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

[X] Public or [ ] Non-public

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

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

Official School Name Burlington Elementary School
(As it should appear in the official records)

School Mailing Address 109 School Avenue PO Box 9
(If address is P.O. Box, also include street address.)

City Burlington   State WY   Zip Code+4 (9 digits total) 82411-0009

County Big Horn County

Telephone (307) 762-3334   Fax

Web site/URL
http://www.bighorn1.com/burlingto
n   E-mail mdavidson@bighorn1.com

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

_____Date_____
(Principal's Signature)

Name of Superintendent*Mr. Shon Hocker   E-mail SHocker@bighorn1.com
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Big Horn County School District #1   Tel. (307) 548-2254
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 Mrs. Koleen Sponsel
(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   2 Elementary schools (includes K-8)
   (per district designation):   2 Middle/Junior high schools
   2 High schools
   0 K-12 schools

   6 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
   [X] 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	10	13	23
K	6	7	13
1	7	7	14
2	9	10	19
3	5	12	17
4	13	10	23
5	9	10	19
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	59	69	128

4. Racial/ethnic composition of   0 % American Indian or Alaska Native
    the school: 0 % Asian
                                       0 % Black or African American
                                       1 % Hispanic or Latino
                                       0 % Native Hawaiian or Other Pacific Islander
                                       96 % White
                                       3 % 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: 7%

    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 *to* the school after October 1, 2015 until the end of the 2015-2016 school year	7
(2) Number of students who transferred *from* the school after October 1, 2015 until the end of the 2015-2016 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	9
(4) Total number of students in the school as of October 1, 2015	123
(5) Total transferred students in row (3) divided by total students in row (4)	0.073
(6) Amount in row (5) multiplied by 100	7

6. English Language Learners (ELL) in the school: 1 %
                                                        5 Total number ELL

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

7. Students eligible for free/reduced-priced meals: 45 %
    Total number students who qualify: 57

8. Students receiving special education services: 35 %
                                                        45 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.

    2 Autism   7 Orthopedic Impairment
    0 Deafness   16 Other Health Impaired
    0 Deaf-Blindness   15 Specific Learning Disability
    1 Emotional Disturbance   0 Speech or Language Impairment
    2 Hearing Impairment   0 Traumatic Brain Injury
    0 Mental Retardation   0 Visual Impairment Including Blindness
    2 Multiple Disabilities   0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: <u>18</u>

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	7
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	3
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	6
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   <u>22:1</u>

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	95%	95%	94%	94%	98%
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 <u>X</u>   No
If yes, select the year in which your school received the award. <u>2009</u>

15. In a couple of sentences, provide the school's mission or vision statement.

Burlington Elementary School's mission is to equip all students with the knowledge, skills, and attitudes necessary for success.

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

Burlington Elementary School is a small, rural school in northwestern Wyoming. Burlington and Otto are the two agricultural communities that our elementary serves. Our best crop is our young people. We are proud of their abilities, efforts, and successes.

Staff, students, families and community members work together to achieve our vison of embracing a tradition of excellence while preparing each student to succeed.

To achieve this vision, we focus on sound instructional practices. Each year a professional development plan is developed for our district, school, and individual teachers based on their professional growth goals. Our instructional facilitator has provided ongoing support as teachers have implemented new strategies such as Close Reading.

Valuing all aspects of the child including academic, social, physical, and emotional development is important. We have used Cowboy Ethics from the Code of West as a framework to focus on affective growth areas including character, ownership of choices, prosocial behaviors, and personal wellbeing. We try to celebrate successes and growth at our trimester celebration assemblies.

We have organized our school into leadership teams with each staff member being an integral part of one of these teams. Each leadership team has a member representative on the school improvement team. These teams have identified areas for improvement and have set goals for growth. We have developed action plans with identified strategies to achieve our goals. This process continues to refine, and presently we are becoming more effective in analyzing data and determining where we need to intervene for targeted growth and improvement.

A climate for collaboration and learning is supported. Teachers participate in professional learning communities which provide continual opportunity for dialogue, professional growth, and refinement. We offer mentor teachers for new staff as they transition into our system. We seek to keep parents informed and involved.

A variety of assessment measures are used to monitor student academic progress. District assessments which cover our essential learning targets are used in each grade over time. Measures of Academic Progress (MAP) are given three times each year to check growth. Our state assessment (PAWS) offers data in relation to state standards. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) provides progress monitoring of students who are receiving targeted intervention. Teachers also use a variety of formative assessments to guide their instruction, intervention, and extension efforts.

Recently, we have begun to focus more on student growth and less on overall achievement. We have observed that some high achieving students need to be challenged more and deserve targeted instruction at their level just as students who are struggling receive. This process is generating positive discussions about how we serve each student.

The district has made a significant commitment to technology. Each student has access to a tablet. Learning apps are utilized to remediate, instruct, and to extend learning. Technology tools are utilized to individualize learning and to allow flexible grouping of students within a grade level.

We have been creative with scheduling in order to maximize our available staff and to provide for differentiated learning opportunities. In practice, this involves students grouping in multiple ways throughout their day including across grade levels.

In 2009, we received the Blue Ribbon Award. It was a significant event for us. That recognition was based on improvement. This became a foundation for us to build on. The tradition of excellence has continued since that point.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Wyoming State Standards are the foundation of our curriculum. Each content area has also identified essential learnings which form the map for instruction and assessment.

The Burlington Elementary educators believe that reading is vital to our students' success in all subjects. We protect our reading instructional time carefully and provide additional instructional time to students who need it. Reading instruction at BES revolves around the five areas of reading instruction that the National Reading Panel Report identified as being critical for student success: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Professional Learning Communities (PLC's) allows us to focus on and be committed to the learning of each student. Anecdotal notes, unit test, district standard tests, DIBELS, MAP, and PAWS data are used to guide instruction. We meet monthly as a district grade level PLC and bimonthly as a school PLC. We also meet across grade levels for PLC meetings once a month. Each of these meetings is centered around improving instruction by looking at data and targeting the needs of students. Our core reading curriculums, Open Court for K-3 students and Houghton Mifflin Journeys for 4-5 students, provide an excellent base for literary skills but we also supplement with other research based materials as needed based on data and the needs of our students. A combination of whole group and small group instruction is used throughout the day to meet the needs of each student.

Our K-5 math curriculum offers innovative ways to teach and learn the rigorous mathematic expectations found in the Common Core State Standards. It emphasizes in-depth math through real world problem solving, modeling, conceptual language, and application at each grade level. Teachers create an inquiry-based environment and encourage constructive discussion among the students using rich math vocabulary. The students are given multiple opportunities to apply, model, analyze, and synthesize in real-world problem solving scenarios. Our math curriculum provides a progression of scope and sequence across grade levels. Differentiated instruction is available to all students during each class' 30-minute math flex time in which re-teaching is offered to individual students or to small groups of students.

Students in K-2 are using a math program called IXL which is fully aligned to the Common Core State Standards and which provides comprehensive coverage of math concepts and applications. Students are given opportunities to practice problems tailored to each standard. Students in grades 3-5 are also taking a personalized learning approach to math by using the Accelerated Math computer-based program, which lists 113 common core math objectives at each grade level that students complete at their own pace. These programs supplement the direct math instruction in the classroom.

Our social studies curriculum follows the strands of the Wyoming State Standards. Our teachers from kindergarten through second grade integrate many of these concepts throughout their reading. Some of these focuses are: Communities, Citizenship, Disability Education, Needs and Wants, Culture and Traditions, and Our Nation-Past and Present. Current events are covered in part with the Scholastic News magazine that includes maps, charts and graphs in grades kindergarten through fifth grade. The third through fifth grades build upon these themes and add government, democracy, Wyoming history (fourth grade) production, distribution, and consumption. We also incorporate these themes through our Music Department and tie into our community.

Science: The science curriculum emphasizes standards with a focus on literacy. Each grade has life and earth science learning goals starting with very basic concepts in Kindergarten such as patterns and building to more complex studies of systems and life cycles in fifth grade. We try to reinforce reading strategies through the science content. Students also have opportunities to respond to essential learnings through written formats. Science instructional time increases in upper grades as we prepare students to transition to middle school.

2.   Other Curriculum Areas:

Our school mission is to equip students with the knowledge, skills and attitudes necessary for success. The music department is dedicated to providing students with the opportunity to exhibit and perform artistic works which demonstrate their musical skills. Plays, musicals, concerts, and dance exhibitions allow each student to collaborate together in the creative artistic process.

Each elementary class has music instruction twice a week. Grades K-5 meet for 25-30 minutes. Students sing, dance, learn and demonstrate rhythm-reading skills, and read music. Grades K-2 are taught rhythm-reading skills on drums, buckets, Orff instruments (soprano, alto and bass xylophones, metallophones, and glockenspiels). They learn musical concepts using scarves, ribbons, flags, hand drums and other non-pitched percussion instruments. Grades 3-4 read music and learn fingerings for the soprano, alto, and tenor recorders. They also perform on Orff instruments, boom whackers, bells, drums, and keyboard in ensemble numbers.

A music file is kept for each student. Performance documents, concert programs, drawings, class work, and photos of musical presentations are collected. When students graduate, they are given this K-12 music file as a gift and are encouraged to share their talents in music throughout their lives.

Performances are used to evaluate and assess student growth. Two elementary programs are written each year for the sixth graders to dramatize while the other elementary students perform in dance and song with full costumes. The largest k-12 program is in December. Every music student performs in a homemade costume, plays some sort of musical instrument, and sings and dances in several small ensembles as well as opening and finale numbers involving the entire group. An elementary program for K-5 students during the last week of school showcases all their new skills and dance numbers. The performances not only motivate the students to learn their respective musical parts, but also build self-esteem and self-confidence as they perform quality works for audiences.

Parental support of all the athletic and music performances extend to three generations of families. Since there are no other entertainment options in our very small communities, the community is drawn together for the musical performances. Many parents volunteer with sewing, prop construction, equipment set-ups and rehearsal meals. The technology classes help record and broadcast all the programs to the elderly who are homebound and unable to attend the live performances.

Several other opportunities are given each student to perform in public. Each spring, 15-20 students in grades 4-5 can perform with students from eight other elementary schools in a musical performance that includes two-part vocal selections, three-part recorder songs, and a dance or rhythm presentation. Each February, students in Fifth grade are invited to be adjudicated at the annual Showalter Festival held at Northwest College. Students may memorize a vocal solo or duet, play a piano song from memory, or perform on a band instrument. They are given awards based on their performance and one award is a partial scholarship to the annual Yellowstone Music Festival held in the summer at the Northwest College.

Each trimester, students in grades 3-5 perform on their respective instruments for their peers during a "Music In the Lunchroom" presentation. Parents and community members are also invited to come to the entertainment. They also perform for the community each year at the "Light the Christmas Tree" activity and some are invited to perform for the Senior Citizen Thanksgiving dinner. All elementary students also perform for Veterans' and Memorial Day celebrations.

Besides using band and other instrument method books for teaching, the school subscribes to the K-8 Music magazine, and uses internet sites such as gonoodle.com, justdance.com and musicplayonline.com to reinforce all the technical parts of music. Cross-curricular songs are learned and taught (such as songs about the meanings of prefix-suffixes, onomatopoeias and history songs). Patriotic songs, including the national anthem, the Wyoming state and county songs, folk songs, and holiday songs are taught at all levels. Italian musical terms, conducting, tempo, dynamics, and articulation markings are taught. The computer-based software for writing music, Finale, is introduced in sixth grade. Students write their own eight-measure composition on staff paper. They give it a title and some choose to write words to their piece. They then

transfer and print out their composition onto the Finale software. Last, they perform the song for their peers.

Each elementary class has Computers twice a week. Grades K-5 meet for 25-35 minutes. Students are taught basic computer skills and typing. The typing programs that we use are Typing Pal and Typing.com. Each student has their own account through these programs that let them progress on an individual basis. Teachers can log on and see exactly what students are working on. The older grades begin to learn different computer programs that will help them in Middle and High School. Students in Grades 3-5 are provided with a jump drive. They use this to save their projects they are working on throughout the year. After the leave 5th Grade, they take the drive with them.

Kindergarten typing - Students are taught to use the spacebar with their thumbs and to try to use left and right hands when spelling their names, even though correct home-row techniques are not emphasized. They use these skills to type their names while logging on to IXL and Math Reflex programs.

Students in Grade 1 work on typing once a week. These students also use Lexia twice a week and IXL - Math once a week.

Students in Grade 2 work on typing once a week. This class works on typing their spelling words each week and using SpellingCity.com to help them learn their words. They use a program called MobyMax weekly. This program focuses on Math, Reading, and Science. Each child has their own account and can progress at their own rate. Each week, the students are given an opportunity to take reading tests through the Accelerated Reader program.

Students in Grade 3 are required to learn technique, technique, and more technique as they learn to type with the correct finger patterns on home row. They learn to type a friendly letter, thank you cards, different fonts, margins, and colors. Speed is not emphasized. However, consistency in using correct fingering is mandatory. Some time is spent on typing pal.com once the patterns are taught to reinforce the student's ability to memorize finger technique.

Students in Grade 4 work on typing once a week. The remaining three days of the week are used on publishing projects. They work on Microsoft Office and explore ways to use different programs. They also use the Internet for research projects throughout the year.

Students in Grade 5 work on typing once a week. The remaining three days of the week are used on publishing projects. They work on Microsoft Office and explore ways to use different programs. They also use the Internet for research projects throughout the year. Typing with correct finger placement is emphasized, Since the use of iPads has skyrocketed, students tend to lose their skills of typing correctly on home row. Accuracy at typing the same key with the same finger every time is emphasized as the students learn three forms of business letters, excel worksheets, and classroom reports. These students also use Google Drive to save their ongoing typing and literacy projects. Also, they've been introduced to the formulas used and the typing features on google excel.

Students have physical education class twice each week. They participate in individual and team activities centered around movement and physical fitness. Team building is also emphasized.

3. Instructional Methods, Interventions, and Assessments:

In recent years, we have focused on engagement strategies which are brain friendly and which invite student involvement. Technology is used as an instructional tool in a variety of ways including apps to extend or remediate learning, interactive whiteboards for modeling, and labs for group instruction and guided practice.

Each elementary class utilizes a classroom sound system to amplify the teacher's voice above background noise. This technology benefits all students, however for our students with hearing impairments, attention, or central auditory processing issues this tool is indispensable for group presentation. Each classroom is also equipped with a SmartBoard and projector which help teachers deliver lessons. These tools are not only interactive, but also repeatable and sharable to maximize teacher planning and student learning

opportunities. Students in the elementary either have classroom sets of iPads or for the upper elementary, students are assigned an iPad on which they use appropriate and challenging apps to further reading and math skills. Students may use the iPads to conduct research, to document classroom experiments, to learn to take notes, to generate original writing and to publish slide shows and videos reflective of curriculum targets. Some of the apps that are available throughout the elementary are: Reflex Math, IXL, Splash Math, Accelerated Math, LEXIA, Read 180, and System 44. Additionally, grade level teachers have the opportunity to purchase apps through the MDM with their classroom budgets. In this way, teachers can further tailor instruction to the unique group of learners in their grades that year.

The diversity of instruction at Burlington Elementary has been key in providing an effective and challenging education for students. Educators are knowledgeable and proficient in the use of both classic and trending methods of instruction through ample opportunities for professional development offered through the school and district. Active professional learning communities (PLCs) within the school offer support, ideas, and feedback in order to improve and sharpen the focus of instruction. Through the use of these PLCs, instruction has been vertically aligned and students are able to move seamlessly from one level to the next. PLCs have also allowed teachers to make needed adjustments through shared data in order to more effectively and efficiently tailor instruction to the needs of the students.

Within the classroom, teachers implement a wide variety of instructional strategies in order to effectively teach and inspire students. An observer walking into a classroom may experience methods such as direct instruction, cooperative learning groups, student discovery models, and peer-to-peer instruction. The use of current technologies as instructional tools is wide-spread and has been allowing teachers to offer a greater and more personalized degree of differentiation within their classrooms. Programs and applications such as Lexia, Accelerated Reader, and Read 180 target individual needs in reading, while IXL, Accelerated Math, iReady, and Splash Math support personalized learning in mathematics. Whole-class instruction is supported by reading and mathematics curriculum that are research based and aligned with Common Core Standards. Flexible reading groups across grade levels allow for acceleration in learning opportunities for higher-level readers and more targeted pace for those that require more intervention.

Teachers are skilled and practiced at a wide-variety of Response to Intervention (RTI) techniques and take a "better sooner than later" view of students that may appear to be struggling. The building intervention team is empowered to meet as often as student need requires and is not bound by a pre-set schedule of meetings. We have implemented an after school tutoring program 4 days a week to assist students who are struggling in any subject. In addition to regular reading and mathematics times, 30-45 minutes per day have been set aside for each subject as a flexible teaching/instructional time. During this time, students use technology driven materials that have been pre-programed with each individual student's learning needs. Teachers are able to focus on individual student needs during this time through monitoring progress and working in a one-on-one model while others work independently.

In terms of related services, speech language pathology, occupational therapy, physical therapy, and counseling are available to students who require them. Goals are developed utilizing best practices, with an eye toward implementation and generalization throughout the school day. The counselor and speech language pathologist are part of the school community and lead teambuilding sessions for each grade to improve peer collaboration and to support the positive, respectful culture of the school. The speech language pathologist works with teachers, paraprofessionals, administration, and families to address communication in all of its forms: reading, writing, speaking, and listening.

Continual assessment of student progress is the key to intervention. Classroom teachers use daily formative assessments such as quick checks, exit tickets, student feedback, and quizzes to check for understanding. Unit and chapter tests, as well as district assessments, provide additional information on student progress. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) testing is done throughout the year, with at-risk students receiving progress monitoring monthly. Teachers and administrators study Measured Academic Progress (MAP) and Proficiency Assessments for Wyoming Students (PAWS) testing results in order to formulate classroom and school wide strategies for improving student growth.

1. **School Climate/Culture:**

Burlington Elementary School fosters a desired culture and academic climate that is inclusive and has a family like atmosphere. Our mission is to, "Equip all students with the knowledge, skills and attitudes necessary for success." As we embrace academic excellence, we plan for the future and are prepared for change. The implementation of innovative and purposeful ideas is at the core of our instruction to promote quality education. As we look to the academic needs of our students, staff regularly evaluates our teaching strategies and prioritizes our resources accordingly. Implementing new teaching programs and ideas is part of our regular routine.

Burlington Elementary is committed to addressing the needs of individuals by creating a nurturing environment as we pursue the growth of each child. Respectful interactions, open communication and listening to carefully understand offer opportunities for social growth. Participation in musical productions, plays, and parades contribute to our vision of excellence as we support the personal needs of our students. Our annual "Reading Blizzard" encourages students to read for accuracy and earn the opportunity to throw soft material snowballs at teachers dressed up in hero costumes. This fun activity allows students and teachers to interact in a unique and energetic way.

To support emotional growth, Burlington Elementary recognizes our diversity and promotes equality as we treat each other with positive regard. We value individual interests and ideas and create an environment where staff is able to form quality relationships with students. To celebrate birthdays, a personal birthday card with a handwritten note from our principal is sent to each student. Staff creates student spotlights and implements peer social groups that offer purposeful skills in a comfortable environment.

Teachers are offered professional support through Professional Learning Community groups that meet each week. These collaborative sessions allow staff members the opportunity to discuss academic success and offer discussions about how to assist students' academic, social emotional as well as behavioral needs. Open communication and encouraged input offers support to the needs and development of teachers.

Administrators at Burlington Elementary offer a careful listening ear to understand our teachers' needs. Providing a transparent dialogue between all staff creates a caring environment that promotes the sharing of ideas and exploration of implementing innovative teaching practices.

2. **Engaging Families and Community:**

 Burlington Elementary School engages in an open house at the beginning of each school year. Families, including parents, grandparents and younger siblings, are encouraged to come to the school to see any new changes that have occurred since the previous school year such as new teachers, different classrooms and to meet the student's current teacher in his/her grade level of advancement. By having families and school staff meet, the stage is set for open communication. Teachers start their communication with families and establish the mode that best suits each family including notes home, phone calls, emails, or texts. Home visits before the school year is another way some teachers establish that flow of communication. Teachers coordinate with families about homework and behaviors and differentiate to the needs of individual students and families. Parents are encouraged to track student's assignments and grades on PowerSchool as well as use a variety of technologies and programs provided by the school to enhance learning.

Throughout the year a variety of activities designed for family engagement are planned. These activities include: Bingo For Books (for each BINGO the participant chooses a new book), Silent Auctions (to raise monies for activities), celebrating Dr. Seuss' birthday with green eggs and ham breakfast, Blizzard of the Books (where the students who read books to earn snowballs to throw at reading villains), Preschool summer boxes filled with reading and math activities, Book Boxes for grades 1 and 2, parent meetings in spring to remind them the importance of reading over the summer, and an end of year fun day event where families come and help celebrate the close of the school year.

Every year our students and staff give back to the community in a variety of ways. They entertain families with musical and dramatic plays. At Thanksgiving our elderly are invited to a holiday dinner and the students perform for them. There also is a food drive, coat drive, support for military by sending letters, cards and small toiletries, and in spring, cleaning of the highway right-of-ways.

3. Professional Development:

Burlington Elementary strives to meet the mission, vision, and expectations of Big Horn County School District #1 by committing to help each other succeed and prioritizing resources accordingly. Professional development is a top priority within our school and district. This starts from the time a teacher is hired. New teachers are assigned a mentor within the building to assist with knowledge and implementation of district and school policies, as well as guaranteed curriculum and instructional strategies. As a small school, teachers are fortunate to work collaboratively with new and old teachers alike from pre-kindergarten to sixth grade.

In order to embrace excellence while preparing all students for success, our school and district has implemented the use of Professional Learning Communities (PLC). Most of our staff has attended PLC training and other workshops related to PLC. Burlington Elementary participates in district grade level PLC meetings on a monthly basis for one hour. For three hours per month, staff participates in cross grade level PLC meetings within our building. These collaborative times focus on the four pillars of PLC: What do we want students to learn? How will we determine if they have learned it? What will we do if they have not learned it? What will we do when they have learned it?

In addition, our district provides ten full days of professional development. Each seminar delivers training in specific areas to provide current information and growth for staff. These seminars have included school safety, Quantum Learning, formative assessment processes, and growth mindset. Each session of professional development encourages growth and lifelong learning.

Burlington Elementary also has an instructional facilitator that is utilized in reading, writing, and math. The instructional facilitator attends professional development conferences and then leads trainings within our building. Our instructional facilitator visits classrooms to provide feedback, co-teach, and model lessons for instructors in an effort to continuously improve instruction, student growth, and achievement. Our facilitator also collaborates with grade level teachers throughout the week in an effort to support and promote effective instructional strategies.

Our principal also serves as an instructional leader to facilitate professional development. He guides our staff through book studies and student data to ensure research based practices and instructional strategies are utilized. In a collaborative effort, needs are discussed and cultivated into practice within our building.

4. School Leadership:

Burlington Elementary School has a shared leadership model. We share a strategic plan with other schools in our district. This plan is updated and monitored over a 4 year period. These overarching district goals help guide our building efforts during this period of time. The principals serve as instructional leaders in the school. We also have had an Instruction Facilitator that has played an important role in our improvement efforts. Each staff member is a part of a leadership team. These teams help us stay focused on growth and achievement. Each team has a specific role and together the teams produce a synergetic effect for our school's progress.

The school improvement team facilitates our efforts to improve. Data is reviewed on a regular basis. Goals are established with plans for implementation of targeted activities identified to assist subgroups of students grow academically.

Our culture and celebration team leads efforts to maintain a positive school climate for adults and students. They sponsor celebrations to recognize successes.

The school safety team continually are seeking ways to enhance campus safety. They plan drills and training for staff and students.

A career team works to promote career awareness and interest. They have hosted career fairs with local business leaders.

Our excellence team promotes excellence in our classrooms. They have developed multiple ways to recognize effort, quality work, and growth. We have 'Excellence Boards' in the halls which display achievements. Each trimester we also have 'Excellence Assemblies' where students are recognized for academic and affective achievements.

A building intervention team that meets to provide support to colleagues who want to discuss struggling learners. Interventions are tried and monitored. The team then reviews progress and offers additional professional guidance.

Our content teams work with specific improvement efforts for one of the core areas. The team monitors improvement efforts and progress. The chair of each content team also is a member of the Improvement Team.

Parents are key to our success. Parent representatives serve on a district advisory team which meets to provide input regarding policy, goals, progress, and strategic planning.

The efforts of all leadership teams is on student development and academic progress. We try to help students develop socially, emotionally, physically, and academically. Relationships are important in this process. Every adult works to develop and maintain positive relationships with as many students as possible. Sometimes this is done naturally and other times it is done more strategically through mentoring efforts. We emphasize excellence in small things believing that this translates to excellence in larger areas. School pride is important at all grade levels and in all areas.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The one practice at Burlington Elementary that has been the most influential in our consistent achievement and success is the incorporation of Professional Learning Communities. The very essence of our learning communities is a focus on and a commitment to the learning of each student. We believe that the purpose of our school is to ensure all students learn at high levels. We believe that helping all students learn requires a collaborative and collective effort. We believe that to assess our effectiveness in helping all students learn we must focus on results – evidence of student learning – and use results to inform and improve our professional practice and respond to students who need interventions or enrichment.

Grade level teachers meet monthly as a district PLC. Our PLC district is committed to developing and maintaining a laser focus on student learning. Mapping the essential learnings for each subject has been a critical step as we transitioned from having textbooks drive our instruction to having student mastery of clearly defined essential knowledge and skills driving our instruction. After identifying the essential knowledge and skills that all elementary students should know and be able to do in each subject area, grade level teachers are continuing their work on creating assessments that measure each student's mastery of the identified essential skills.

In addition, BES classroom teachers, specialists, paraprofessionals, and administrators have weekly and/or bimonthly PLC meetings within grade levels and across grade levels. Each of these team meetings is focused on improving instruction by looking at data and targeting the needs of students. Student data is reviewed utilizing district assessments, unit assessments, DIBLES progress monitoring, NWEA MAP assessment data, and data from the Proficiency Assessment of Wyoming Students (PAWS). Members work together to clarify exactly what each student must learn, monitor each student's learning on a timely basis, provide systematic interventions that ensure students receive additional time and support for learning when they struggle, and extend and enrich learning when students have already mastered the intended outcomes.

In our PLC's , collaboration represents a systematic process in which our teachers work together interdependently in order to impact their classroom practice in ways that will lead to better results for our students, for our teams, and for our school.