

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13WY2

School Type (Public Schools): Charter Title 1 Magnet Choice

Name of Principal: Ms. Nicole Trahan

Official School Name: Henry A. Coffeen Elementary School

School Mailing Address: 130 Avon Street
Sheridan, WY 82801-5637

County: Sheridan State School Code Number*: 1702002

Telephone: (307) 674-9333 E-mail: nikki.trahan@scsd2.com

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Craig Dougherty Superintendent e-mail: craig.dougherty@scsd2.com

District Name: Sheridan County School District #2 District Phone: (307) 674-7405

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Scott Hininger

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

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

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP 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 and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
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

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 6 Elementary schools (includes K-8)
2 Middle/Junior high schools
2 High schools
0 K-12 schools
10 Total schools in district
2. District per-pupil expenditure: 13773

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 5
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	45	20	65
1	21	20	41
2	33	23	56
3	16	21	37
4	20	14	34
5	17	14	31
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			264

6. Racial/ethnic composition of the school: 3 % American Indian or Alaska Native
0 % Asian
1 % Black or African American
7 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
84 % White
5 % Two or more races
100 % Total

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

7. Student turnover, or mobility rate, during the 2011-2012 school year: 22%

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

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	27
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	24
(3)	Total of all transferred students [sum of rows (1) and (2)].	51
(4)	Total number of students in the school as of October 1, 2011	234
(5)	Total transferred students in row (3) divided by total students in row (4).	0.22
(6)	Amount in row (5) multiplied by 100.	22

8. Percent of English Language Learners in the school: 1%

Total number of ELL students in the school: 1

Number of non-English languages represented: 1

Specify non-English languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 66%

Total number of students who qualify: 173

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 13%

Total number of students served: 33

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>14</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>3</u> Developmentally Delayed

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

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>16</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>7</u>	<u>14</u>
Paraprofessionals	<u>10</u>	<u>2</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>6</u>	<u>2</u>
Total number	<u>40</u>	<u>18</u>

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

17:1

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	96%	96%	95%	95%	95%
High school graduation rate	%	%	%	%	%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>0%</u>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

Henry A. Coffeen is a K-5 elementary school with a yearly average enrollment of 265 students. We are a School-wide Title I campus and the percent of students who qualify for the free or reduced lunch program is 66%. Our school neighborhood is highly transient; many families new to Sheridan choose housing in our area because it is affordable but move to a different area of town once they are established in their jobs. The percent of students who remain with us from kindergarten through fifth grade is only 33%.

Five years ago marked a significant milestone in the growth of Henry A. Coffeen- our commitment to becoming a school that would make students, teachers, parents, and the community proud. Our vision was to create a school in which students were performing academically and a school in which students were gaining the leadership skills needed to succeed in life. From this drive, our mission statement was created- "Inspiring students to achieve extraordinary success through leadership opportunities." We made a commitment to becoming a Professional Learning Community (PLC) and put student learning as the core of every decision. Becoming a PLC changed our notion of student learning. Grade-level teams continue to meet weekly to identify essential skills and understandings, develop rubrics to measure these skills and discuss effective teaching practices. Teachers analyze student data on a weekly basis and support students in mastering the essential outcomes through daily intervention and enrichment groups. These efforts are evident in the progress our students continue to make. Our test scores are consistently above the state average in reading, writing and math.

Another significant milestone was the implementation of the Leader in Me program at Henry A. Coffeen. This program teaches students the *7 Habits of Highly Effective People*. Developed in conjunction with the Stephen Covey Foundation, it has led to a complete culture change in our building. Students and teachers model the habits in their actions, relationships and academics. Over 40 students hold a leadership job in our school. In addition, four of our staff members were trained as facilitators in this program and teach these habits to parents as well. This ensures that the leadership culture of the school can be further supported at home. Through our intentions of becoming a Lighthouse School, we held our first "Leadership Day" May 10, 2012. This day was a celebration of the leadership accomplishments of our students and was attended by parents, the community and interested educators from other schools.

Student achievement and responsibility are demonstrated at Henry A. Coffeen through our student maintained data notebooks. The notebooks contain a wide variety of data collected throughout the school year. These data notebooks are shared with parents during our annual student-led conferences.

Traditions are a key part to the culture of Henry A. Coffeen. We have an extremely involved Parent/Teacher Organization which organizes school and community events. This year, they hosted a "Candyland" carnival which was well attended by the Sheridan community. In addition, the parent organization hosts, "Pastries for Parents," "Bingo for Books," "Harvest Festival," and family barbecues. They collaborate with teachers to host Literacy, Math, and Technology nights. In addition, they partner with the local YMCA to host a "Family Wellness Night."

Another strong tradition at Henry A. Coffeen is our incredible afterschool program. This program, called CARE, is collaboration between our school and many community organizations. CARE is a program dedicated to providing enriching activities to students in the areas of arts, academic and recreation, along with providing activities to integrate students into the community. The program runs every day afterschool for students in grades one through five. Some of the offerings include History Hounds, Science Seekers, and Bookworm Buddies.

Many features make Henry A. Coffeen a school worthy of becoming a National Blue Ribbon school. Our laser-like focus on student learning is evident through the continuous growth and improvement our

students make on state and district assessments. We maintain a tradition of being students of best practices in education by routinely studying the “Correlates of Effective Schools,” The Essential 55,” the “Baldrige Principals,” “Professional Learning Communities,” etc. In addition, our focus on becoming a Leader in Me Lighthouse School is something that sets us apart from other schools. Our students are not only developing academic skills, they are developing 21st Century skills and mindsets. Students at Henry A. Coffeen are leaders in and out of the classroom. Teachers at Henry A. Coffeen understand that the key to ensuring student success begins with developing positive relationships with all students. Our teachers not only attend outside student activities, many of them coach student basketball and soccer teams. We believe that every student has the ability to lead and will do whatever it takes to help them succeed.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Henry A. Coffeen Elementary School's main focus is student success in all academic areas. By focusing on student performance and goal setting, we, as a school, have been able to reach new levels of excellence. Our PAWS scores have continually improved over the last three years. On the 2012 state assessment, Henry A. Coffeen students surpassed the state average in every subject, at each grade. Additionally, our student body performed at 92% proficiency in reading and at 96% proficiency in math.

We have adopted the Professional Learning Communities (PLC) model at Henry A. Coffeen. Each grade level determines rigorous essential outcomes in the areas of reading and writing, with an increased focus on aligning these essential outcomes to the Common Core State Standards. Each outcome is assessed with a goal of 90% proficiency for the grade level. Intervention or enrichment lessons are provided for all students. PLC team members meet weekly to discuss teaching strategies, to analyze assessments, and to determine scope and sequence. Students track their growth and set goals for each new essential outcome in their personal "Data Notebooks." These notebooks are a record of students' behavior and academic progress and the students update them daily with current information. Students continually strive for improvement in an effort to surpass their current levels of achievement.

The staff at Henry A. Coffeen is committed to ensuring that each child is learning and demonstrating proficiency at the highest levels possible.

1B.

Data analysis and subsequent instructional decisions are one of the most important aspects of ensuring students' success at Henry A. Coffeen. The implementation of our PLC meetings began in 2006. Through our weekly PLC meetings, we are able to evaluate current student data, look for trends, and plan appropriate instruction for each child. Student success on standardized assessments is crucial to our academic growth as a school. This laser-like focus on student achievement and data evaluation is directly related to the upward trend in our scores over the last five years.

Over the past five years, our third grade students have averaged 93% proficiency in the area of math on the state assessment, The Proficiency Assessment of Wyoming Students (PAWS). Third grade students increased from 93% proficiency on the 2007-2008 state math assessment to 100% proficiency during the 2011-2012 school year. This includes a 10% increase for students in the free and reduced lunch subgroup.

From 2008-2012, in the area of language arts, third graders have been above 61% proficiency. This grade level grew from 43% proficiency on the 2007-2008 state language arts assessment to 100% proficiency on the 2011-2012 state reading assessment (a gain of 57%). We have seen steady growth in this area. In the 2010-2011 school year, we experienced a minor set-back in the proficiency levels attained at the third grade level. Because of this data, we determined that reading would be the focus of our PLC meetings. Once again, the teams worked to identify essential outcomes and create formative assessments that would help identify student needs to ensure success. We believe this was a main factor in our students' success on the 2011-2012 PAWS reading assessment.

Fourth grade students have consistently been above the 67% proficiency mark in language arts and scored 89% proficient in 2011-2012. Our free and reduced lunch subgroup scored an impressive 88% proficiency during the 2011-2012 school year. On the state math assessment fourth graders scored 86% proficiency in 2007-2008. By the 2011-2012 school year, the fourth grade had improved ten percentage points, scoring 96% proficiency, including 94% proficiency in the subcategory of free and reduced lunch students.

In the 2007-2008 school year, fifth grade students demonstrated 76% proficiency on the state math assessment. By the 2011-2012 assessment, students' math performance increased to 93% proficient. 94% of students in the free and reduced lunch subcategory also scored proficient. The fifth grade was 50% proficient on the 2007-2008 language arts assessment; however, by 2011-2012, that proficiency level raised to 86%. This included a 41% gain for students in the free and reduced subgroup who scored 48% proficient in 2007-2008 and 89% proficient in 2011-2012.

By reviewing and responding to our students' data, we are able to provide more effective and efficient instruction at each child's level. Our response has led to incredible gains in our students' assessment performance. A trend we are particularly proud of is the fact that our free and reduced population has consistently performed at comparable proficiency levels to the overall population. Part of this success is due to our belief that every child can learn and demonstrate proficiency in all areas. We know that with a continued emphasis on assessment and evaluation of data, our students will maintain their performance at the highest possible academic levels and strive to excel above expectations.

2. Using Assessment Results:

Data analysis is an essential part of improving student learning, and the staff at Henry A. Coffeen has made a commitment to use data from state and district assessments to shape our instruction to meet the individual needs of students. These assessments include: the Proficiency Assessment of Wyoming Students (PAWS), Measure of Academic Progress (MAP), and the quarterly District Writing Assessment (DWA). Data from these assessments include: percentile ranks, national norms, and district proficiency levels that help us determine if students are making the necessary progress to attain grade-level proficiency. These assessments help our teachers create a system that allows us to monitor student learning and create Essential Outcomes that drive instruction in the classroom and student placement in daily intervention and enrichment groups.

Essential Outcomes are based on the new Common Core State Standards and student data from state and school-level assessments. The scope and sequence of grade-level curriculum is used to determine Essential Outcomes as well. Our teachers have created rubrics and common assessments to evaluate students' understanding of these Essential Outcomes. Once this is determined, students are placed into either intervention or enrichment groups based on skill or strategy need. Currently, intervention and enrichment groups provide students with an additional 30 minutes of daily instruction to help master or exceed the Essential Outcomes.

We are constantly focusing on the four big questions of Professional Learning Communities:

- What do we want students to learn?
- How will we know when they have learned it?
- How will we respond when a student experiences difficulty in learning?
- How will we enrich and extend the learning of the students who already know it?

Our PLC teams review strategies and best practices for instruction. We use the Essential Outcomes as a guide for beginning classroom instruction and create rubrics and common assessments to measure student growth. Currently, Essential Outcomes are taught in the regular classroom for approximately two weeks prior to administering a common assessment. Once classroom instruction is complete, students are assessed and placed into intervention or enrichment groups. Unless the entire grade level achieves 90% proficiency, 30-minute daily intervention or enrichment groups run for an additional two weeks. These daily intervention and enrichment groups and classroom instruction on the next Essential Outcome run simultaneously. This process allows students to demonstrate proficiency and learning at their own pace

and assists us in accommodating the struggling learners as well as challenging our more accelerated learners.

Professional development is embedded within our PLC meetings as teachers share successful lessons and resources used to teach Essential Outcomes. Each team also participates in monthly book studies. The texts chosen reflect current pedagogical need and align with best instructional practices.

Student Academic Achievement and Informing Parents, Students, and Community

Students record and track their own progress with the use of individual data notebooks. These notebooks contain examples of student work to illustrate growth and influence goal-setting. Students use writing rubrics, reading goal graphs, and math recording sheets within these data notebooks for tracking. Additionally, students are given the opportunity to recognize their own achievements and share them with parents in student-led conferences.

Assessment results are also used to inform parents and the community of students' academic achievement in comparison to state and district students. This data is published in the local newspaper. Our stakeholders and the general public can view our school state assessment data via the Wyoming Department of Education's website. In addition, parents have access to our Infinite Campus Parent Portal to view their student's records.

Data from the quarter's summative assessments are used to tabulate report card grades, and at the end of each quarter, student achievement is celebrated during a school-wide awards assembly. At this time, students are recognized for their attendance, academic success, and leadership skills.

Academic achievement information is proudly posted throughout the school building. In addition, we link academic success to the leadership traits in our "Leader in Me" program. This program emphasizes the 7 Habits of Highly Effective People in a kid-friendly format. Parent training is offered yearly in an effort to ensure a common language between home and school.

We maintain a strong collaboration with many community organizations to enhance our afterschool program called CARE. The CARE program provides enriching activities to students and offers opportunities for students to provide community service activities.

3. Sharing Lessons Learned:

Henry A. Coffeen Elementary School is a school-wide Title I campus. This provides us with unique challenges that differ from other elementary schools in Sheridan. Our staff is trained in the Professional Learning Communities (PLC) model. This model requires teachers to determine instruction based on Essential Outcomes and student data. The national training received and ongoing professional development has encouraged our teachers to look at effective instructional delivery and assessments to meet the needs of our ever-changing population. Although the data will demonstrate a 22% mobility rate of students, we see a significant turn-over in students from the end of one year to the beginning of the next year.

Our mission is to "inspire students to achieve extraordinary success through leadership opportunities." Our school is working towards becoming a "Lighthouse School" through implementation of The Leader In Me program. This program implements Stephen Covey's 7 Habits of Highly-Effective Kids. Our students have been recognized at the state and national level for their outstanding leadership efforts. We believe each student has the unique ability to be a leader, and we work every day to help our students achieve their potential and become productive members of their school, community, and world.

Our continued work in leadership training does not go unnoticed by other schools. Our counselor and staff offer Love and Logic and 7 Habits of Successful Families training to parents, teachers, and the community.

Henry A. Coffeen is the first school in Sheridan to shift its focus to the Common Core State Standards (CCSS), and we have adjusted staff to include the only two CCSS integrators in the district. We believe that by investing in these resources, we will lead the district and state in the research, review, and full implementation of the CCSS by 2014. Our specialists have also been successful in sharing lessons and accomplishments with educators across the district through a technology professional development group called iPals.

Henry A. Coffeen has made great strides to integrate technology into the curriculum. Our technology integrators work closely with our teachers to ensure they are integrating technology into the classroom in a meaningful manner. The unique technology integrated into our classrooms has become a model for other schools in our district and around the state. Our intervention and enrichment groups currently use SMART Exchange with SMART Tables. In addition, our teachers use technology such as iPad's and iPod's throughout the school day in a variety of content areas, not just in stand-alone center activities. Several schools have visited Henry A. Coffeen to gain insight into our technology integration as well as our balanced literacy program. In addition, we continue to mentor staff at Story Elementary, which is a rural school on the outskirts of our district.

Our school community has worked very hard to achieve at the levels we are reaching today. We consider it an honor to share our successes with other schools in the district and state.

4. Engaging Families and Communities:

At Henry A. Coffeen Elementary, we realize the importance of engaging our families and the community as we become a school that all stakeholders can be proud of. We strive to incorporate positive parent and community involvement through a variety of activities, communications, and parenting classes.

We have a strong Parent Teacher Organization that meets once a month to set goals and plan fundraisers for the additional needs of our school. They host "Bingo for Books," movie nights, book fairs, the annual community carnival, "Pastries for Parents," the year-end BBQ, and skate night. These events raise money to provide classroom supplies, technology, and student incentives for attendance and academic performance.

Currently, we use "Wednesday Folders" to circulate all information to and from parents. This practice is a consistent way to communicate with parents and to keep them informed of upcoming events, important announcements, and after-school opportunities. We have seen increased parent engagement and communication as a result of these Wednesday folders.

In addition, we host a variety of events to help families understand the academic and behavioral expectations of our students. These events include Math, Literacy, and Technology nights, Open House, awards assemblies, and parenting classes. We incorporate student-led conferences as a substitute for the traditional parent/teacher conferences. It is very rare that we do not hit our goal of 100% attendance at these conferences. Our school also provides a variety of after school activities utilizing community members in the Creative Academic Recreational Enrichment (CARE) program. For example, the local community college sends pre-service teachers to teach an after school class called "Science Seekers."

Parent and community involvement is evident in the amount of people who volunteer to help in classes, attend and organize events, and chaperone field trips. We measure our students' and school's success by our improved test scores, the improved culture of our building, and the increased engagement of our families and the community.

At Henry A. Coffeen, we consistently work hard to develop activities and strategies to bring community and families together to support our mission.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The mission at Henry A. Coffeen is “Students inspired to achieve extraordinary success through leadership opportunities.” This helps to guide our instruction and overall teaching goals for each individual learner. We provide a leadership-driven atmosphere that includes high academic and behavioral expectations in regards to our diverse student population. Our curriculum at Henry A. Coffeen is based on state and district standards, and the recently adopted Common Core State Standards (CCSS).

Henry A. Coffeen strives toward excellence through our Professional Learning Communities (PLC) with a laser-like focus on student learning. Through our PLC we have designed essential outcomes that guide our teachers to ensure that every learner is successful. We utilize all members of our staff to teach daily intervention and enrichment groups allowing for quality student-to-teacher ratios, which in turn lead to better student achievement. Vertical alignment meetings at Henry A. Coffeen ensure student success through the grade levels.

Reading at Henry A. Coffeen is taught through a workshop approach with balanced literacy and the gradual release of responsibility model as the core. Teachers use research-based, best practices such as; CAFÉ, The Daily 5, Read 180, Accelerated Reader, and Guided Reading, to create a vibrant, print rich learning community within each and every classroom. These best practices allow teachers to focus on each student as an individual through small group instruction. Whole group mini-lessons are infused with a variety of genres and comprehension strategies and incorporate read-alouds and shared reading.

The district math curriculum as implemented at Henry A. Coffeen is through the use of the CCSS edition of the Everyday Math Program. The spiral within these materials allows for the continuous review of foundational skills and introduction to higher level mathematical ideas. Teachers utilize Exemplars, Advantage Math, the Math Recovery Program and the Common Core Math Coordinator to ensure well-rounded mathematical thinkers. Just as in reading, teachers at Henry A. Coffeen teach the mathematics curriculum using a workshop approach. This model allows teachers the opportunity to differentiate instruction through small group settings. At Henry A. Coffeen, it is vital for students to make mathematical connections and understand how to utilize math concepts in the real world.

At Henry A. Coffeen, we believe it is essential to use technology to reach and engage our diverse student population. Across all grade levels students are consistently utilizing and learning from a wide spectrum of technologies such as: iPods, iPads, SMART Tables, interactive white boards and computers. Our staff is continuously updating their repertoire of technological resources including: Safari Montage, Education City, Teacher Tube, Scootpad, Learning A-Z, and numerous applications and programs that we are learning about from our Common Core State Standards Technology Integrators. The CCSS Integrators support teachers in aligning teaching, learning, and formative assessment with Common Core Learning Standards in math and literacy. Our goal is to use technology in a purposeful manner that encourages students to be technology literate while recapturing minutes with meaningful learning.

Science and Social Studies curriculum is integrated throughout the day. Teachers prepare engaging experiments and projects that help students master grade level content. Teachers utilize inquiry learning and critical thinking to engage learners through the levels of Bloom’s Taxonomy.

We provide various opportunities for students to be involved in areas beyond the typical classroom curriculum. Specialty classes such as physical education, art, music, technology and health, are also vital at Henry A. Coffeen. We believe in teaching to the entire child, as well as challenging every child to excel in a variety of ways. We incorporate different aspects of each specialty to engage each learner and to

encourage creativity, collaboration, and 21st Century skills. We utilize a variety of assessments to guarantee each learner's success, so they are ready for the next level.

2. Reading/English:

At Henry A. Coffeen, we teach reading using the Balanced Literacy Framework. Research demonstrates the components of the Balanced Literacy Framework including Shared Reading, Guided Reading, Independent Reading and Writing, Interactive Writing, Read Alouds, and Literature Circles provide ways to meet students at their current reading level and provide instruction that will help them meet or exceed grade-level expectations. Teachers use this framework in conjunction with a workshop model throughout the day in large group, small group, and individual settings.

Our students acquire foundational reading and comprehension skills by our continual focus on utilizing a variety of texts to improve and enhance comprehension and understanding in all subject areas throughout the day. We are able to ensure that our students are working within their Zone of Proximal Development (ZPD) through our comprehensive, leveled, Guided Reading library. Teachers at Henry A. Coffeen continually teach and reinforce the reciprocity between reading and writing through whole group and small group instruction. As children write about their reading, comprehension is solidified. Depending on their reading level, our students engage in daily Guided Reading and/or Literature Circles that meet their interest and ability. Time is also provided for independent reading and buddy reading that allows students the opportunity to practice fluency, enjoy reading and improve comprehension skills through oral language.

Anecdotal notes and running records guide daily instruction. Our district has implemented running record rubrics used by teachers and administrators to provide evidence of students' processing behaviors. This encourages teacher reflection using a common language to refine teaching, collaborate with peers, and instruct based on the changing needs of individual students. On a regular basis, teachers at Henry A. Coffeen meet to analyze and discuss running records resulting in continuous professional development.

Teachers receive intensive support in Balanced Literacy through district Literacy Coordinators. "Daily 5" and "Café" are additional resources. Barbara Schubert, a national literacy consultant, has helped our teachers move reading instruction from a procedural to a more conceptual level.

We have a multitude of interventions for at-risk students. Reading Recovery and "Booster Groups" are provided for all first grade students who need additional reading support. The Fountas and Pinnell Leveled Literacy Intervention program provides further support to students in grades one through three and fourth and fifth grade special education students. Read 180 is an intensive reading replacement program used by all at-risk fourth and fifth grade students.

3. Mathematics:

Henry A. Coffeen Elementary School teachers and staff teach mathematics through a rigorous pursuit of conceptual understanding, procedural skills, and authentic application of mathematics.

The Everyday Mathematics curriculum is utilized as a framework for Pre-K through 5th grade instruction at Coffeen. This spiraling program continually revisits concepts at each level. As a research-based program, this National Council of Teachers of Mathematics (NCTM) and CCSS aligned curriculum is crafted to capitalize on student interest and maximize student learning. Its primary emphasis is on mathematical thinking, reasoning, and on the skills needed to provide students with a variety of problem solving techniques. Frequent assessments are administered to continually monitor student achievement and allow for differentiated instruction across the various mathematical strands.

At Henry A. Coffeen, we regularly supplement the curriculum with mathematical activities that engage students at all skill levels. Exemplars are used at each grade level to encourage cooperative learning and problem solving and expand our students thinking. Our teachers offer opportunities for students to share their thinking in small groups and whole class settings, on a daily basis, to support learning for all students.

The Math Recovery Program is designed to help ensure that all participants will be successful in mathematics. This research-based program is an intervention that provides assistance to first grade students with mathematical concepts before they experience excessive failure. The constructivist style of Math Recovery teaching is a one-on-one approach that allows for students to take on their learning in a problem solving setting, so as to instill student confidence and to build on established mathematical knowledge.

At Henry A. Coffeen, Math Recovery-trained interventionists work with students in small groups in grades one through five. These focus groups are determined by results acquired from the Add-Vantage Math assessments, NWEA scores, Everyday Math Assessments, and teacher recommendations. Interventionists offer activities to reinforce and build upon conceptual understanding of numeracy skills.

4. Additional Curriculum Area:

An essential part of our curriculum at Henry A. Coffeen is the implementation of The Leader in Me program. This program is based on Stephen Covey's 7-Habits of Highly Effective People. Our mission statement is "Students Inspired to Achieve Extraordinary success through Leadership Opportunities" and The Leader in Me is a perfect process to help us teach our students the skills they need to be successful leaders.

The term "leadership" encompasses the basic life competencies and character traits that business leaders, parents, and educators are declaring as the desired skills necessary to thrive in the 21st Century:

- Critical Thinking and Problem Solving
- Communication and Collaboration
- Creativity and Innovation
- Initiative and Self-direction
- Flexibility and Adaptability
- Productivity and Accountability
- Social and Cross-cultural skills
- Leadership and Responsibility

The Habits we use are:

- Habit 1-Be Proactive-(You Choose)
- Habit 2-Begin With the End in Mind-(Have a Plan)
- Habit 3-Put First things First-(Work First, Then Play)
- Habit 4-Think Win-Win-(Everybody Wins)

- Habit 5-Seek First to Understand, Then to Be Understood-(Listen First, Then Talk)
- Habit 6-Synergize-(Together is Better)
- Habit 7-Sharpen the Saw-(Balance Feels Best)

The Leader in Me process helps us develop leadership skills in our students by allowing the students to discover their unique gifts and talents. This process also allows us to find opportunities for every student to be a leader. We incorporate the common language of the 7 Habits into all curriculum areas that helps expand student understanding and acknowledges what the school and teachers believe to be important. Discussing which habits a book character uses is just one example of how we incorporate the 7 Habits into our daily curriculum.

The decisive element in this process is that the language is spoken and modeled school-wide. Because of our diligence with this process, we are seeing our students become more engaged, organize, and motivated as they come to fully understand and use the 7 habits. We also see them taking ownership of their learning and behavior.

As a staff we have come to understand the 7 Habits are like a compass or a guide. We know the habits are common sense, but we also know that common sense isn't always common practice. Therefore, we feel it is important to teach the 7-Habits by integrating them into every aspect of our curriculum to help prepare our students for a future we can only imagine.

5. Instructional Methods:

Henry A. Coffeen differentiates instruction in a number of ways. In Language Arts, we differentiate instruction through our reading and writing workshop approach. Reading workshop has a balanced literacy focus. Each child's needs are met through mini-lessons, read alouds, shared reading, guided reading, and independent reading. When needed, we interventions are provided to better meet our students' needs through Reading Recovery, booster groups, and Read 180.

Writer's workshop focuses on writing mini-lessons, interactive writing, and independent writing. In both reading and writing, we gradually release responsibility to our students in order to create independent, life-long learners.

In math instruction, Henry A. Coffeen teachers utilize the Everyday Math curricular resource and all of its elements to differentiate students' instruction. We use formative assessments from the curriculum as well as those developed to match the Common Core State Standards to guide daily instruction. Unit assessments and teacher- created quarterly assessments help teachers to develop mini-lessons and then opportunities for centers are based on independent, team, and small-group practice and problem solving. Manipulatives and additional resources to supplement the curriculum are used to meet the needs of individual learners. Math Recovery and booster groups provide additional help to students when needed.

In our Professional Learning Communities, we focus on collaborating with one another in grade level teams that meet weekly. These teams include teachers, intervention specialists, and additional staff whose goal is to provide small group enrichment and intervention. Vertical alignment meetings are held monthly to ensure fluent instruction from grade to grade. We use Common Core standards and our curricular scope and sequence to drive our instruction. Teams create Essential Outcomes for literacy, develop common assessments, and use best practices to ensure that students reach goals in individual and leveled ways. After whole-class instruction, our emphasis is on intervention or enrichment groups that concentrate on each student's needs. Data from our common assessments is used to determine additional teaching strategies, so that all children meet the goals of the Essential Outcomes.

At Henry A. Coffeen, we have many opportunities to implement technology into our instruction. Through funding, there are multiple classrooms that have one-to-one iPods. All classrooms have access to iPods, iPads, laptops, and the computer lab. With the help of our Math and Literacy Common Core facilitators, we are implementing technology and Common Core State Standards into our classrooms.

Teachers use best practices that include engagement, feedback, and brain-based learning. Quantum Learning strategies engage students on all levels through the use of children's bodies and senses, more parts of the brain are activated through higher levels of participation, understanding different learning types and modalities, and using strategies for reaching active learners. Classrooms develop community through music, sounds, and specific transition routines. Teachers utilize Brain Gym strategies to focus learners and activate specific parts of the brain for specific subjects. We use the Seven Habits of Happy Kids to create communities that promote learning and character development. Students are provided with exacting feedback to improve skills for learning, as well as to increase abilities as a learner.

Additional services include Special Education resources, Title 1 resources, intervention and enrichment teams, Occupational and Speech/Language Therapy, Counseling/Social Skills classes, and Gifted and Talented instruction.

6. Professional Development:

Professional development is on-going and embedded at Henry A. Coffeen Elementary School. We believe it is an integral part of our Professional Learning Community (PLC) as well as parent engagement efforts. We also believe that the professional development process must come from within the school, as we look at the data and overall needs of our students.

Each new teacher hired at our school attends a comprehensive three-day training for implementing the Balanced Literacy Model facilitated by district literacy coordinators. Historically, our trained literacy coordinator has also offered training opportunities to the staff on a regular basis. The types of training included:

- Essential Outcome writing through the PLC model
- Focus groups on comprehension and writing prompts
- Running Record training and analysis
- Booster group reading instruction
- Rubric development and scoring
- Step Up to Writing

Dr. Barbara Schubert, a national literacy consultant, works with our Reading Recovery Teacher Leader as well as classroom teachers to focus on literacy research. We provide training opportunities for teachers to become Reading Recovery and/or Math Recovery certified. Our goal is to have all classroom teachers trained in Reading Recovery and Math Recovery and implement those conceptual understandings into the classroom.

One of our staff members is also employed by the University of Wyoming, College of Education. This partnership allows us to work closely with the University to support the methods instruction for the pre-service teachers in our District, as well as to collaborate and develop graduate courses offered on-site to our staff. The courses are born out of the work the teachers do in their PLCs

Book study groups are also an important part of our professional development. Current selections are Good to Great Teaching by Mary Howard, You Haven't Taught Until They Have Learned by Swen Nater, and Opening Minds by Peter Johnston. Professional readings and discussions are another important spoke in our PLC wheel of learning.

Our schedule allows for PLC teams, which are comprised of classroom teachers, paraprofessionals, content specialists, and student teachers, who meet every week during the day to plan effective instruction and assessment. Vertical teams meet once a month to ensure that teachers know what is taught above and below their grade levels. Through this process, we have been able to consistently improve our pedagogical knowledge and meet the needs of our diverse population of students.

7. School Leadership:

Henry A. Coffeen operates under a true, shared-leadership philosophy. The building structure consists of one principal, two instructional facilitators, a Reading Recovery Teacher Leader, and approximately 45 certified and classified staff. The instructional facilitators spend half of their time providing academic support to students through small group interventions and the other half of their time providing instructional support to teachers in literacy, math, and effective use of technology. The instructional facilitators participate in weekly grade-level team meetings and provide resources for teachers to enhance instruction.

The school structure consists of grade-level teams that include a variety of staff ranging from classroom teachers, paraprofessionals, special education teachers, instructional facilitators, Math and Reading Recovery teachers, and the principal. The district Reading Recovery Teacher Leader is also a member of the staff at Henry A. Coffeen. Her extensive knowledge of literacy and willingness to be a resource to grade-level teams has facilitated a greater awareness of how children acquire literacy and has contributed to improvement in reading scores at all grade levels.

Henry A. Coffeen also enlists the support of a Building Leadership Team (BLT) that includes teachers, the counselor, parents, and the principal. This team assists the principal in the school improvement process by reviewing data and implementing the necessary modifications in order to foster an environment where students become confident individuals in academics and leadership. Members of the BLT provide additional training in technology, social learning, and home-school relations. They have also enlisted the community to support our students with extra-curricular learning opportunities, such as History Hounds, Bookworm Buddies, Science Seekers, and community service projects.

Grade level teams, led by classroom teachers, are the heart of our weekly PLC team meetings. Lead teachers prepare the agenda based on student assessment of Essential Outcomes. Data is analyzed at each meeting and staffing and teaching resources are allocated based on the needs of the learners. The principal plays an active role in the grade-level teams and reviews data and decisions frequently. She has a background as a Literacy Coordinator and assists teachers by taking a daily reading group when needed.

Our belief that “every child can be a leader” is what makes Henry A. Coffeen elementary great. We have over forty students who are developing leadership skills by applying for and executing a leadership job in our school. These jobs assist in the day to day operation of Henry A. Coffeen. Students apply for jobs such as Salad Bar Soldier, Morning Announcer, Greeter, etc. that help them cultivate responsibility to themselves and others.

At Henry A. Coffeen, the development of leadership skills in our school community has become the cornerstone to developing confident citizens who achieve greatness. Each member of our school community accepts the responsibility to lead.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: PAWS

Edition/Publication Year: 1/2006

Publisher: ETS

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient Plus Advanced	100	88	98	92	93
Advanced	81	28	23	14	24
Number of students tested	32	32	40	37	29
Percent of total students tested	100	100	100	100	97
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced	100	82	97	89	90
Advanced	81	27	23	7	20
Number of students tested	16	22	30	27	20
2. African American Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	7	5	7	4
5. English Language Learner Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
6.					
Proficient Plus Advanced					
Advanced					
Number of students tested					
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. Until the 2011-2012 school year, Pearson was the publisher of the PAWS test.					

13WY2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: PAWS

Edition/Publication Year: 1/2006

Publisher: ETS

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient Plus Advanced	100	67	82	61	43
Advanced	25	14	29	3	4
Number of students tested	32	32	40	37	29
Percent of total students tested	100	100	100	100	97
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced	100	60	81	57	43
Advanced	38	13	27	0	3
Number of students tested	16	22	30	27	20
2. African American Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	7	5	7	4
5. English Language Learner Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
6.					
Proficient Plus Advanced					
Advanced					
Number of students tested					
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
The data tables above are the Language Arts scores reported by the Wyoming Department of Education for the 2007-2011 school years. During these years, the WDE combined Reading and Writing assessments to create the Language Arts scores. During the 2011-2012 year, the WDE reported only Reading scores, not the combination of Reading and Writing. Until the 2011-2012 school year, Pearson was the publisher of the PAWS test.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: PAWS

Edition/Publication Year: 1/2006

Publisher: ETS

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient Plus Advanced	96	91	82	90	86
Advanced	33	40	29	30	31
Number of students tested	27	35	38	30	36
Percent of total students tested	100	97	100	100	97
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced	94	88	77	90	86
Advanced	29	42	23	30	29
Number of students tested	17	24	26	20	21
2. African American Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	80
Advanced	Masked	Masked	Masked	Masked	10
Number of students tested	4	4	8	7	10
5. English Language Learner Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
6.					
Proficient Plus Advanced					
Advanced					
Number of students tested					
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. Until the 2011-2012 school year, Pearson was the publisher of the PAWS test.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: PAWS

Edition/Publication Year: 1/2006

Publisher: ETS

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient Plus Advanced	89	82	82	67	78
Advanced	37	33	36	23	14
Number of students tested	27	35	38	30	37
Percent of total students tested	100	97	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced	88	79	82	62	81
Advanced	29	37	33	17	11
Number of students tested	17	24	26	20	21
2. African American Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	48
Advanced	Masked	Masked	Masked	Masked	0
Number of students tested	4	4	8	7	10
5. English Language Learner Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
6.					
Proficient Plus Advanced					
Advanced					
Number of students tested					
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
The data tables above are the Language Arts scores reported by the Wyoming Department of Education for the 2007-2011 school years. During these years, the WDE combined Reading and Writing assessments to create the Language Arts scores. During the 2011-2012 year, the WDE reported only Reading scores, not the combination of Reading and Writing. Until the 2011-2012 school year, Pearson was the publisher of the PAWS test.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: PAWS

Edition/Publication Year: 1/2006

Publisher: ETS

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient Plus Advanced	93	91	80	90	76
Advanced	34	15	31	26	18
Number of students tested	29	33	35	39	38
Percent of total students tested	100	100	100	100	97
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced	94	90	83	96	75
Advanced	28	10	25	26	18
Number of students tested	18	20	24	27	28
2. African American Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient Plus Advanced	Masked	Masked	Masked	73	62
Advanced	Masked	Masked	Masked	0	8
Number of students tested	7	8	6	11	13
5. English Language Learner Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
6.					
Proficient Plus Advanced					
Advanced					
Number of students tested					
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. Until the 2011-2012 school year, Pearson was the publisher of the PAWS test.					

13WY2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: PAWS

Edition/Publication Year: 1/2006

Publisher: ETS

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient Plus Advanced	86	87	81	64	50
Advanced	34	18	15	9	2
Number of students tested	29	33	35	39	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced	89	86	85	66	48
Advanced	39	6	9	10	2
Number of students tested	18	20	24	27	29
2. African American Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient Plus Advanced	Masked	Masked	Masked	27	25
Advanced	Masked	Masked	Masked	0	0
Number of students tested	7	8	6	11	13
5. English Language Learner Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
6.					
Proficient Plus Advanced					
Advanced					
Number of students tested					
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
The data tables above are the Language Arts scores reported by the Wyoming Department of Education for the 2007-2011 school years. During these years, the WDE combined Reading and Writing assessments to create the Language Arts scores. During the 2011-2012 year, the WDE reported only Reading scores, not the combination of Reading and Writing. Until the 2011-2012 school year, Pearson was the publisher of the PAWS test.					