

U.S. Department of Education
2018 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Ms. Kristen Brown

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

Official School Name Mount Rose Elementary School

(As it should appear in the official records)

School Mailing Address 915 Lander Street

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

Reno NV 89509-2052
City State Zip Code+4 (9 digits total)

County Washoe County

Telephone (775) 333-5030

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Web site/URL

<https://www.washoeschools.net/mou>

ntrose

E-mail kbrown@washoeschools.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*Ms. Traci Davis

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail TDavis@washoeschools.net

District Name Washoe County School District Tel. (775) 348-0200

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 Ms. Katy Simon Holland

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

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

Date _____

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

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

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

Part I – Eligibility Certification

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

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2012 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2013, 2014, 2015, 2016, or 2017.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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

DISTRICT

1. Number of schools in the district (per district designation):
- 62 Elementary schools (includes K-8)
 - 14 Middle/Junior high schools
 - 14 High schools
 - 5 K-12 schools
- 95 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	2	1	3
K	26	35	61
1	25	34	59
2	26	46	72
3	28	29	57
4	26	32	58
5	29	35	64
6	24	35	59
7	11	18	29
8	11	18	29
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	208	283	491

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 2 % Asian
 - 2 % Black or African American
 - 36 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 51 % White
 - 7 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2016 – 2017 school year: 25%

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

Mount Rose Elementary is located in downtown Reno, Nevada. We have several hotels/motels in are school zone and our city allows for "weekly rentals." These weekly rentals increase are mobility/transiency rate dramatically throughout the year as families are continuously moving in and out of these hotels/motels. This is one of the struggles we deal with every year and have put many strategies in place to help these kids for the short time we have them.

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, 2016 until the end of the 2016-2017 school year	58
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	56
(3) Total of all transferred students [sum of rows (1) and (2)]	114
(4) Total number of students in the school as of October 1, 2016	461
(5) Total transferred students in row (3) divided by total students in row (4)	0.25
(6) Amount in row (5) multiplied by 100	25

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

Specify each non-English language represented in the school (separate languages by commas):
Spanish, Mandarin, Russian, Tagalog, Hindi, Arabic, French, Swedish, Punjabi

7. Students eligible for free/reduced-priced meals: 37 %
Total number students who qualify: 183

8. Students receiving special education services: 9 %
46 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>2</u> Autism | <u>1</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>8</u> Other Health Impaired |
| <u>1</u> Developmentally Delayed | <u>14</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>20</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 7
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, e.g., third grade teacher, history teacher, algebra teacher.	22
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	2
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	95%	96%	95%	96%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2017.

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.

Mount Rose aims to collaboratively create a community of intercultural understanding by guiding students to become leaders who are challenged to reach their highest potential.

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

We are a public school with two of our programs being magnet-type programs, however, are not classified as a magnet or charter school. Students apply to be in the Two-Way Immersion Spanish program by choice at Mount Rose K-8. We accept 50% Spanish First Language Students and 50% English First Language Students (total of 26 Kindergartners each year) who are selected through a lottery process depending on number of applications to be in the program. Those students who do not make it into the lottery are put on a waiting list and filled as spots come open throughout the year.

Our Middle School is considered to be grades 6-8. We prep our 6th graders as much as possible for our 7th and 8th grade honors program through intense Math support and ELA support. Due to the size of our Middle school, we only have one Math teacher for 7th and 8th grade, who teaches Pre-Algebra in 7th grade and Algebra in 8th grade. We watch students and help students all year during their 6th grade year to make sure they will be successful in these high-level Math courses in 7th grade. If we feel they will not be successful, we will encourage them to go to the local Middle School which offers additional Math classes at their level so they can be successful. If there are additional openings in our 7th grade due to our 6th graders either not wanting to stay at Mount Rose and wanting to go to a bigger middle school, or not being able to keep up with the advanced honors classes offered in 7th and 8th grade, we then take applications for 7th and 8th grade to fill any empty spots. The middle school team looks at assessments and essays written by students to determine if they would be a fit for success at Mount Rose, considering the foreign language/arts and overall desire and determination of the student.

PART III – SUMMARY

Mount Rose K-8 School of Languages is an urban school located in downtown Reno, Nevada. It is a historic Mission/Spanish Revival style school that was built in 1912 and was listed on the National Register of Historic Places in 1977. It is currently the oldest operating school in Reno, Nevada as well as the only K-8 school in our school district.

The location of the school is in a very diverse neighborhood, ranging from very low-income families living in weekly motels/hotels to some moderate/high income families living in this desirable historic old southwest part of Reno. This is what makes our school so unique and proud.

Our Mission- Mount Rose aims to collaboratively create a community of intercultural understanding by guiding students to become leaders who are challenged to reach their highest potential. A focus on interdisciplinary instruction based on standards, inquiry, and service learning will inspire students to become reflective and compassionate citizens who will help create a more peaceful and educated world.

Mount Rose K-8 is truly a community of leaders. We call each other family and treat each other as such. We know every student's name, as well as their parents or guardians' names. Students, staff, parents, and community members are all actively involved in our school. We believe that relationships are the key to our success, as well as our unique programs we have in place. These include our Spanish Dual Language Immersion program; a highly successful K-8 model; College/Career Competitiveness pathway; 21st century teaching strategies and a unique Professional Learning Communities model; a strategic student leadership program which includes AVID (Advancement via Individual Determination) strategies; 360 Blueprint Tutoring Program; Arts Education; Health/PE; Positive Behavior Supports, Social Emotional Learning supports; and our strong commitment to success through a growth mindset and a supportive environment for all students.

We believe that families are a key component to our success and we make home visits daily to families who are not able to reach out to us. Every effort is made to make sure that each family knows they are an important part of our community at Mount Rose K-8.

Our Community Partners are another key component to our success. They are actively involved in our school and we are actively involved in their businesses and events as well. We have several key community partners and local churches who donate their time and resources to our school as a result of our relationships. We are grateful for each and every one.

In addition to our many programs and initiatives, as well as our strong sense of community, we have a laser focus on instruction at Mount Rose K-8. Our instruction is driven by standards and data. Each teacher and student take ownership of their data and track their data on a quarterly basis, at minimum. Interventions are in place and adjusted for each student, as well as enrichment for students who excel in areas of the curriculum. Our halls and walls are full of college themes and you will notice inspirational quotes and data walls in every classroom. Our school walks the walk and talks the talk when it comes to success!

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The Nevada Academic Content Standards drive the curriculum and expectations at Mount Rose K-8 throughout all content areas including Reading/English Language Arts, Mathematics, Science, Social Studies and History/Civic Learning and Engagement. Through backwards lesson design, each lesson in each subject is first designed with the "end" in mind...we ask ourselves, "What is it that we want our students to know?" We then develop each lesson from there in our grade level Professional Learning Community (PLC) teams. Mount Rose K-8 has a schoolwide focus on organization, including note-taking strategies, and inquiry-based lessons in all curriculum areas. We have schoolwide binders which include each subject area for organization, and we teach students strategies to stay organized and efficient. We utilize every instructional minute possible and teach bell to bell at Mount Rose K-8.

Reading/English Language Arts:

Mount Rose K-8 is using the Nevada Academic Content Standards to drive our curriculum for language arts. Teachers are diligently balancing literacy lessons with a laser focus on phonics, word study, and interactive reading and writing lessons in Kindergarten and 1st grade, while building guided reading lessons into the daily literacy block. Guided Reading, using developmental fiction and non-fiction texts in grades K-3 is also a key strategy.

Grades 4-5 also use balanced literacy instruction as their core curriculum. Students read a balance of informational and literary texts, and are taught how to think deeply about the text and ask questions through Costa's Levels of Questioning and Thinking. The writing curriculum intensifies in grades 4-5 at Mount Rose. The students further develop writing skills through arguments and debates through written responses to articles and informative pieces of writing.

Grades 6-8 use the Springboard Pre-AP curriculum, as well as literature groups and non-fiction texts based on content standards. This curriculum was chosen due to the high level of critical thinking it provides and correlation to our standards focus in the middle school grades. The students at Mount Rose in grades 6-8 are involved in deep discussions and powerful Socratic Seminars and debates around both informational and literary texts.

Teachers implement the Core Curriculum at Mount Rose using district adopted materials and supports as well as supplemental standards-based lessons that meet our student's individual needs.

Mathematics:

Mt. Rose has developed a strong math curriculum after the recent adoption of Bridges and Envision in grades K-5 and Holt Mathematics in grades 6-8. These curricula were chosen by the district. Lessons are standards based and the curriculum is based on the standards. The lessons are then supplemented with additional resources in areas where extra support is needed. As in language arts, teams of teachers meet and discuss the standards students need to meet before moving on to the next grade level. Teachers research the units of study in Bridges, Envision, or Holt and identify strengths and weaknesses within the curriculum in how lessons address the identified learning standards and how well its delivery matches the learning needs of our students. Students are given primary instruction at their grade level in heterogeneous classes. Through frequent formative assessments, students are then placed into additional reteach or enrichment groups based on the results of those assessments. Students who did not reach mastery, are placed in small groups where they are retaught the skill in a different way, while other students are working on reinforcing the skills they have been taught or working with small groups to carry out enrichment activities based on their own abilities. This allows for all students to learn new skills and to push themselves to reach their own full potential.

Science:

The science curriculum at Mount Rose relies on the Next Generation Science Standards. Science is mostly

integrated into reading instruction. Students are exposed to various fields of science, the scientific method, project-based learning, and habits of inquiry by using FOSS Kits as well. Grades 6-8 bases lessons on the Next Generation Science Standards and develops project-based learning projects using the inquiry process. Students in our middle school look at the grade level standards, with the assistance of the teacher, and design projects and implement innovative ideas based on lessons taught in the classroom. Our school hosts a yearly Science Fair for grades K-8, and every year we have over 25 students who make it to Regionals. We are proud of the science we embedded into our everyday curriculum, including Coding classes in our weekly computer classes from the early grade of Kindergarten. We try to help students look at science as a way of problem solving, asking questions, identifying patterns, and inquiry based discussions rather than calling it typical "Science" class. We want our students to become thinkers and problem solvers at a young age, then build upon these skills in the middle grades as they become true scientists at Mount Rose. The goal of scientific inquiry is a skill the world needs, and those are the students we are trying to create.

Social Studies/History/Civic Learning and Engagement:

Social Studies at Mt. Rose is changing this year as Washoe County School District has adopted new Social Studies standards. One grade level teacher will attend training on the new standards and come back to the school to train the rest of the grade level. Washoe County School District is fortunate to have a team of social studies teachers who have developed lessons to align with the new standards so teachers will have access to high level inquiry method lessons which are grade level specific and require high level thinking and high student engagement. Grade levels will take a deep dive into geography, civic involvement, economics, regional history, and American History. These new inquiry lessons allow students to practice math and literacy skills as they develop research projects, and problem-solving projects.

In our Middle School Program our 6th grade standards focus on World History so we look deeply at our civic standards and relate them to understanding the influence of ancient civilizations and the role and responsibilities of government and citizens who participate in them. For instance, when studying Athens (which functioned as a democratic republic) and Sparta (which functioned as a military state), we compare and contrast the two while critically thinking and debating about each. Additionally, we examine aristocracies, theocracies, and monarchies. We look at the responsibilities of the citizens in each, and what would happen if they did not fulfill their responsibility to their individual governments in their city-states. We then compare it to our government today. We do activities like this with all forms of rule/government as we come across in the curriculum. At the end of the year, students write a paper with the following topic: If I were in charge, what style of government would I run? There are lots to choose from, each with its own structure and ideas. They need to evaluate the way different governments make decisions, enforce laws, and run their country/city-state/kingdom/empire. It all comes down to what they believe is important in creating a government and what that means for the citizens who exist under it.

In 7th and 8th - we do the same type of thing, but focus rather on dictatorships, democracy, communism and socialism. We try to teach political viewpoints through the leadership of all our presidents, examining the programs and policies put in place during their terms and the significance of them upon the citizens of the United States.

We also examine the necessity of the protection of individual rights in our democratic society, and the rights, privileges, and responsibilities associated with Nevada and US citizenship. There is a huge focus in 7th grade on the US Constitution, and how it serves as a vehicle for change through its amendments.

Finally, in our Middle School Leadership Elective we focus on civics every day. We focus on what it means to be a leader, an example, and a productive, positive part of our community. We focus on service to others, raising money for worthy causes, feeding the hungry, helping the sick, providing services needed to ensure our school run smoothly, through effective communication. We model outstanding citizenship every day at Mount Rose.

The staff at Mt. Rose K-8 knows that we are guiding students to a future in which we know very little about the jobs which will be available and the skills our students will need to be successful members of society. Therefore, we believe 21st Century Learning is an important part of our curriculum. Mount Rose K-8 has adopted 21st Century learning standards to ensure students foster collaboration, knowledge construction,

real world problem solving and innovation using technology at every grade level. It is our belief that these skills will help our students become successful members of our future society. Teams of grade level teachers begin with the 21st Century Elevator Guide to help plan instruction. This elevator guide provides teachers with a way to allow students greater ownership of their learning process which will help students develop the skills in high demand of both businesses and competitive colleges.

College/Career Readiness:

Mount Rose K-8 has a strong College/Career readiness/competitiveness plan. Beginning in Kindergarten, we teach three Core Principles: Academics, Leadership, and Community Service. These three principles are embedded into our daily curriculum in all core subjects. Beginning in Kindergarten, we talk about college and career readiness. We hold monthly student-led college assemblies, which are led by our 8th grade leadership students. They invite our local college students as guest speakers, our local college cheerleaders, and others to pump up our K-8 students about going to college and how important it is. Our hallways are named after colleges and our walls are covered with college/career goals.

Each year we bring two grade levels to the University of Nevada, Reno campus for a tour to see what it is like to be in a college setting.

This year each student has gone above and beyond doing community service around the Reno area. Here is just some of the Community Service Mount Rose has done over the years: socks for the homeless, pennies for Leukemia, collecting food for our children in transition families, recycling around school, collecting books for children, and shaving their heads for St. Baldrick's Foundation. These students want to show other students in the community how to make an impact and understand what it means to raise money for research. Our school is always willing to help different causes around the Community.

At a young age, we are teaching the students the empowerment to be leaders. We started slow by having children take charge of our student store. Our student leaders open the paw pat store and give younger students a prize, and at the same time praise them for their good behavior. Our student leaders will support assemblies, school dances, as well as tutor our lower achieving students. This gives students the chance to work with other students and show them the importance of being a leader and to have the ending goal of showing others how to take steps of work hard and achieving their own goals.

Overall, our school is a full circle when it comes to achieving our goals at Mount Rose K-8, and teaching them how to achieve their own goals. We use students' strengths to empower other students that struggle. Showing students different ways to achieve their goals and help them become successful is something we are truly proud of.

2. Other Curriculum Areas:

Mount Rose K-8 wants our students to leave our school as well rounded, highly competitive critical thinkers who have the capacity to change the world. We believe that in addition to a superior education, the arts, foreign language, health and wellness, technology, and college and career preparation skills are key factors in the success of students.

Arts:

Schoolwide art is encouraged and appreciated due to the historic foundation of our school. Our arts program supports our students' acquisition of essential skills and knowledge by integrating the core subject areas into the arts, which provides alternate ways of thinking and allows for creativity among all students at Mount Rose. Grades 1-2 participate in a weekly "Community Artist in Residence" program which was a school grant received to allow for an artist to come in weekly throughout the year to teach various forms of art to our students such as visual and performing. We are located in the Arts district of Downtown Reno and frequently go on field trips to the Art Museum, music performances, and cultural activities in our community. Our school hosts an annual "Art Night" where every student creates a piece of art to auction off, along with food and a night of fun for the family. This night brings over 500 families to our school to appreciate the arts! All classrooms K-5 participate in 1 hour per week of Music class, which includes reading music, learning about local and historical composers, history of the domain and foundation skills of

scale and note reading. All students in grades 6-8 are required to take a music class at Mount Rose, which includes Advanced Band or Advanced Orchestra after building the foundational skills in grades K-5. Grades 6-8 has its own unique elective "Mariachi Band" which has made several outstanding performances throughout the past two years!

PE/Health/Nutrition:

Classroom teachers are required to teach Physical Education weekly at Mount Rose and we feel strongly about the importance of health and nutrition at our school. Staff members build foundational skills beginning in Kindergarten and talk about healthy bodies during Science lessons and Counseling Guidance lessons. These lessons are built into the schedule yearly as the students move up to each grade level. We participate in a yearly Run for Education as a school, which brings in thousands of dollars in PE equipment for our school, as well as hosting a "Fun Run" at our school to encourage students to stay active. Our school has an Intramural Soccer Team (Co-Ed grades 4-6) and our principal is the Commissioner of the Elementary Soccer League in the Washoe County School District. We feel that healthy bodies build healthy minds at Mount Rose and we participate in weekly exercise classes, such as yoga and boot camp as a staff as well.

Foreign Language:

Mount Rose is a Spanish Dual Immersion K-8 School. Dual Language Immersion is a unique educational model where students learn to think, read, write, and communicate in two languages, English and Spanish. Native English and Native Spanish speaking students study together, beginning in Kindergarten through 8th grade to reach the goal of becoming biliterate in both languages. Mount Rose offers Advanced Placement Spanish in 8th grade, as well as the opportunity to leave 8th grade with all of the Seal of Biliteracy Requirements for the State of Nevada. The Dual Language program at Mount Rose begins in Kindergarten with an application process and continues through 8th grade. We have approximately 50% of our students at Mount Rose enrolled in the Dual Language program. Those who are not in the Dual Language program participate in the Foreign Language in Elementary Schools program (FLES) which allows for all students to choose either Chinese, Spanish, or French to learn about 45 minutes per week. They develop a cultural awareness, learn the basics of the language, and work toward our goal of becoming global citizens. In summary, 100% of our students at Mount Rose participate in a Foreign Language and we are advocates of cultural awareness and creating global society in the 21st century.

Technology/Library/Media:

All students participate in weekly technology and library classes in our state of the art computer lab and library. We teach students to use technology/media responsibly and creatively to be effective in the 21st century. Our staff is trained in 21st century learning and teachers in grades K-8 are expected to teach 21st Century Learning Standards which include Information, Media, and Technological Skills recently adopted by our state. Through backwards lesson design, we start with the student outcome and develop our K-8 Technology/Library/Media lessons from there. Our goal is to teach kids how to create a positive digital footprint and how to be good digital citizens in our technology based society.

3. Instructional Methods, Interventions, and Assessments:

Mt. Rose's mission statement states that we are challenging our students to reach their highest potential with a focus on interdisciplinary instruction based on standards, inquiry, and service learning. These ambitions are much more than a mission statement, they have become a philosophy which guide our daily instructional methods, which lead to maintaining high levels of achievement.

Teachers meet in collaborative teams to plan instruction based on standards and learning targets. With learning targets in mind, students work closely with teachers to plan for future success and to monitor their individual progress toward their future goals.

Classroom instruction sometimes relies on direct/explicit instruction, but this time is limited to introducing new topics or concepts. While direct instruction is happening, students are given ample opportunity to think, pair share with "shoulder partners" to allow processing time for all learning styles and to encourage an interdependence among students to hold each other accountable and support each other as they work toward

individual learning targets. In each classroom, groups are thoughtfully arranged depending upon the lesson or concept being taught utilizing either homogeneous or heterogeneous grouping to encourage students to work together and support each other's learning. Technology is incorporated into every classroom and instruction is differentiated in both the standard classrooms as well as the Dual Language Immersion Classrooms. The various methods of instruction used are: direct instruction to introduce new topics, student collaboration, technology based learning, student based discussions and exploration, question quads, Socratic seminars, fish bowls, elbow partner discussion, structured academic controversy and inquiry lessons.

Mt. Rose's approach to reading and math is interdisciplinary in focus which allows for students to access Nevada Academic Content Standards while at the same time accessing Social Studies and Science content. It is our belief that background knowledge is the key to later success in high school and college. Students are provided with grade level lessons in these core academic areas weekly which gives them time to work with students of mixed abilities and develop a sense of inter-reliance amongst each other. This does provide a challenge for teachers to develop lessons that reach all students and challenge all students while at the same time helping those students who need further skill development, yet we find a way. This very problem has led to the development of blocks of time for enrichment and intervention. During the intervention/enrichment time, students are moved to smaller classes with different teachers where they receive differentiated lessons which reach them at their ability level and based on data. Grade level intervention blocks encourage grade level teams to work together to share the planning and development of lessons designed to either challenge or support learners during this time. Intervention/enrichment time looks the same in each grade level in that each grade level team is creating groups of students based on ability but they are different in each grade level because they are based on student need and student learning targets. Placement during this time is based on frequent formative assessments that are given by their teacher. Although each grade level has between two and three different teachers there is a support team of up to four teachers who push in to each grade level during this time which allows for our students to be broken up into six or seven smaller classes of up to 15 students. This support team includes our Special Education teacher, our Gifted and Talented Teacher, our ELL teacher, and reading support staff. Each group of students will have a different staff member assigned as the lead teacher with higher need intervention groups or enrichment groups having fewer students. These groups are fluid which allows students to move quickly in and out of these groups when they show they have met their learning goals/standards.

The fluidity of these groups is reliant on both formative and summative assessments. Some examples of formative assessments used are common assessments built by teachers in grade levels by subject as well as simple teacher conferences with the students to check for understanding of concepts. Formative assessments are analyzed monthly by the teacher team to assess if the lessons are helping students meet their goals. Students who struggle more frequently receive more frequent progress monitoring with national normed assessment data to track student growth. It is our belief that students who struggle more should be receiving more intensive reading instruction and therefore should show more growth more quickly. These frequent assessments allow teams of teachers to reflect on lesson effectiveness and to determine if a change is needed to allow the student to meet the learning target. We also use Measures of Academic Progress (MAP) quarterly as formative assessments. Data is analyzed after each assessment and we adjust instruction based on the data and progress made by students. Summative assessments include SBAC (Smarter Balanced Assessment Consortium) in grades 3-8 and Kindergarten Portfolio for Kindergarten. We use the summative assessments, along with formative assessments to guide our goal-setting for the following year as a school. Our school maintains a high level of achievement by focusing on this data and knowing the data on every single child in the building. We develop strong relationships with every child, and help the students take ownership of their own data from day one. We set goals for the students, with their help, and guide them throughout the year. It is the relationships we create with the students that helps them want to reach these goals and achieve these goals. High expectations are evident and everyone in the school is constantly aware of this.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Mount Rose K-8 has a strong school culture based on Social Emotional Learning and Positive Behavior Supports which are the foundation of supporting student academics, social needs, and emotional growth. Social Emotional Learning (SEL) is the process which both students and adults in our school understand and manage emotions, set and achieve positive goals using a "growth mindset," feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. We teach these skills in our classrooms every day and have built it into our daily curriculum. The teachers and staff include three signature practices of SEL into their daily routines which include: Welcoming routines such as high fives or hugs to students as they come into the building or class each day; engaging pedagogy such as "brain breaks throughout the day including yoga stretches or breathing exercises; and optimistic closure, which includes reflections of the day and goal setting for the next day.

This type of positive environment in our school has shown a great impact on our school's success. Students come to school happy and motivated every day and look forward to giving us high fives or hugs.

The staff is also welcomed daily by the principal and office staff. Monthly staff meetings include recognition of "cheering others on" where staff has the opportunity to thank each other for various acts of kindness they notice throughout the month. The staff also participates in their own personal "brain breaks" together outside of work, such as yoga, Pilates, and other physical workouts to strengthen staff relationships and decrease stress levels. We have found this to enhance our relationships at work and health wise with our bodies and minds.

Students are recognized on a daily basis when "caught" showing responsibility, respect, or kindness to another student. They are presented with "Paw Pats" or store dollars which they can then use on Fridays to purchase small tokens of appreciation in our school store for showing acts of kindness throughout the week. Our school was lucky enough to be featured on the National CBS Morning show on Christmas Eve this year 2017 for its acts of kindness and the culture of kindness we have built in our school which we were very proud of.

2. Engaging Families and Community:

Families:

Mount Rose K-8 developed a Family Engagement Plan that details action steps to actively engage families in their child's education. The following points were included in our plan of action this year: parent conference Week was held at the beginning of the year to explain data to parents and how to interpret the data. Data is complicated and putting it in parent-friendly terms, face to face, was a powerful way to start the year; parent university classes were scheduled throughout the year on topics such as helping your child at home with Math, Dual Language Education, Reading Strategies, Writing Strategies, and Family Games. These are monthly night classes offered at our school to parents with snacks and free child care provided; a data board was displayed after the first Measures of Academic Progress (MAP) assessment of the year and parents were given their child's identification number so that they can check their progress throughout the school year; and at the end of all school-sponsored events, a survey was provided to see if parent needs are being met and how to support parents more effectively.

According to these surveys, parents feel valued, supported and truly feel like they are part of the Mount Rose K-8 family. We have a strong Parent Teacher Association (PTA) who supports the school completely, and we make every effort to include each and every parent into our school. Our monthly PTA meetings have a high attendance rate and are aligned with the goals of our school.

Community:

Mount Rose K-8 has very strong relationships with the community. We are one of 6 schools (out of 63) to have the 360 Blueprint Tutoring program. This is a community-based program where local churches, the

Reno Police Department, and local volunteers come into our school weekly to read to students and mentor students for 1 hour per week. We have over 18 volunteers per week, which has led to great results in our reading achievement gaps.

Our school administrator is involved in many community activities and associations and our school gives back as much to our local community and it gives to us. Community service is one of our schools three core principles and it is our belief that we are responsible for creating responsible citizens at Mount Rose. We are partners with the local District Attorney's office, who provides our transient and low-socioeconomic population with backpacks, school supplies and Christmas gifts each year. In return, our students walk downtown to their office to sing Christmas carols, bake them cookies, and create out of the box art projects for the office throughout the year. We invite our local community members to all of our school events and we often attend their events. Our 5th graders recently participated in a project-based learning lesson with the City of Reno and were able to present their projects to the City Council at a Public City Council Meeting in a "Shark Tank" format. Other projects we have done were creating alters at the Nevada Museum of Art; recycling projects with the help of our local landfill; and creating a solar system in our city to scale starting in downtown Reno. All of these projects were standards based and developed by students and involved our community.

Family and Community Engagement are one of the most important attributes to our success as a school.

3. Professional Development:

Mount Rose K-8 School of Languages has made it a point to ensure all staff, from administrators to teachers to support staff are able to access a plethora of professional development classes and trainings. These trainings are arranged based on the adopted four Fundamentals: Core Curriculum and Instruction, Inclusive Practice, Multi-Tiered System of Supports, and Climate and Engagement. School staff, including the school administrator, teachers, and support staff, meet at the beginning of the school year to choose one of the four fundamentals to focus on based upon the School Improvement Plan and data from the previous year. Using our data from last year, Mount Rose's fundamental of focus is Core Curriculum and Instruction. The previous year it was School Climate and Engagement. Each year we have a specific focus, yet incorporate all 4 fundamentals into our Professional Development plan of action After the initial beginning of the year staff discussions, we then planned for the school year to help all staff improve based on this fundamental. On-site professional development plans are then made in order to ensure that goals are met based on the fundamental that has been chosen.

Staff are encouraged to engage in all types of professional development off site as well and have attended conferences as far away as Dallas, Texas to represent our school at AVID (Advancement via Individual Determination) Summer Institutes, Dual Language Immersion conferences and as close as Las Vegas, Nevada to represent our Professional Learning Communities use of Microsoft Teams for communication and our 21st Century Leadership team who has helped train teachers in education techniques for the new learning styles.

Professional development around these four fundamentals has had a major impact on instruction. Creating a focused and strategic plan has allowed teachers to concentrate on developing the skills which will create a path toward mastery. In addition, K-4 teachers meet monthly with a lead teacher to engage in discussions around best practices using guided reading, interactive read aloud, shared reading, phonics and word study, interactive writing, and independent writing.

Professional development directly support activities in the classroom as they directly impact daily instruction and our school goals. If a teacher attends a conference, he/she is expected to teach the rest of the staff the following early release Wednesday to implement in their classrooms. The administrator then sets a date with the teachers of when she can come observe the activity or strategy being tried in the classroom so there is accountability for the skill learned. It is an effective way of following through with professional development and making sure it is implemented in the classrooms.

Teachers in Washoe County School District have access to nationally renowned guest speakers through monthly Saturday meetings which help continue teacher growth and capacity around mastery learning.

4. School Leadership:

Mount Rose K-8 believes the best leaders are a community of leaders. We work hard together to achieve our goals. Our leadership philosophy lies within our mission statement: "To collaboratively create a community of intercultural understanding by guiding students to become leaders who are challenged to reach their highest potential. A focus on interdisciplinary instruction based on standards, inquiry, and service learning will inspire students to become reflective and compassionate citizens who will help create a more peaceful and educated world." The principal at Mount Rose K-8 is a stand-alone principal, which means there is no Dean, or Assistant Principal. It is through the teamwork of the teachers, support staff, community members, and students that the school achieves success. The principal's role at Mount Rose is more of a facilitator, guiding and helping others work together to reach our goals. High expectations are held by all; teacher turnover rate is very low; and we trust and respect each other as professionals. We also are not afraid to have tough conversations, or challenge the status quo. Our decisions are always based on data, and our core principles. We let students have a voice and feel their voice plays an important role in our success. If they want something changed in their schedule, or want to hold a certain event, they do a proposal to the leadership team (Principal, Counselor, School Psychologist and Lead Teachers) and the majority of the time, it is approved. Our school leadership team meets monthly to discuss data, school supports, teacher supports, and progress toward school goals. The schools leadership team ensures our resources are directly related to our school goals by aligned all requests to school goals. If teachers put in for a field trip request or request for supplies, it must be directly related to standards or a project-based learning field trip they are working on.

Our PTA includes the principal, teachers, parents, community members, and a student representative. They make decisions about PTA sponsored events and fundraisers and community service events for our school. Our PTA meets every other month and hosts events every other month as well, which aligns with the goals of our school.

Our student leadership team consists of a group of 8th graders in an Elective class who plan dances, assemblies, fundraisers, daily announcements, help in the office and plan community service events. Our student leadership team meets daily.

Although we have three different leadership teams of various stakeholders, our goals remain the same. We are all focused on student achievement and the success of the students at Mount Rose. We all know the mission statement of Mount Rose and review our goals at the beginning of each year. The school principal attends all leadership meetings, with the exception of every student meeting which the teacher attend. The message is clear and the same in all meetings and always a positive one. It's about what's best for our students at Mount Rose and how we can make the nine years they attend the most memorable, valuable years of their lives.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The single practice that has been the most influential in our school's success is the climate and culture of our school. The climate and culture is the driving force of the relationships in our school, which is the first thing outsiders notice when they step into the building of our historical, unique, Spanish revival style school. Our school is a place where students, staff, and community members love to be and feel safe. Our teachers and staff love to come to work each day and are always making each other laugh in one way or another. Anyone who walks through the front door is greeted with a giant smile and a hello, which is often in a different language. We value every culture at our diverse, urban school and every culture feels appreciated.

Our hallways are painted with positive quotes, such as "Be the change you wish to see in the world" (Nelson Mandela); or "Every mistake you make is progress." There are hundreds of these quotes on our walls, which constantly remind the students that we care. Teachers and staff are giving high fives in the hall and the principal is at the front door welcoming students by name every morning and reminding them to have a great day. On Fridays you may see the lights off in the lunchroom as we have a "dance party" during lunch with the disco ball on and the principal and counselor dancing down the middle of the lunch tables with the kids. We love to have fun, and the students rarely miss school because we make our environment fun.

Students in our school feel like leaders, and are held to high expectations. They take as much ownership in the school environment as we do, which is the single most important contributor of our success. Student achievement cannot happen with even the strongest academic programs and standards in place, without the relationships, confidence, and culture built into the school environment.

As a school with a very diverse population in downtown Reno, serving close to 40% Free/Reduced lunch population and a 25% transiency rate, we have seen this success first hand and believe that relationships, climate, and culture are the single most important part of a schools' success.