

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. Dorothy Jane Coleman

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

Official School Name Sheridan Elementary School

(As it should appear in the official records)

School Mailing Address 429 West Ash

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

City Junction City State KS Zip Code+4 (9 digits total) 66441-3828

County Geary County

Telephone (785) 717-4670 Fax (785) 717-4671

Web site/URL <https://www.usd475.org/school/sh/SitePages/Sheridan%20Elementary.aspx> E-mail dorothycoleman@usd475.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. Corbin Witt E-mail CorbinWitt@usd475.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Geary County School District Tel. (785) 717-4000

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. Ferrell Miller
(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):
- 14 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 17 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	18	19	37
1	17	22	39
2	16	18	34
3	25	15	40
4	12	24	36
5	17	20	37
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	105	118	223

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 3 % Asian
 - 11 % Black or African American
 - 14 % Hispanic or Latino
 - 3 % Native Hawaiian or Other Pacific Islander
 - 60 % White
 - 9 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2015 – 2016 school year: 35%

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	25
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	55
(3) Total of all transferred students [sum of rows (1) and (2)]	80
(4) Total number of students in the school as of October 1, 2015	226
(5) Total transferred students in row (3) divided by total students in row (4)	0.354
(6) Amount in row (5) multiplied by 100	35

6. English Language Learners (ELL) in the school: 11 %
25 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Spanish, German, Palauan, Chamorro, Korean, Mandarin, Akan

7. Students eligible for free/reduced-priced meals: 56 %
Total number students who qualify: 125
8. Students receiving special education services: 12 %
27 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.

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

9. Number of years the principal has been in her/his position at this school: 6
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	12
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	7
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 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%	96%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
Show percentages to indicate the post-secondary status of students who graduated in Spring 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
If yes, select the year in which your school received the award. 2004

15. In a couple of sentences, provide the school's mission or vision statement.
The Sheridan School Community shares responsibility for academic, social, and emotional growth for all students.

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

Junction City is aptly named for the confluence of the Smoky Hill and Republican Rivers. Many great families have likewise joined together to call this unique town their home. Our 25,191 citizens make this place special. Agriculture, the beautiful Flint Hills, and a military base surround Junction City. With Kansas State University just sixteen miles north, Sheridan has partnered with them as a Professional Development School. Each semester Sheridan hosts KSU students completing their requirements before receiving their degree and licensure. Diversity has always been part of our storied past and continues to be our strength today. This community has historical significance in the development of the Northeast corner of Kansas. The First Territorial Capitol is located at Fort Riley Army Base on the outskirts of town. We have many students at Sheridan Elementary whose parents are stationed here and are now deployed overseas. This contributes to the transient nature of our community which impacts classrooms with high amounts of turnover. Serving students of military families is a privilege which comes with many challenges during times of transition.

There are other culturally significant dynamics impacting this school's population. Sheridan School has many rural county families with deep roots in this community. These families are steeped in ranching and farming traditions with down home values. Many other students bring rich customs and linguistically diverse cultural experiences to our classrooms. Lastly, Sheridan has a 56% free and reduced population. Contributing factors to this statistic include a relatively high homeless population and several families coexisting under one roof.

Built in 1959, Sheridan Elementary School serves Junction City, Kansas and the surrounding rural and farm community. Families continue to return to Sheridan generationally. Prior to seven years ago there was very little turnover in our teaching staff, as they were career teachers living in our community. Due to retirement, marriage, military, motherhood, and moves out of the area, the staff has become transient. Staff years of experience is no longer consistently ten plus years, but is now an average of one to five years.

Various instructional approaches, interventions, and assessments have been implemented at Sheridan. Structured Multi-Tiered Systems of Support (MTSS) are utilized to build and develop specific skills by grade level in identified areas of weakness. Unique features at Sheridan Elementary School include the Sheridan Roundup of all students in the multipurpose cafeteria for life skills lessons and review of the Safe and Civil Schools expectations for the common areas. Students are motivated to come to school on time every day because of the No Tardy Tater school wide incentive. Classrooms work towards earning a reward, using a Mr. Potato Head to track days without tardies. Certificates are awarded and displayed after ten tardy free days. Students are passionate about the opportunity to participate in different clubs, such as the Planet Protector Club, Shining Star Choir, and the yearly musical production. Through these programs, students learn leadership, time management, responsibility, and organizational skills. This ensures well-rounded, socially aware, and academically successful citizens.

Since receiving the Blue Ribbon award in 2004, Sheridan has garnered additional awards to include the 2007-2008 Kansas Standard of Excellence Award for Third, Fourth, and Fifth Grade Reading, and Third and Fifth Grade Math. In the same year, Sheridan received Building Level State Assessment Excellence recognition for Math, Reading, and Science. Sheridan was honored with the Governor's Achievement Award in 2009, 2010, and 2011. The Challenge Award, in recognition for uncommon accomplishment in closing the achievement gap, was bestowed in 2010 for Fifth Grade Math and Third Grade Reading, 2011 for Fourth and Fifth Grade Reading, and 2012 for Fifth Grade Reading.

This standard of excellence has been maintained through many transitions, including a change in building leadership, and the attrition of eighty percent of the staff (leaving only four original members from 2004). Additional challenges included the district adoption process of the College and Career Ready (Common Core) standards. During that time, curriculum resources were painstakingly created by teachers until quality material was available through textbook companies. State Testing was inconsistent at the state level during our transition years to the College and Career Ready Standards. At the building level, we regularly analyze data and determine specific curricula focus, catering our staff development to the needs demonstrated by

student data.

Due to years of overcrowding within our school, eleven people were working out of a library closet, while Occupational and Physical Therapists were relegated to conduct services in the hallways. The construction of four new classrooms, a music room , and FEMA shelter alleviated spatial concerns while creating temporary new challenges until project completion in January of 2017.

Sheridan was one of the first schools in USD 475 to implement the Safe and Civil Schools training and CHAMPS program, long before the district decided to come onboard. Staff embrace change, and constantly seek resources that benefit students. The school motto guides our daily actions: Be Respectful, Be Responsible, Be Positive, and Have Integrity. Sheridan staff and students have a reputation for innovation and leadership in the district and throughout the state of Kansas.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

At Sheridan Elementary School, we have implemented the Kansas College and Career Readiness Standards (KCCRS) with fidelity. We have recently adopted two new curriculum programs to ensure complete coverage of the standards. Before adopting the KCCRS, Sheridan taught the Kansas State Standards through the Everyday Mathematics Program. Over the course of three years, we transitioned to the KCCRS. During this transition, teachers created their own lessons and assessments to meet the standards. We developed a partnership with Kansas State University and worked closely with one of their math professors to insure we were correctly implementing the standards. Teachers committed to working three weeks each summer for three years in the KSU MILEs project. As new staff came onboard, team members continued the professional development through individual meetings with teachers and schoolwide professional development. In 2015, a district decision was made to adopt the Engage New York Curriculum Materials. Teachers attend grade level learning labs (facilitated by peers and administration) to gain skills and strategies, discuss successes and areas needing improvement, and collaborate with educators across the district.

In Reading, 2nd-5th grade implemented Houghton Mifflin Journeys this year. Before Sheridan adopted Journeys as our new curriculum, teachers were creating their own lessons, gathering resources, and creating assessments to meet the new KCCRS. Sheridan was very influential in determining which curriculum was adopted by participating in a pilot program and providing input on the district choice. Since adopting the new curriculum, we have the flexibility to use a balanced literacy approach. This includes whole and small group instruction to help us differentiate and meet the needs of all students. In Kindergarten and 1st grade, teachers follow the Success for All curriculum program. This program, along with the instructional strategies teachers are using, helps build a strong foundation of phonemic awareness. Reading is also the vessel in which Science and Social Studies concepts can be enhanced through informational text. Writing is sewn seamlessly throughout all curriculum areas. Teachers intertwine writing lessons from the curriculum resource, Lucy Calkins, and Four Square writing materials.

Sheridan is currently piloting two programs for Science; McGraw Hill and Foss. Two teacher representatives serve on the district task force, which develop units from the Next Generation Science Standards by grade level, until such time that an official adoption is made that fully embraces NGSS. Science Engineering Technology and Math coaches visit our school regularly to co-plan and co-teach lessons with our teachers, and a Maker Space was created in the library to encourage exploration in physical science and engineering. Each grade level has specific field trips taken during the year to impress upon students the urgent role of science and math in our world. For example, our fifth grade students spend five days at the Starbase program in Manhattan, Kansas, engaging in STEM activities including robotics, rocketry, hovercraft, and other hands-on opportunities, involving physics, technology, math, and engineering. We host a school science fair each year that is showcased during our Schools In Review Week in May. Students from all grade levels are encouraged to participate.

Sheridan supports real world learning in the area of Social Studies and Civics through the Kansas Standards for History, Government, and Social Studies. The textbook becomes merely supplemental to a well-rounded curriculum including life skill lessons, researching contributions of linguistically and culturally diverse people to the fabric of America, and visits from businesses and community members to talk about responsibilities of citizenship, economics, and government. Integrated library lessons and technology connect us globally to other students around the world. We have engaged in geography Mystery Skype with classes in other states, and have used Skype to connect with people in Ethiopia. Students have the opportunity to participate in different clubs, such as the Planet Protector Club and Choir, to engage them in areas of interest.

2. Other Curriculum Areas:

Kindergarten through fifth grade receive music and physical education daily. Music skills addressed at each grade level directly coincide with the new National Coalition for Core Arts Standards, which strive to cultivate a student's ability to carry out the three artistic processes of creating, performing and responding. Music education at Sheridan enhances a child's learning through cross-curricular means as well. This is achieved through literature, classroom instruments used in various cultures around the world, math and science connections, physical fitness, and technology. Each grade level performs an evening musical showcasing the skills they have learned in class for families and community members in the school auditorium. The fifth graders execute a full musical theater production for the community at the C.L Hoover Opera House in Junction City. Past performances include Alice in Wonderland, Jr., and Seussical Jr.

An art teacher visits our school monthly and conducts lessons for all classrooms. She makes sure students are exposed to many forms of art, and that they are able to create their own artwork using various tools and mediums.

The Physical Education program at Sheridan teaches the students lifelong healthy habits including both nutrition and wellness as well as how to be physically fit. The Physical Education program promotes not only student fitness, but encourages family fitness as well, through activities such as jump rope, walking and running. Students are encouraged to engage in an active lifestyle by learning about dexterity and reaction time, muscular and cardio strength, endurance and physical development. In addition to physical skills, students learn about sportsmanship, teamwork, and overcoming adversity. Specific essential skills taught include throwing, skipping, kicking, rolling, galloping, sliding, catching, dribbling (hands and feet), shooting (hands and feet), passing (hands and feet) and hopping. The PE and Music teachers meet regularly with classroom teachers to discuss current topics so they are able to complement instruction. For example, during a unit on the Revolutionary War, the music teacher taught songs that were sung during that time period and discussed its influence on the people of the period. In P.E., different games of the era were taught. This helped students stay engaged and connected to what they were learning. Technology, such as, Projector, Smart board, Interactive Touch, and music players (Ipod and CD Players) are used during both Music and P.E to engage and enhance the learning experience. A district grant allowed for the one to one computer initiative in third through sixth grades. The new computers were well-equipped to manage the ever changing math, and reading curriculum adoptions and current science pilot.

Sheridan is working to become a "Wellness School." Lessons on nutrition are taught by all teachers, and guest speakers educate kids about healthier lifestyle choices. The Valentine Day Party is now a Healthy Heart Celebration, filled with exercise and activities, rather than a focus on candy and junk food.

Through our KSU Partnership, students at all grade levels have the opportunity to experience a basic introduction to Spanish as a foreign language. Several times a week, for one semester, a student intern from the university comes and teaches our students some language, songs, and dances.

Integrated Library Lessons are co-planned and co-taught to enhance discovery based learning opportunities supporting all standards. The District Technology Scope and Sequence, along with 21st Century learning skills are embedded in library lessons. To further engage students with hands-on learning, STEM and Maker Space lessons are collaboratively taught.

Sheridan students reach out globally through our integrated library lessons. The library media specialist is part of the Ethiopia Reads mission. Her travels to Ethiopia have promoted the establishment of school libraries. Locally, Sheridan collects and sends donated books for the cause. She led Sheridan students to write a folktale, currently being translated into Amharic, that will soon be published.

As you can see, Sheridan staff and students are committed to the whole child by actively creating well-rounded, lifelong learners and global citizens.

3. Instructional Methods, Interventions, and Assessments:

The use of academic vocabulary and language in the classrooms with accountable talk to promote and sustain learning is used by all staff at Sheridan. Teachers adapt and differentiate instruction to accommodate individual student learning styles. Cooperative learning using Kagan Structures is used to allow for team building, positive interdependence, group interaction, structured activity, and individual accountability. Visual representations and word walls are referenced by students to develop, clarify and reinforce vocabulary concepts. Every math session includes Number Talks, increasing student discourse, during warm-ups. Learning Targets are posted and reviewed daily. Direct and explicit instruction includes identifying the learning goals, organizing, and sequencing lessons in order to strengthen understanding. Teachers use cues and questions, connect to prior knowledge to eliminate irrelevant and erroneous information, and infuse higher-level questioning.

Teachers follow an I Do, We Do, You Do instructional strategy. During lessons, students are empowered to create various models, descriptions, and illustrations, while teachers check for understanding, and provide feedback. Document-based questions are consistently part of the beginning, mid, and end of module or unit assessments requiring students to construct a response using their knowledge of the subject matter. Teachers use effective questioning techniques to focus on what is important and expect the students to respond at higher levels. Teachers provide adequate wait time allowing students to center on learning goals and overarching themes. Flexible student grouping is implemented to meet curricular goals, engage all students, and respond to individual student needs. Whole group instruction occurs throughout the day introducing new material, summing up conclusions, and meeting the common learning needs of all students. Pre-teaching or re-teaching, based on student need, is provided through differentiated instruction. Building wide, teachers collaborate with English Language Learner and Special Education personnel, employing one-on-one teaching and support through specially designed instruction. Technology, such as Smartboards, Instructional Walls, Ipads, Ipods, Lenovo tablets, and Elmos are used as learning tools and motivate struggling learners. Teachers incorporate Whole Brain Teaching by planning several kinesthetic brain breaks throughout the day.

The high performing nature of Sheridan continues due to the focus on what is best for students, not what is easiest for teachers and staff. Technology allows teachers to collect a variety of assessment data with the Accelerated Reader program, and interventions such as Alphie's Alley and Fast ForWord. Data is regularly analyzed and drives daily instruction. Teachers also identify strengths and weaknesses of students with assessment data from Front Row Ed (math), I-Station (reading), content assessments, and the Quick Phonics Screener. Students who are not showing growth are progress monitored through the Student Improvement Team (SIT) where individual goals are created and implemented.

Assessment data is used to create flexible What I Need (WIN) Time groups focused on prescribed instruction to develop standards a student may be lacking, as well as offer opportunities for those in need of extension. Groups meet for at least thirty minutes daily across grade levels. Weekly progress monitoring data is reviewed to provide continuous feedback and restructure groups.

There is never a "push" to get ready for state assessments in the spring because teachers focus on best practices from the beginning of the school year. This ensures students are fully prepared by the time assessments roll around. Sheridan Stallions have high expectations for sustained success, and strive for continuous improvement. Therefore, no significant gaps exist between subgroups.

Since 2011, Sheridan has employed an Instructional Coach, whose practices are based on the research of Jim Knight. The I.C. supports teachers new to the profession, provides resources for all teachers, presents staff development, and participates in the MTSS process. He works one on one, and with the whole staff, to drive dialogue centered on reflective practices enhancing student achievement.

Our state is currently adopting a new accreditation model consisting of the Five R's: Relationships, Relevance, Responsive Culture, Rigor, and Results. The school district is known for innovative staff development and as a leader in educational initiatives. As such, the district introduced the Five R Rubrics to building administrators as a means of assessing individual building needs. Sheridan's entire staff, and Site

Council members, reviewed the rubrics, noting evidence for each category. Relationships were determined to be a strength, and Responsive Culture was identified as a need for improvement. Sheridan is currently revamping its school improvement plan to address all areas of need, while maintaining the standard of excellence.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

At Sheridan Elementary, it is apparent that students are motivated and engaged in many ways. For instance, all students start their day in the gym for Sheridan Roundup. A staff member presents a motivational lesson focusing on different life skills. After leaving the gym, students are greeted by their classroom teacher in the hallway. This practice reinforces the connections between teachers and students, building positive relationships.

Sheridan holds high expectations for both students and teachers in regard to their academic, social, and emotional growth. Lining the hallways are student friendly displays that help motivate students. For students that receive all A's and B's we have an Honor Roll award presented at a school wide assembly. Each week, every classroom teacher picks a Terrific Kid to spotlight, and a member of the Junction City Kiwanis Club awards them a certificate, takes a group picture, and hands out small gifts. The picture and certificates are displayed in the front hall for the week. Sheridan's theme of citizenship includes the "Caught Bbeing Good" campaign as another way to recognize students who choose to do the right thing by helping others. The office staff congratulates the student, places their name in a drawing for a prize each Friday.

At all grade levels, there is an emphasis on social and emotional skills that students need to be successful both in and out of the classroom. Students receive lessons through the Second Step program and the school counselor that help them identify feelings, work through social issues, and problem solve. Classroom teachers focus on the Olweus Bullying Prevention Program during weekly class meetings to support the school wide anti-bullying policy. Sheridan implements a Book Buddy program that pairs older students with younger. Younger students are motivated by spending time with a role model, and older students are held accountable to be that role model for their younger buddy.

The staff at Sheridan operates more like a family than colleagues. which strengthens relationships and causes teachers to feel supported and valued. Staff members encourage one another through birthday celebrations, positive shout-outs on the lounge wall, and Terrific Teacher certificates handed out weekly. The principal has an open door policy and goes out of her way to support the staff at Sheridan by seeing to needs and providing resources.

Because of the high expectations for students and staff, Sheridan is known for excellence district wide. One example is its warm and inviting atmosphere. Staff members routinely greet visitors in the building causing parents and substitute teachers to make comments about how welcome they feel during their visits. Another example is in the high percentage of high school scholarships awarded to former students, an indication that their time at Sheridan sets a strong foundation for their educational career.

2. Engaging Families and Community:

One Sheridan parent recently said this, "Sheridan Elementary has been an answer to prayer. The encouraging words of the teachers and staff that surrounds the students is one of the many things that I appreciate as a parent. Teamwork is a norm among the teachers and they strive to teach that same concept to the students. Sheridan Elementary sets high standards for behavior and learning which has set the students apart as they show incredible academic achievement and compassion for others. As a parent, PTO member, and Site Council member at Sheridan Elementary, I cannot say enough positive things about our school!"

Sheridan engages families within the community to help support student growth and learning, by promoting a warm and inviting atmosphere that encourages a positive family environment. This allows parent volunteers to feel welcomed at any time to help and support the students throughout the year. Staff ensures supporting families, not only within the confines of our school, but also supporting them at home. Programs such as Food for Kids provides food which is sent home with students whom might not have essential items available to them. Sheridan supports the local food banks as well through activities such as

Trick or Treat so Others Can Eat. This year alone, staff and students sent a little over 700 pounds of food to the Food Bank and Wheels of Hope programs. The valued partnership with the Ft. Riley military unit, the 101st Battalion, supports Sheridan with their participation in the food collection events, as well as the annual Patriots Day Freedom Walk, Turkey Bingo, Family STEM, and Literacy nights.

Sheridan has an active PTO and SITE Council that meet monthly. These organizations support our school educationally. They provide feedback on school improvement needs, help with fundraising opportunities, purchase computer programs, school equipment, and school supplies. Through our parent involvement came the creation of the Giving Tree, where parents donate items to help support student's growth and success within the classroom.

The school keeps the community and parents informed by using multiple forms of social media. Facebook, Twitter, and Bloomz are used on a regular basis. These websites allow parents to receive immediate feedback about what is going on in the classroom. The school and teachers also create monthly and weekly newsletters that are sent home with students and uploaded to the website.

3. Professional Development:

Sheridan believes in a differentiated approach to staff development that ensures certified and classified staff receive the most effective training for increased student success. Staff members are frequently surveyed to determine needs, and together with analysis of student quantitative and qualitative data, specific professional development is planned and executed. Staff members hold high expectations for themselves as well, and attend district professional developments outside of the school day.

Sheridan Elementary's professional development approach provides numerous opportunities that impacts the capacity of all teachers and administrators in many ways. Teachers gain insight in the newest research-based classroom management strategies, curriculum improvements, technology integration, and differentiated instruction techniques to ensure the success of all students and their needs. Sheridan makes sure all teachers know the best strategies and assessments to utilize for student success. This happens during weekly Effective School Planning and Focus meetings, daily plan time collaboration, and individual professional development choices based on S.M.A.R.T. Goals.

Professional development has provided staff with tools to aide in student academic success. Collaborative Multi-Tiered System of Supports within Kindergarten through 2nd grade, and 3rd through 5th grade meets the skill needs of every student. To identify student tier levels, training was provided through professional development on the programs I-Station and Frontrowed. To guide instruction, teachers received training on assessments such as Journey's Benchmark Assessments, weekly Kindergarten reading assessments, and Engage New York Module Assessments. To document student progress, student data is compiled into quarterly data sheets and At-A-Glance forms. These documents were designed during professional development to aid in current and consecutive yearly data. In return, this helps identify possible areas of professional development for future meetings.

The building administrator plans an additional seven hours of professional development throughout the year to meet with teachers from two other schools in the district. During these meetings, grade level teams collaborate to talk about what works, and what needs improvement, across the curriculum areas.

Through different district professional development opportunities, staff gained insight to implement techniques, provide rewards, and incorporate strategies to keep students motivated to be successful both in and out of the classroom. At the beginning of each year, Sheridan staff outlines the behaviors expected and the research-based strategies learned to produce those positive behaviors. Professional development provided consistency throughout all grade levels and staff. These strategies are revisited by staff and students frequently as well as after each break, to ensure success for all.

4. School Leadership:

The principal is a strong instructional leader at Sheridan Elementary. Her demeanor sets the tone for our climate and culture by demonstrating that everyone is welcome and supported. The principal models the “Whatever it takes” attitude by filling in when short staffed in the lunchroom, on the playground, in the office, or in the classroom. She believes in a team model, involving staff in decisions to increase student achievement. One of her favorite sayings is, "No one works for me! We all work together for the kids!"

Leadership encourages, models dialogue, and empowers stakeholders to have a voice in the Sheridan family. The school primary and intermediate team leaders consist of an instructional coach and a classroom teacher. They engage in professional conversations with the principal and colleagues in order to create the best instructional strategies to impact student achievement. The principal continues to pursue professional development for herself, and pinpoints ways to differentiate staff development so that everyone experiences optimum growth. When tough conversations are necessary, the principal and team leaders are able to support and navigate through those challenges. Communication is deemed important and issues are resolved through open, honest, and sometimes difficult conversations.

Sheridan Elementary has a long history of building leadership and excellence. Sheridan teachers and staff are positive role models in the school, and within the community, and that begins at the top of the leadership team. Teachers (regardless of ones’ years of experience) lead discussions and provide professional development by leading book studies, and presenting knowledge gained at conferences or workshops.

Through Safe and Civil Schools involvement, Sheridan created the STOMP Team. Its mission is to promote a safe, civil, and respectful environment for all students and staff. The team, with the help of other staff, identifies areas that need improvement and develops solutions to problems.

Sheridan’s Site Council actively leads school improvement efforts, and membership includes current and past students’ parents, current teachers, and community members. The Sheridan Parent Teacher Organization is strong with parent leadership that supports our students and staff across the board. Previous Sheridan leaders and teachers continue to be a presence in the building to support and encourage the students. Board of Education members are invited to interact with staff and students during events and special classroom projects. Sheridan includes our community and parents through family nights, sweetheart dance, turkey bingo, carnival, and meet and greet. Sheridan Elementary is a phenomenal team and come together as family, and practice shared leadership for the success of the school.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Sheridan believes that the "What I Need" or WIN time is the one practice that has been the most influential to the school's success. It is based on the Multi-Tier System of Support (MTSS) model, which is a set of evidence-based practices implemented across a system to meet the needs of all learners. It establishes a system that intentionally focuses on leadership, professional development, and an empowering culture. Kansas MTSS incorporates a continuum of assessment, curriculum, and instruction. The goals of MTSS are to provide an integrated systemic approach to meeting the needs of all students, and to become the guiding framework for school improvement activities to address the academic and behavioral achievement of all students.

There are many components to WIN including screening, tiered interventions to match student need, progress monitoring, and decision making processes to keep groups fluid and ensure the greatest student outcomes. There are three tiers: Tier 1) core instruction, Tier 2) Moderately Intensive Intervention, and Tier 3) Intensive Interventions. The groups are fluid, as students meet goals and move to work on new goals.

Sheridan's screening process for reading uses the DIBELS and the Quick Phonics Screener administered by the leadership team. Math data is gained through FrontRowEd and unit assessments. Behavior data is extracted from teacher referrals.

Once data is collected, the staff come together and identify academic needs, form skill groups based on the data, delegate resources, and decide which staff members will lead the groups. Research based interventions are implemented targeting specific group needs. Sheridan also addresses the needs of students that require extended learning opportunities. During Focus meetings staff analyze data, discuss what works, what doesn't, and plan changes for improvement.

K-2, and 3-5 grade groups meet at set times, thirty minutes daily, four to five times each week. Progress monitoring data is collected and analyzed weekly. Teachers know quickly if students need to continue with their current skill group, or if they have mastered the skill and can move to a different group. After a period of four to six weeks, reevaluation of skill groups are determined by analysis of the data collected.

The program at Sheridan is prescriptive to academic and socio-emotional needs. This program yields evidence supporting positive outcomes in student achievement. Common plan time, collaboration, weekly meetings, monthly data focus meetings, and professional development are geared to meet the needs of all children.