grouping holds teachers accountable for the data of their grade level. It allows them to teach the level that they are best at and plan for one level. It creates a shared vision and a community that relies each other to support the needs of all students.