

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

[X] Public or [] Non-public

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

Name of Principal Mrs. Lori Poelking

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

Official School Name Copeland Manor Elementary School

(As it should appear in the official records)

School Mailing Address 801 S. 7th Avenue

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

City Libertyville State IL Zip Code+4 (9 digits total) 60048-3315

County Lake County

Telephone (847) 362-0240 Fax (847) 247-8617

Web site/URL http://www.d70schools.org/Copeland E-mail lpoelking@d70schools.org

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*Dr. W. Guy Schumacher E-mail gschumacher@d70schools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Libertyville School District 70 Tel. (847) 362-9695

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

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

Date _____

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

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

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

Part I – Eligibility Certification

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

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2011 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2012, 2013, 2014, 2015, or 2016.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

DISTRICT

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

SCHOOL (To be completed by all schools)

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

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	29	22	51
1	26	28	54
2	42	33	75
3	38	34	72
4	52	36	88
5	27	39	66
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	214	192	406

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 5 % Asian
 - 1 % Black or African American
 - 1 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 89 % White
 - 2 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2015 – 2016 school year: 1%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2015 until the end of the 2015-2016 school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	3
(4) Total number of students in the school as of October 1, 2015	425
(5) Total transferred students in row (3) divided by total students in row (4)	0.007
(6) Amount in row (5) multiplied by 100	1

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

Specify each non-English language represented in the school (separate languages by commas):
Spanish, Mandarin, Polish, Portuguese

7. Students eligible for free/reduced-priced meals: 2 %
Total number students who qualify: 8

8. Students receiving special education services: 4 %
17 Total number of students served

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

- | | |
|--------------------------------|--|
| <u>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>1</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>3</u> Specific Learning Disability |
| <u>3</u> Emotional Disturbance | <u>4</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>6</u> Developmentally Delayed |

9. Number of years the principal has been in her/his position at this school: 4
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects	22
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	12
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 19:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	97%	96%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

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

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes No X
If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.
To ensure that District 70 students experience learning that prepares them to live and work in the 21st Century.

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

Copeland Manor Elementary School in Libertyville, Illinois -- home of the Copeland Cougars -- offers children in kindergarten through grade five a wealth of varied learning experiences. Copeland Manor is a large school with a small school feel. The building is located in a residential neighborhood, where roughly half of its students walk to school each day. Copeland students have demonstrated exemplary academic achievement for many years, which is reflected in overall teaching and learning practices every day. A recent construction project -- funded without referendum -- added four classrooms and a new gymnasium complete with staging for school and local community use, as well as renovating Copeland's library and kindergarten classrooms. The original school was built in 1950 and has experienced great remodeling and growth since its original construction. The school conference room is filled with pictures from the original construction through modern day. Copeland holds a profound commitment to making sure that every student feels safe and is excited to come to school each day.

and staff collaborate on a common goal, including Junior Achievement, art appreciation lessons, Kids 'N Chemistry for fifth grade students, guest teachers, mystery readers, and parent-partner readers.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Prior to students beginning kindergarten at Copeland, teachers meet with the children to ascertain readiness skills. In 2015, Copeland Manor and all District 70 schools moved to full-day kindergarten programs. This commitment to early academic and behavior support has expanded the skills and behavior necessary for young students to succeed.

At Copeland Manor, we believe that proficiency in English Language Arts skills crosses over into all academic content areas. Everyone in our elementary building is, essentially, a reading teacher. In the primary grades, students balance learning early reading skills with broadening their vocabulary and verbal comprehension discussions. Many of our students attend preschool, either in private settings or through district Early Childhood programs. Writing is paired with reading as students demonstrate that they comprehend what they are reading and can generate their own writing as young authors. English Language Arts lessons are planned based on the New Illinois Learning Standards in mind to help Copeland students master grade level expectations. We go beyond the standards to ensure that students begin with an appreciation of reading and its importance in our world. Teachers embed vocabulary, grammar, and spelling (word study) lessons in reading instruction because successful reading teachers help students make connections between literature and language skills. They offer time for explicit lessons, small group guided practice, and independent reading. They offer choices in reading materials and writing topics. Success is measured as students “make meaning” in reading, writing, and speaking. Our changing world allows opportunities for technology to enhance the reading curriculum and improve skills. In kindergarten and first grade, students use iPads to record their reading to improve fluency. Students also read books online that are at their independent level to build comprehension. In second through fifth grades, students use Chrome Books to increase word processing skills and engage in lessons through Google classroom to research topics, while also using tools to organize their ideas for writing and collaborate with others.

With the implementation of the New Illinois Learning Standards, District 70 implements the Math Expressions curriculum materials for students in Grades K-5. Math Expressions is a comprehensive, standards-based K-5 math resource that offers a balanced approach to teaching and learning mathematics. Teachers use numerous strategies to reinforce concepts, such as the use of hands-on activities with manipulatives, visual models, conceptual language, and real world/authentic situations. A highlight of every lesson is when students lead practice activities. Just as there is a balance in reading between increasing skills, increasing fluency, and making meaning in reading and writing, there is also a balance for math between building operational skills, increasing fluency and increasing number sense. Authentic problem-solving is infused in each math concept taught during the school year. Students build automaticity with math facts and increase math fluency with daily, structured practice. Math classrooms at Copeland are communities where every student is both a teacher and a leader to enhance mathematical understanding, competence, and confidence.

Libertyville District 70 recently adopted STEMscopes, an online science curriculum, as our primary instructional resource for teaching science in Grades K-5. STEMscopes is built on an instructional philosophy that centers on students learning science through hands-on exploration and inquiry. Each unit includes a series of investigations and activities to bring science to life so that they can “learn by doing” and fully engage in the scientific process. Lessons are built using the research-based “5E+1A” model (Engage, Explore, Explain, Elaborate, Evaluate, Intervention, and Acceleration). Each of these components of the lesson cycle features specific resources to not only support our students’ understanding of scientific concepts, but also that of our teachers. This program embeds online professional development and support for teachers in their program. Science at Copeland Manor aligns with the Next Generation Science Standards and connects with literacy, math, music, and technology. Teachers offer a variety of assessment opportunities to ensure students are on track to learn the objectives.

Copeland follows a curriculum map for K-5 social science instruction that emphasizes current civics events, economics, geography, and history. Lessons are created to promote civic competence at Copeland, as it

helps students learn to work collaboratively and make decisions in a fashion that benefits the group as a whole. Primary source documents are analyzed in all grade levels, and current events discussions are linked to historical events. Students in primary grades learn about families and social groups, communities and the foundational concepts of needs and wants. Intermediate grades expand these concepts, relating them to regional areas. Students will also understand events, trends, individuals and movements shaping the history of our country, state, and city, as well as those of other nations across the globe.

2. Other Curriculum Areas:

The fine arts program at Copeland includes visual art, music, and physical education.

Students attend art class to broaden their exposure to famous pieces of art and provide with them opportunities to create and design their own masterpieces. Students create and design using paint, clay, paper, technology, and numerous other media. Lessons emphasize gaining knowledge of the elements and principals of art while celebrating creative, individual talents. Copeland Manor is filled with student artwork and artistic impressions that are at the center of art appreciation lessons. These lessons support the District 70 art curriculum and are presented by volunteer parent partners. Each year, the ArtEffects Show celebrates student artwork alongside the Libertyville community, with some student work hung in Libertyville's Cook Library, the David Adler Music and Art Center and storefronts throughout the community.

Copeland is proud of its new gym (ribbon cutting was December 2016). The Copeland gym is a community center that celebrates physical wellness while promoting teamwork and problem solving. The physical education teachers provide students with a curriculum that embodies the District 70 Applications of Learning and enhances skills in sports, promotes a sense of lifelong health and wellness and encourages sportsmanship. The Libertyville Fire Department joins Copeland teachers in presenting safety and health lessons to Copeland students in all grades throughout the school year through the "Risk Watch" program. District 70 has partnered with the local hospital, Condell Medical Center to provide the CATCH lifelong wellness and fitness program. In addition to regular school day lessons, extracurricular options are offered in volleyball, basketball, cheerleading, and floor hockey. Field Day is an annual tradition at Copeland that celebrates games and sportsmanship. Each year, students enjoy a staff versus student volleyball game, and a district-wide, inter-school basketball tournament with 4th and 5th grade teams promotes school spirit and builds skills for young athletes.

District 70 has partnered with Language Stars to provide students with foreign language lessons. In its most recent Strategic Plan (created in 2016 and running through the year 2021), the district is exploring additional ways to introduce foreign language instruction in the elementary grades to support the program currently offered at the middle school.

Technology in District 70 schools has expanded tremendously in the last three years, guided by the philosophy that students need different devices for different reasons. Devices, equal to the number of students, include laptop computers, iPad carts in each K-1 classroom, and Chrome Book carts in each Grade 2-5 classroom. Copeland teachers implement Technology Framework lessons created by teachers that infuse technology throughout the curriculum and help elementary students prepare for middle school technology requirements. Technology training increases student engagement and helps students communicate safely and effectively in a linked world. A Technology Literacy Coach provides teachers with in-house professional development opportunities to effectively support the D70 curriculum and Applications of Learning.

Copeland is proud of its newly redesigned library. The library's main space is organized by genre and allows for flexible groupings of students to work in partners or groups. The Copeland librarian presents lessons with classroom to expand literacy aligned with classroom lessons. She meets regularly with classroom teachers to collaborate and provide resources that support student learning. A second area was created from an empty classroom now called the "Maker Space," a creative environment designed to enhance the District 70 curriculum. This space brings all District 70 Applications of Learning to life by providing materials and opportunities for students to create and solve problems with hands-on activities.

The room is filled with technology (such as a 3-D printer), equipment (sewing machines, soldering machines, glue guns, etc.), and consumable items (fabric, boxes, newspaper, etc.). Teachers bring classrooms to the Maker Space to enhance all manner of content area lessons by creating original designs and solving problems. Students may also come in during lunch on “Maker Mondays” to explore self-directed learning extensions.

3. Instructional Methods, Interventions, and Assessments:

Differentiated instruction is an everyday experience at Copeland Manor. Accordingly, the curriculum presented to each student is designed to meet his/her individual academic needs at a developmentally appropriate level. Beyond the services available through special education, academic support is available to students through gifted instruction, supplemental literacy instruction, and English Language (EL) instruction.

groupings within the classroom setting and to identify students in need of support outside of the classroom. Teachers meet collaboratively as grade level teams to review data and monitor student progress. STAR data also used to target areas where students demonstrate mastery and, therefore, qualify for enrichment.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Copeland Manor is a high achieving, happy neighborhood school that engages all who enter. At the center of a successful school culture is trust. The staff is committed to building and maintaining trusting, personalized relationships with all stakeholders. Students, teachers, staff, parents, administrators and neighbors all come together to build our school community. Adults model cooperative behavior that teaches Copeland students to be caring, inclusive and ethical individuals. A favorite school event that embodies this statement is the annual Veterans Day celebration. Each year, veterans are invited to share their personal stories with our students.

The school provides numerous activities for students to support their social and emotional growth. Copeland students participate in the Character Counts program that promotes the value of strong ethical values. Each month, students engage in various activities to promote good character. One example included “positive notes of encouragement.” Students and teachers were greeted with a post-it on lockers, cubbies, desks, and doors with uplifting messages. Along with the engaging day-to-day classroom activities, Copeland students also have opportunities to participate in numerous sports and clubs, such as: band or orchestra, family math and science nights, after-school foreign language, volleyball, basketball, floor hockey, cheerleading, Girl-On-The-Run, chorus, and sign language clubs. Students participate in the Continental Math League and Word Master Challenge.

Copeland students are encouraged to participate in philanthropic activities to raise funds for charities, such as the Leukemia and Lymphoma Society. Annually, students donate their extra Halloween candy to send to U.S. troops overseas. Student Council organizes a collection of socks, toys and personal items to donate to a local homeless shelter. Some students write letters to military members to thank them for their service, while others sell hot chocolate at lunchtime, donating the profits to a local animal shelter. During the Scholastic Book Fair, many children and their families donate money and/or books to “Bernie’s Book Bank.” This organization collects and distributes new and gently-used children’s books to enhance reading opportunities for at-risk pre- and school-age children throughout Chicagoland.

Staff members created a school-wide behavior plan called the Copeland Promise Plan. The Promise Plan outlines expected behaviors with an emphasis on positive recognitions of expected behavior. The continuum of consequences also provides clear communication for student behavior with families.

Copeland teachers feel valued and respected. We are proud of our traditions, high expectations, and inviting atmosphere that make Copeland a safe place to learn and grow. A supportive, focused school helps students become citizens that empathize, critique, protect, love, inspire, share, design, restore, and understand, and contribute to community today in the future. We believe our efforts are helping to grow leaders every day.

2. Engaging Families and Community:

Copeland Manor is an active community that values partnerships with parents, neighbors and local businesses. Copeland has a very active family association. The Copeland Family Association (CFA) plays a large role in students’ school experiences. With a robust budget, the CFA sponsors assemblies and field trips that enhance the curriculum, as well as special event days, such as Exploration Day and Art Fest. These special traditions provide students with amazing hands-on experiences in areas such as arts, sports, technology, and design. CFA parents lead Kids and Chemistry lessons for 5th grade students, as well as Saturday and evening community events like Fun Fair, Pancake Breakfasts, and open gym events such as students-versus-staff dodge ball evenings. Parent volunteers are welcomed and regular figures in Copeland classrooms and hallways. The CFA meets monthly with the principal and teacher representatives to plan activities and discuss school improvement topics.

Helping students build character is as important as building academic skills at Copeland. The Character

Counts Committee helps identify quality character traits and celebrates positive behavior. The superintendent creates podcasts that showcase picture books promoting quality character. Each month, 25 students are chosen by their peers for demonstrating positive character traits.

Our school community cares for one another and consists of great citizens to the world outside of school. Each year, students make lunches with food donated by families to help feed the homeless population in local suburban areas. The school community has raised money for relief efforts in the wake of tragedies like Hurricane Sandy. Each fall, students from Copeland work with teachers to decorate local business windows with positive message supporting Character Counts. In order to increase hunger awareness, our school sponsored a Hunger Banquet that provided the community with relevant information related to poverty in our area and simulated an experience those in poverty may face in feeding their family.

The Libertyville community is very proud of its school district and is a partner in providing an excellent school experience for students. Local businesses partner with the district to provide mini-grants that support school curricula and foster enhanced learning opportunities for children. High school students spend time reading and working in our classrooms. Local Rotary members also spend time reading with students.

In May 2016, parents, local community members, and even a few students, joined District 70 Board members, administrators and teachers to create a strategic plan to run through the year 2021. This was a collaborative process designed to address current issues at hand for our school community as well as District 70's commitment to continuous improvement. Led by its mission to ensure that our students experience learning that prepares them to live and work in the 21st Century, the group of community partners were charged with establishing goals in six different areas that impact every student. Action plans were also created for each goal. The plan is an active document that is referenced regularly in staff and CFA meetings at Copeland. Progress is reviewed annually and noted on the District 70 website.

3. Professional Development:

Reflective practice is the best educational practice. Student achievement has increased in the last two years. This can largely be attributed to the Copeland teaching staff demonstrating their commitment to learning through their expertise, professionalism, curiosity, and aptitude for excellence.

District 70 is committed to providing professional development opportunities for teachers to not only support individual professional goals, but also connect to state license renewal systems. Each year, teachers take ownership of their professional development by creating Individual Learning Plans that align with the district and Copeland's improvement plans and the District 70 Applications of Learning. Goal setting conferences with the principal are held to reflect on progress toward individual professional growth.

In addition to professional learning at the individual teacher level, teachers benefit from collective learning experiences. As a building community of lifelong learners, Copeland staff members have shared in a book study of Mindset (Dweck, 2006) and Drive (Pink, 2009) to help guide improvements in student motivation, a topic of utmost importance for high achieving students. Through these book studies, teachers have explored how to incorporate choice into daily lessons. Additionally, study of the book Schools and Data (Creighton, 2007) has helped grade level teams use assessment data to improve decision-making and problem solving for students.

District 70 teachers meet collaboratively within department teams two times each year through articulation days. Rather than having institute days that are presented to meet general needs, articulation days provide grade level teams and other departments an opportunity to target issues in each particular area of specialty. Articulation days provide teachers with an opportunity to target issues in each particular area of specialty and plan for the future. These articulations supplement institute days, which are presented to address general needs of District 70 teachers. Opportunities for professional learning are also available to teachers through workshops on technology and instructional practices. Many Copeland teachers have presented to colleagues during Institute Days and during staff meetings. Continued professional development is

included in professional expectations for every teacher and supported monetarily through the teacher contract with annual stipends and partial tuition reimbursement.

4. School Leadership:

The visibility and involvement of the Superintendent of Schools in each school in Libertyville is regular, special, and highly valued. Students are accustomed to having the superintendent join them for special events and interact with him on his regular visits to Copeland. He is familiar with the needs of each building and knows the names of every staff member and many of the students. The principal at Copeland Manor continues that example and promotes a school culture that embraces excellence and upholds the high academic expectations of our learning community. Learning and safety are at the heart of each decision made and every problem solved by Copeland's leaders.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

There are so many factors that play into Copeland’s success, though none play a more significant role than the students, their families, and the educators. Every day, children come to school prepared for a great learning day. As in any school, our students learn at different rates and in different ways, but our teachers are especially dedicated to providing a safe and nurturing learning environment for each individual. Copeland’s excellent team of teachers keep students at the center of all decision-making and plan rigorous academic programming with a focus on the District 70 Applications of Learning.

Culture – There is a warm and secure feeling when you walk through the front doors of Copeland Manor. From the front office staff to the custodians, every adult feels a responsibility to ensure that students have a positive school experience. Social learning is provided through extensive, well-defined classroom lessons and supported in numerous ways. Class buddies provide social learning by pairing older students with younger students. Visitors to Copeland are often heard saying that the “vibe around the school” is happy and welcoming.

Family Involvement – Copeland families are proud of their school. Parents are true partners that support the school community of learners. Whether it is reading with students, presenting art lessons, volunteering at the Fun Fair, planning assemblies, or serving lunch as a fundraiser, involved parents are a constant presence and factor into what makes our school special. To say that we have high parent participation at Copeland is an understatement.

Innovation – Copeland is committed to continual improvement. Copeland teachers have piloted curriculum materials in math, science and language arts to ensure the school district has the best materials available. Two years ago, Copeland disbanded the computer lab, and moved to mobile devices in each classroom so students could incorporate learning technology into every content area. Recently, the Maker Space was added to provide students with the space, materials, and time to design and create. The District 70 Applications of Learning outline the mission to work in teams, solve problems, communicate, make connections, and become self-directed learners.

Facilities – Recent construction at Copeland resulted in our ability to offer full-day kindergarten programs for families. A redesigned library with flexible learning spaces meets ever-changing needs of young learners. The new gymnasium with a stage will be a source of pride for the district for many years to come.

Individualized Learning Plans – Copeland students take charge of their learning and progress toward individual learning goals. Teachers differentiate learning to meet the needs of students. Ongoing professional conversations regarding student progress toward goals provide teachers with the necessary supports to change instructional practices to meet the needs of students as necessary.