

U.S. Department of Education
2016 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. Angela Clendenon

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

Official School Name Coeburn Middle School

(As it should appear in the official records)

School Mailing Address P.O. Box 670 518 Centre Avenue NE

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

City Coeburn State VA Zip Code+4 (9 digits total) 24230-0670

County Wise County

Telephone (276) 395-2135 Fax _____

Web site/URL http://www.wisek12.org/cms E-mail aclendenon@wisek12.org

Facebook Page

https://www.facebook.com/CoeburnMiddleScho

Twitter Handle ol/ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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. Gregory Mullins E-mail gmullins@wisek12.org

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

District Name Wise County Public Schools Tel. (276) 328-8017

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

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Nolan Kilgore

(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. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. 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 2010 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: 2011, 2012, 2013, 2014, or 2015.
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 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.
9. 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.
10. 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.
11. 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 (2015-2016) unless otherwise stated.

DISTRICT

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	40	36	76
6	53	56	109
7	41	54	95
8	44	52	96
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	178	198	376

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 1 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 97 % White
 - 1 % 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 2014 – 2015 school year: 23%

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, 2014 until the end of the 2014-2015 school year	45
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	46
(3) Total of all transferred students [sum of rows (1) and (2)]	91
(4) Total number of students in the school as of October 1, 2014	392
(5) Total transferred students in row (3) divided by total students in row (4)	0.232
(6) Amount in row (5) multiplied by 100	23

6. English Language Learners (ELL) in the school: 0 %
0 Total number ELL

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

7. Students eligible for free/reduced-priced meals: 65 %
Total number students who qualify: 241

8. Students receiving special education services: 13 %
49 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.

- 1 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 1 Emotional Disturbance
- 4 Hearing Impairment
- 2 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 4 Other Health Impaired
- 34 Specific Learning Disability
- 2 Speech or Language Impairment
- 1 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 0 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	1
Classroom teachers	23
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals	11
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 16:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	95%	95%	94%	95%	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 2015.

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.

Committed to providing our students with a positive learning environment; an atmosphere that provides students with a sense of pride in their school and community.

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

Nestled in the beautiful mountains of Southwest, Virginia in a county that spans 405 square miles and enjoys the beauty of every season...Coeburn, Virginia is small town America, built of out-of-work coal miners, low-income housing, and high school football. The pride we have in our small town is indicative of the success our students find. Established in 1977, Coeburn Middle School is beautifully maintained, with hallways shining of student work and achievement. With an average median household income of \$19,600, many C.M.S. students live in poverty. Stores have closed, unemployment is on the rise; yet in Coeburn our students and community are building the future the right way by taking an interest in their education.

With a low enrollment of 376 students, there is a surprisingly broad spectrum of homes and backgrounds represented. 64% of the C.M.S. enrollment receives free or reduced lunch and most students live in non-traditional households. The mobility rate at C.M.S. is 23%. However, providing a safe haven for students encourages the 95% school attendance average from 2010 – present. The student body is compiled of a diverse variety of learners consisting of 49 receiving special education services and 48 identified as gifted and talented. Individualized instruction, collaboration, differentiation, and enrichment are essential elements of achievement at Coeburn Middle School.

At the root of C.M.S.'s success is understanding student needs. Although small town and rural, CMS faces many of the same challenges any urban community would. A school operated backpack program provides take home food for needy students, supplementing often insufficient household provisions. Tutoring sessions and extra support throughout the day assists academically struggling students. Numerous students are from homes with parents unable to assist with homework due to limited education, therefore opportunities are provided for everyone to receive aid at school. A concerted effort is made to show special interest in each child and help in dealing with ongoing issues, no matter the situation. On a daily basis, Family Preservation Services, Inc. provides onsite counseling services for identified students. Our students with disabilities are integrated into regular classrooms, taught via co-teaching collaborative teams thus allowing all students to benefit from the extra support. Teachers are given the autonomy of choosing the best practices for their classrooms. This allows them to know their student's needs and adapt teaching styles to benefit each child. Spending a great deal of time attending professional development and researching new ideas, provides teachers with tools to diversify instruction and meet individual needs. Weekly grade level conferencing allows teachers to share their knowledge with each other, and cross-grade level meetings allow communication of student needs from one year to the next.

The relationship with our outside community helps students gain a sense of civic pride and belonging that we believe starts at home in Coeburn, being a Spartan, and will eventually lead to the pride felt being an American citizen. Giving back to the community has always been encouraged. Our school finds opportunities for students, generally on the receiving end, to give -back to those who are in need. Specifically, CMS hosts a Special Needs Fall Ball each year encouraging families across the Tri-state area to celebrate their uniqueness. Students volunteer at the 3-2-1 Down's Syndrome Walk. Student hand-made dresses and bracelets are sent to needy Haitian children, as well as student raised funds for supporting the building of schools there. Weekend and snow day food is delivered to our students through donations from other students. Haley's Ride helped to raise money for a student with Cerebral Palsy to receive a wheelchair-specific bicycle. Participation in walk-a-thons and 5ks supporting community members/faculty fighting cancer, and raising money for Christmas Angels within our school to purchase Christmas presents for disadvantaged students are events our school family takes pride in. Fostering the growth of moral character, students are actively engaged in participation in the schoolwide Random Act of Kindness program. In all classrooms, children also take part in the Olweus Bullying Prevention Program, creating a safe environment for all to enjoy.

Parental involvement is actively encouraged. Coeburn Middle School strives to afford parents ways to better facilitate their students. Classes with the Health Department and Department of Social Services, as well as computer classes are made available. Local colleges visit to recruit parents and inform students about scholarship information. The Wise County Sheriff's Department provides information on drugs and

substance abuse. These and numerous additional efforts show parents how important they are in the success of their child, thus providing peace in knowing we truly care.

Today Coeburn Middle School can not only claim success based on the progress of rising standardized test scores, but also on the growth of our student body as they transition into young adults; becoming active participants of a community rooted in perseverance, tradition, and hard work.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Coeburn Middle School is committed to ensuring student success through quality instruction with a focus on student engagement. Teachers use explicit and differentiated instruction to execute the Comprehensive Instruction Plan that is aligned with 21 districts throughout Virginia. Instruction stems from the Standards of Learning set forth by the Virginia Department of Education. The core curriculum at Coeburn Middle School consists of advanced and core courses in the subjects of English, math, social studies, and science. C.M.S. core classes are a 90 minute, uninterrupted block of differentiated learning. The instructional foundation consists of The Standards of Learning Curriculum Framework and The Advanced Scope and Sequence. Student objectives are explicitly stated with the incorporation of the curriculum framework and the essential knowledge therein. Quarterly benchmark testing through Interactive Achievement is used to determine progress, and where supplemental enrichment is needed. Guided Interaction and modeling is evident in every classroom. Ultimately the goal for Coeburn Middle School is to ensure success by meeting individual needs while enabling students an easy transition into high school.

The reading/ English language arts program at Coeburn Middle School addresses basic and higher level literacy skills, vocabulary, comprehension, writing, public speaking, listening, and research. The Qualitative Reading Inventory and The Accelerated Reading programs are utilized to assist teachers in leveling independent reading thus allowing students to read in their zone of proximal development, consistently raising reading levels. Running records and tracking provide diagnostic information guiding teachers to individualize instruction. Comprehension is aided with the employment of Cloze reading strategies. Tiered Vocabulary and language development are addressed daily through direct instruction. Teachers structure lessons allowing students to work together to understand what they read—by listening, speaking, reading, and writing collaboratively about the academic concepts in the text. Due to the fact that teachers teach multiple subjects, cross-curricular instruction is especially valued and implemented through the use of non-fiction text.

C.M.S. prides itself in the scaffolding of mathematics instruction. Foundational skills are assessed in 5th grade, using Team Accelerated Instruction and 6 – 8 with Algebra Readiness. These diagnostic assessments determine each student’s level of math competency. Skill deficiencies are identified, and students’ needs are targeted allowing for instruction at the appropriate level. In the math classroom we use manipulatives, hands on activities to engage students in real world applications and explicit learning strategies are employed through parallel teaching, tag team teaching, and learning stations. The structure of a collaborative environment encourages cooperative group work and team exploration. Manipulatives such as Legos and blocks help to increase student’s spatial reasoning as well as programs like Mr. Nussbaum are used to encourage the use of technology in mathematics and provides graduated practice. A daily preview of upcoming material is outlined and sent home to inform parents and assist them in the steps necessary to assist their child.

Science education is addressed using exploration through investigation and experimentation. Students are guided to use the language of science to communicate understanding and explanation of content. The collection and study of live specimen, scientific demonstrations and use of the Science Activities Models and Simulations (SAMS) enable CMS to excel in science education. Using Interactive Notes, Guided Reading strategies, concept maps and foldables, students apply the methods individually, in a cooperative learning environment. CMS science instruction strives to cultivate students with critical reasoning skills and environmental literacy.

C.M.S. history and social sciences promote a civic-minded, democratic civilization. Students learn U.S. heritage in order to become informed participants in shaping our nation’s future. The History and Social Science Standards of Learning were developed with the assistance of educators, parents, business leaders, and others who have an interest in public education and a civil society. Students are engaged through interactive notes, mock elections, and reciprocal classroom discussion. Teachers incorporate technology in the classroom with present day media on current events. A focus on basic economic principles that underlie

the U.S. market economy promotes students to learn to make reasonable economic decisions, thus becoming intelligent consumers, employers, and workers, prepared for the global marketplace.

Through higher level thinking, transitional meetings, and student interest surveys, CMS prepares students to begin making goal oriented decisions pertaining their future career choices that will come at the high school level. Interest surveys are administered in 7th grade allowing students to set goals and guiding the high school counselors in class selection and scheduling. Students are eligible to begin taking classes such as foreign language, band, and chorus that count as electives at the high school level, thus enabling for a transition to upper level participation during the latter phase of middle school. Commencing in the 7th grade, students with Individual Education Plans (IEPs) are involved in transitional meetings that take place with parents and teachers to prepare students for the changeover from middle school to high school learning.

2. Other Curriculum Areas:

In addition to the solid foundation established in the core curriculum at Coeburn Middle School, students have the benefit of a wide-ranging selection of curriculum enriching "resource" class options. Daily, each 5-8 student participates in 2 resource classes that operate on a 9 week rotation. In order to produce well rounded young adults, CMS concentrates on providing the students an eclectic education.

CMS champions the creativity in kids through the visual arts program. Art education is critical to family, community, and industry and is relative to all people. Everything starts on a drawing board. The focal point of the visual arts program at CMS is on the importance of artistic self-expression while encouraging student involvement in the local community. By allowing children to explore various media on a large and small scale, CMS is empowering students with practical abilities for future careers through the planning, execution, and completion of projects with thought, skill and aesthetics. The achievements of student art gives hope through visual communication and production.

The intent of the physical education department is to help students learn the skills for performing physical activities and achieving and maintaining a physically active lifestyle that will bring about personal enjoyment, challenge, satisfaction, and a health-enhancing level of personal fitness. Student activity is achieved through games, dances, and educational gymnastics. At the middle school level, social interaction becomes more complex as peer pressure is increasingly pronounced. The CMS P.E. program strives to teach respect for others, making reasoned and appropriate choices, resisting negative peer pressure, and exhibiting fair play. Additionally we participate in Frontier Health's Nutrition Program, Tobacco and Alcohol Prevention Programs, and the Wise County Sheriffs' Department- D.A.R.E Drug prevention program.

CMS Spanish introduces the language and begins the development of competency in the areas of listening comprehension, speaking, reading, and writing. Students also learn about the culture and geography of Spanish-speaking countries. Students exchange simple oral and written information in Spanish. Oral presentations are given, demonstrating a level of mastery of the language. Spanish is used as much as possible in the classroom in order to encourage students to become more competent in both listening, comprehension, and speaking. Students learn to comprehend native Spanish speakers through a variety of means: listening comprehension activities, listening to music, videos, etc. Through teaching Spanish grammar, students learn more about English grammar. Students read about peers and the culture of other countries, which develops knowledge of culture in Spanish-speaking countries and better reading skills. Technology such as Animoto, Kahoot, and FlipQuiz enhances learning. Culture and geography is also taught through videos, games, crafts, food, map activities, field trips, and guest speakers.

The Computer course we offer is designed to equip all middle school students with the essential skills for working in the Electronic Age, the 21st Century. It develops and enhances touch skills for entering alphabetic, numeric, and symbol information on a keyboard. Students compose and produce personal, educational, and professional documents. The instructional framework for all keyboarding courses are competency-based directly from the Career & Technical Education website. This curriculum is designed for use by teachers to help students achieve the validated, specific tasks and/or competencies considered

essential for any occupation involving computer typing skills. Students have access to two classroom labs and a mobile lab.

Our family and consumer science middle school curriculum includes education in the multidisciplinary area focusing on and including; Nutrition, Food Safety, Strengthening Families, Personal Safety, Character Development, Interior Design, and Money Management. This course promotes leadership development by providing opportunities for hands on projects and promoting volunteerism. Our goal is to enrich education in the area of Human Science in order to strengthen each students' development towards healthy emotional growth.

CMS offers 5-8 general music classes to the students who do not participate in the advanced instrumental or vocal programs. The classes address the key standards set by the state of Virginia. Additionally CMS offers a variety of instrumental music programs. Students can participate in 6th-7th beginning band and 7th-8th concert band. They also have the opportunity to participate in jazz band and percussion ensemble. High achieving 7th-8th grade band students can participate in the Eastside High School Mighty Spartan Marching Band. The CMS instrumental music program's success is evidenced by receiving superior ratings at State Concert Festival, 68% of students making All-County Honor Bands, and 45% of students making All-District Honor Bands.

At the culmination of their middle school years, CMS students have had an introduction to a vast array of extra-curricular opportunities, allowing them to discover and begin cultivating interests that will enhance their educational experience; perhaps cultivating a lifelong pursuit in one of the areas considered “outside of the box”.

3. Instructional Methods and Interventions:

Lessons at Coeburn Middle School are immersed in technology based instruction providing a more engaging medium for today's learner. Following the VDOE Standards of Learning, teachers design lessons that encourage critical thinking to attain the highest level of learning based upon Bloom's Taxonomy. Teachers at CMS scaffold and differentiate learning in a way that pushes students not only to remember key facts, but to analyze, evaluate, and create. CMS employs the Blooms Methods in a way that offers a wide variety of instructional approaches. Focusing directly on the skill students need to attain, teachers begin with explicit instruction, thus helping all students; especially struggling students. The push for explicit instruction has proven to dramatically improve student engagement and achievement. By scaffolding instruction teachers begin at the lowest level of Blooms; remember. Pushing students to understand with the use of explicit instruction, students move through application, analyzation, and evaluation; ultimately, to the final step of creation. Through project based learning, CMS students create their own work providing for a better understanding of content. Project based learning is one method that is evident in all core curriculum classes.

Teachers at CMS engage their students with real world activities. Mock trials, dissections, simulated elections, and financial responsibility projects are a few of the activities that foster active student participation in learning. If students are engaged, they are learning. CMS uses a variety of formative assessment for intervention to reach struggling students. In language arts we use the STAR test to get a close understanding of a student's reading level. Additionally teachers use the Qualitative Reading Inventory for students deemed as at-risk. The QRI gives teachers a better understanding of not only the reading level but offers deficits in fluency, spelling, automaticity and comprehension. In mathematics teachers employ the CAT test to point out the specific skill level of a student's mathematical understanding. Once we understand the level of our students we can scaffold the instruction and track their progress with diagnostic tracking. Tacking students at CMS will include the afore mentioned formative assessments and also informative observations of teachers. Understanding the progress or lack thereof, allows us to differentiate to the instructional needs of our students.

Teachers at CMS encourage and engage learners through exciting, interactive classes. Instructors meet students on their levels and scaffold instruction based on individual needs. CMS staff prides themselves in creating a learning environment that promotes the highest level of mental, social, cognitive growth.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

Assessments are a large focus in the instructional program at CMS because teachers use these for pre- and post- lesson data. Teachers use both Formative and Summative assessments to insure understanding is taking place. All information is given to the parents at mid-9 weeks and then again at the end of each 9-weeks. Coeburn Middle School is high performing on all standards and has increased in percentile rankings. Currently we have moved in the past 5 years from the 26th percentile to the 87th in Reading (all students), 28th to the 98th Math (all students), Reading 51st to 98th (Student with Disabilities), Math 81 to 99% (Student's with Disabilities), and Reading 55th to 95th (Economically Disadvantaged, and Math 37th to 98th (Economically Disadvantaged).

Formative assessments are developed to provide ongoing feedback that can be utilized by teachers to help monitor their teaching of particular skills and help students identify strengths and weaknesses via targeted areas that need work. Teachers at CMS use teacher made assessments including short answer, essay, concept maps, exit tickets, etc. to catch a snapshot of what the student understood. They use the data from these assessments to inform their instruction. If a single student struggles, they are pulled to small group in the classroom and given the same information in a completely different way. However, should a group of students struggle, the entire classroom will receive another lesson on the same topic. Teachers use a coloring system or Red (immediate assistance), Yellow (watch), Green (good). The actual construction of the assessment is also a great learning tool for teachers to better understand their content.

Summative assessments show the final product of understanding. When students have been presented the materials until understanding has been presumed, they are then given an assessment that determines how well they retained the information. These assessments can be in the form of a final project, midterm/benchmark assessment, or a VA Standards Assessment. Although they are summative, they are still used to make decisions based on students. We use Benchmark assessments and Virginia Standards of Learning information to help determine classroom placement, educational testing for Special Education services, and review our overall curriculum. We utilize the Understanding By Design approach and look at the VA Standards of Learning Assessment information to create our assessments with the same format, types of questions, and rigor.

The most commonly used assessments are the STAR, CAT, Benchmark, IXL, Interactive Achievement, and QRI, Concept Mats, Assessment Boards, Class Projects. However, the teacher made assessments are beneficial to the teacher and student and are essential in our successes.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

CMS has created an atmosphere where students feel safe and valued as individuals. Our small class size and yearlong classes create enjoyable, lasting relationships with teachers that students often carry into adulthood. Positive interaction, mutual teacher/student respect, and high expectations create an environment conducive to optimal student growth.

Teachers and Administration at CMS go far beyond their instructional duties in order to help foster a nurturing atmosphere. We are aware that our words and actions may be the only positive reinforcement students hear or see in a day. Understanding that students may not have positive experiences outside of school, we strive to not only reach students educationally, but socially and emotionally as well. Students are motivated to achieve in and out of the classroom by the desire for personal achievement as well as appreciation for their teachers. We instill in students a drive to succeed that is evident in and out of school.

Similarly students are encouraged by an in-house rewards based programs such as behavioral and academic achievement awards celebrations. Our climate is directly influenced by a variety of clubs and extracurricular activities such as Jr. Master Gardeners, Gifted and Talented, BETA, ProArts, and JAMS musical training program. Our Random Acts of Kindness project teaches students the reward of doing something nice and making a difference in someone else's life. The aim of making a difference is apparent in several ongoing school programs. Our weekend brown bag program supplements students' weekend food needs. The Christmas Angel Tree gives gifts to disadvantaged families. Many students' basic essentials are made available from our school clothing closet. We are an anti-bullying school that incorporates the Olweus Bully Prevention Program, establishing a zero tolerance climate for bullying. These and the "little things" that teachers and administrators do, create the safe environment that enable students to thrive academically, socially, and emotionally.

Teachers at CMS are fortunate to feel valued and supported by the administrators. The administration bestows a level of faith in all teachers to do their very best in all circumstances. Very high levels of expectations are held for everyone in the building and they work hard to support teachers in any way possible. They are knowledgeable about curriculum and care very much for kids. The atmosphere at CMS proves that both faculty and staff feel appreciated, encouraged, and supported in every aspect. The building of self-worth directly contributes to teachers' motivation to continue to make a difference. The positive climate at CMS stems from people caring for people.

2. Engaging Families and Community:

At the heart of the Coeburn community, as with many small communities, is the town's schools. Coeburn Middle School administration and teachers make a consummate effort in working with students' families and the community to facilitate student success and school improvement. The "open door" concept allows parents the right to come in anytime they have a question or a concern. Teachers make weekly calls to parents if their child is falling below what we feel they are capable of doing and to also share positive news of growth and success.

At the outset of each academic year CMS hosts a "Meet the Teacher" event. Students and their families are invited to school to meet the teachers and tour the new environment for the new school year. Students get class schedules, class supply lists, and seventh graders enjoy the rite of passage of receiving their first ever locker assignment! Additionally, twice each school year CMS hosts an "open house" for parent-teacher conferences that coincides with the distribution of 9 week grading period report cards. This allows for an informal meeting for parents to address possible concerns, or merely speak with the teacher that comes home in their child's daily stories.

Keeping parents and guardians informed and involved is essential to keeping families engaged in their student's education and activities. To supplement the lost note that never makes it home or out of the book

bag, CMS operates an "all call" system. Automated phone calls provide information of ongoing school activities, from academic to dances, as well as events in the community such as Little League tryouts and Homecoming parades. The school also uses its website and Facebook pages to send information out to parents and teachers.

Our school building not only serves as a home away from home to its students during the day, but also is used as temporary shelter when the need arises in our community. Low lying areas and our local "Guest River" cause our area to be prone to flooding. Furthermore, our county receives ample snowfall each winter, which at times is severe enough to result in local power outages. Being centrally located, in times of public need, CMS serves as a shelter in place for those in need.

Many local churches and individuals contribute to our school operated clothes closet. CMS staff members ensure the clothing is clean and organized. Throughout the school year, students who might be in need are identified by teachers, staff, and administration. The clothes are discreetly distributed fulfilling one of the most basic of students' needs. Our Brown Bag summer lunch program also serves neighborhoods and areas known to have families with children in need of meal supplements. During the extreme weather, the administration has delivered food boxes to students who they feel may need some extra supplies. Businesses from our community are involved with our school with various means of donations and student recognition. Food donations for student reward parties, discounts for student movies, and seasonal decoration with student art are all part of the tightly knitted tapestry woven in the Coeburn community.

3. Professional Development:

Professional development is strongly encouraged at Coeburn Middle School. Teachers are given the opportunity to attend relevant conferences, seminars, and webinars upon request, but also spend time researching new ideas and sharing with fellow teachers. Our remote location and lack of funding sometimes makes traveling to conferences difficult. Being creative and making the best of our situation, we use several approaches such as consultation, coaching, and reflective supervision. By sending a few teachers, and having them come back and share with the multitude, we are very successful. This sharing time is essential to our success because the most noteworthy learning takes place when the teachers discuss and dissect the information together.

In the past few years Coeburn Middle School employed both a Math and Reading Coach who have provided in-house professional development. The professional development was tailored to the needs of each teacher based on observation of teachers and teacher requests. The biggest focus has been placed on topics like Explicit Instruction, Differentiated Instruction, Response to Intervention, Content Curriculum, and Best Practices. Additionally, teachers have participated in curriculum development classes for the subject they teach and opportunities to explore the standards, build pacing guides, and create aligned assessments. This hands-on approach creates a greater depth of knowledge for the content.

Coeburn Middle School has a part-time Instructional Technology Resource Teacher (ITRT) who works to bring up-to-date technology into each classroom. With the digital world at our fingers and changing rapidly, teachers need to continue to find ways to enhance instruction that involves technology. Therefore the ITRT provides monthly trainings on topics such as Google Classroom, Teacher Access, SmartBoard technologies, etc and then spends time in the classroom using these technologies or assisting the teacher. The ITRT's goal is to use the coaching method and show teachers the advantages of using technology in their classroom and additionally enhance 21st Century skills to be ready for the workforce.

4. School Leadership:

The Coeburn Middle School Leadership team is comprised of two individuals; the principal and the lead teacher, acting as an assistant to the principal. Both set the tone for what occurs in the building. The leaders display complete commitment to the success of each student. They personally acquaint themselves with every student and consistently contact parents to involve them in what is going on at school. This enables them to keep up with what is happening in the child's life, not just how they perform as a student. Students gain the sense of a safe "family away from home" environment. The administrators conduct

individual class meetings with students discussing what is expected and inappropriate. They advocate a rewards-based behavioral and performance model versus a consequences model. Through daily action, the administrators prove to students that they have a safe, secure, and orderly environment in which to learn. Making students feel that someone cares is the most important aspect of what both administrators do at CMS.

Our leaders are committed to providing resources that enhance and enable student success and achievement. Both seek out and find instructional strategies and techniques that help students learn or become better persons. Teachers are encouraged and required to attend professional development to improve their instructional skills. Recently, workshops on Explicit Instruction and Google Chrome were provided to teachers. The administrators provide incentives to encourage faculty to step out of their comfort zones and try new strategies that are data-proven practices. They also specifically script the role of instructional paraprofessionals ensuring they are working throughout the day with struggling students. They also set a schedule for tutoring opportunities before and after school to accommodate students who need these services.

The administration is extremely supportive of the instruction that goes on in the building. Daily "walk-throughs" and observations of how teachers are teaching and how students are responding occur, with immediate feedback from each observation. Administrators "have the teacher's back" concerning scheduling and unjustified disruptions of instructional time, ensuring that teachers are able to do their jobs. Teachers with strong instructional and classroom structure are encouraged, and those who struggle with either aspect are given support. Administrators meet with teachers to outline what is expected and require them to model instruction and classroom structure that follows best practices. All faculty members are encouraged to experiment and develop their own best practices. This is evident throughout the building as a variety of teaching styles are employed that ultimately benefit the students.

Part VI – INDICATORS OF ACADEMIC SUCCESS

Although many things go into making our school successful, undoubtedly the greatest asset at Coeburn Middle School is the level of involvement that every teacher, administrator, and staff member takes daily with each child to ensure their needs are met, allowing them to be successful. Many of our students come from nontraditional, broken, or even foster homes. Countless numbers face the adversity of poverty, inadequate housing, and numerous other hardships that children should not have to deal with. Our school is teeming with tireless, compassionate, understanding individuals, working together to provide a haven of learning, enrichment, and nurturing to the young people whose lives have been entrusted into our hands.

We are blessed to have such a diverse collection of personalities on staff at CMS, that invariably, every student finds one of the teacher's classrooms, an administrator's office, or the kindness from a support staff member to be a that child's "safe place". Over the course of 4 years at CMS students form bonds with school personnel that they carry far into adulthood. Not only are academic needs met, but conversations are held in the hallways, encouraging pats on the back are given when needed, and a non-judgmental ear is available to listen when a student just needs someone to talk to. Teachers strive to earn the respect of the students while teaching that respect is a mutual relationship. Staff, administrators, and teachers alike aim to provide a safe, comfortable niche in which students derive the desire to succeed, knowing they have someone who believes that they matter.

If one were looking for an absolute indicator of success in the efforts to foster the soci-emotional well-being of CMS students, all that would need to be done would be to watch the "visitors" that trail back through the doors of Coeburn Middle School on any given afternoon. Former students regularly make their way down the hill from Eastside High School to catch a favorite former teacher before he or she can leave for the day. Students know that during their tenure at Coeburn Middle School, they were taught, guided, and loved. That is what makes our school successful. Whatever the need, we allow students to see us as people who care.