

U.S. Department of Education
2022 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 Mrs. Paige Sanders
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Henry A. Coffeen Elementary School
(As it should appear in the official records)

School Mailing Address 1053 South Sheridan Avenue
(If address is P.O. Box, also include street address.)

City Sheridan State WY Zip Code+4 (9 digits total) 82801-5248

County Sheridan

Telephone (307) 674-9333 Fax (307) 464-3101

Web site/URL https://scsd2.com/schools/coffeen-elementary E-mail paige.sanders@scsd2.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.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Scott Stults E-mail scott.stults@scsd2.com
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Sheridan County School District #2 Tel. (307) 674-7405

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.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mrs. Susan Wilson
(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.

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

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, leave blank.*

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. 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, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 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.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

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.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

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

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	42	27	69
1	18	25	43
2	28	28	56
3	19	23	42
4	34	20	54
5	29	18	47
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	170	141	311

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.5 % American Indian or Alaska Native
 - 0.5 % Asian
 - 0.5 % Black or African American
 - 11 % Hispanic or Latino
 - 0.5 % Native Hawaiian or Other Pacific Islander
 - 83 % White
 - 4 % 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 2020 - 2021 school year: 14%

If the mobility rate is above 15%, please explain:

We had a high rate of families move into to our attendance area, increasing our overall enrollment.

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, 2020 until the end of the 2020-2021 school year	31
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	11
(3) Total of all transferred students [sum of rows (1) and (2)]	42
(4) Total number of students in the school as of October 1, 2020	311
(5) Total transferred students in row (3) divided by total students in row (4)	0.14
(6) Amount in row (5) multiplied by 100	14

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

Spanish, Portuguese and Urdu

English Language Learners (ELL) in the school: 1 %

4 Total number ELL

7. Students eligible for free/reduced-priced meals: 41 %

Total number students who qualify: 126

8. Students receiving special education services with an IEP or 504: 15 %
48 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. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>9</u> Autism | <u>1</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>3</u> Other Health Impaired |
| <u>7</u> Developmental Delay | <u>5</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>31</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 5
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	18
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	16
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	10
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

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 17:1

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	96%	96%	96%	96%	96%
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 2021.

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. 2013

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

Our mission at Henry A. Coffeen is to value, support, and empower EVERYONE to achieve high levels of learning and leadership. Our vision is focused on collaboration, learning and achievement.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

<https://scsd2.com/adaaa-compliance>

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SCHOOL OVERVIEW

Henry A. Coffeen (HAC) Elementary School serves a small, rural community of hard-working families. Our students come from varied backgrounds and bring their own flare to our educational community. The community inside our school walls has a profound effect on the success of our students.

Stephan Covey once said, “To achieve goals you’ve never achieved before, you need to start doing things you’ve never done before.” Evidence of our collaborative teams working together pours out of every classroom in our building. This continuity did not happen by chance. A great deal of work, dedication, and reflection created a culture of collaboration and student learning at HAC.

If you had the opportunity to wander from classroom to classroom in our school, you would find teachers within a grade level who share common objectives. The walls of our school inarguably display our collective commitments with Covey’s 7 Habits of Happy Kids integrated into all we do. Our school-wide purpose is “valuing, supporting, and empowering everyone to achieve high levels of learning and leadership,” and each individual classroom teacher co-constructs mission and purpose statements with their students. These messages serve as an anchor for our shared beliefs and our commitment to student learning. We are constantly striving to learn how to better help our students. From the language of our 7 Habits and growth mindset focus, to the objectives posted for intervention and enrichment groups that remind students of their potential, our walls portray a pledge of growth and leadership.

To build upon the dedication of our physical walls, the atmosphere of HAC proves that our school wide goals drive our decisions. Simply listening in on a PLC meeting will show our collective dedication to achievement for all. We focus on learning, not teaching. We review data, not assumptions. We reflect, not justify. We intervene and enrich our students, not settle.

In parallel, our staff meetings no longer drag out the logistics of our everyday procedures. We learn about these through simple emails, and instead use our staff meetings to develop as a community and learn from each other. Laughing as we get to know and trust each other helps keep us a strong team.

We also regularly spotlight a grade level that is able to teach the remainder of our staff about the amazing things going on in their classrooms. Recently, our dedicated 2nd grade team shared their way of fulfilling our school wide commitment to data tracking. Their students keep a ‘digital data notebook’ where they are able to evaluate their progress on specific standards with their teacher. Because of our 7 Habits and whole school collaboration, each grade level has adopted a similar practice that also meets this collective commitment. How incredibly powerful!

These pieces demonstrate our commitment to being a true Professional Learning Community, who constantly reflects and refines to ensure we are enhancing student learning, which is our number one priority. Using over 1,200 meta-analyses, John Hattie conclusively resolved, “the greatest influence on student progression in learning is having highly expert...teachers... to maximize the effect of their teaching on all students in their care” (Hattie, 2015). This research supports our philosophy of valuing, supporting, and empowering everyone to achieve high levels of learning and leadership at Henry A. Coffeen Elementary.

We know that no program or website, both of which can aid a highly skilled educator in supporting student learning, can replace the value of an effective educator. We not only consider our certified teachers essential in this initiative, but also our paraprofessionals and support staff who bear the responsibility of assisting in the growth of every student in our building. We choose to use as much of our precious time and funding to ensure every member of our staff is providing the most effective, informed instruction.

Since our last recognition of Blue Ribbon in 2013, this honor has truly provided our school with a true sense of pride, further strengthening our sense of community. Becoming a Blue Ribbon school changes the perspective and feel of a building and the overall view of our school within the community.

We also leave no excuses at HAC. With the impact of COVID-19 we immediately went virtual for three months, continuing with all learning, including both Reading and Math Recovery for our most academically vulnerable students. Meals were provided daily, along with Title 1 math games to all families to ensure the time spent in quarantine was fun yet educational. With COVID-19 we leave no excuses and continue to meet students where they are and set up systems for accelerated learning and growth.

These pieces, among so many others, demonstrate our staff commitment to our mission, which truly makes Henry A. Coffeen a community that values, supports, and empowers everyone to achieve high levels of learning and leadership.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:

At Henry A. Coffeen Elementary, we understand that delivering a complex and viable curriculum is essential to student success. However, we also understand that programs and teacher's guides do not ensure success and have limited impact on student learning. With this in mind, we have trudged a long road to decipher what we want our kids to know, how we will know when they have learned it, what we will do when they achieve proficiency, and what we will do when they do not. After laying a solid foundation through student and staff clarity, we began to build quality common formative assessments to gauge our students' progress, provide focused intervention and enrichments, and reflect on our practice. To do this, we sought support from experts. Book studies and professional development were two endeavors which helped us construct quality assessments.

Using data from these assessments, not teacher assumptions or predictions, we form systematic intervention and enrichment groups focused on students' specific needs. For example, we group students based on their understanding of text features. Some would be grouped in an intervention group learning to identify features, a foundational skill of utilizing text features to learn, while other students are in an enrichment group researching to create their own informational text inclusive of text features. After providing this assistance, our students are offered additional opportunities to demonstrate proficiency.

1b. Reading/English language arts curriculum content, instruction, and assessment:

In reading, we began with the Common Core State Standards as the foundation. Each grade level spent time unpacking their grade-level standards to determine learning progressions that would help ensure students were able to meet each standard. Each team then developed essential learning targets for their students. This process was effective, not because of the product we created, but rather due to the process we went through. Conversations regarding the learning intentions presented by each standard are priceless when translated into learning experiences for students. Following the designation of learning targets, each team collaborated to establish how each target converts into proficiency. Analyzing proficiency led teams to determine which standards should be priorities, which are non-negotiable for accelerated achievement in following grade levels. These priority standards were connected to supporting standards to ensure our students gained expertise in every Common Core standard. Co-constructed success criteria are developed with our students to create clarity of learning for all, ensuring students know what they are learning, why they are learning it, and how they are going to learn it.

Once the standards have been taught multiple assessments are used to guide instruction. These assessments include statewide, district, grade level, and even informal classroom checks. The triangulation of these assessments allows teachers to know exactly where students are at and where to go next. With a wide range of assessment data, there are rarely any surprises when it comes to knowing how students will perform.

Meeting the needs of all students is non-negotiable at HAC. In order to do so there are multiple tiers of interventions in place. To begin, classroom teachers pull small, need-based groups daily. Across a grade level, students are then placed in leveled groups called What I Need (WIN) groups with a common standard being addressed. Each group is differentiating based on what students demonstrated on their assessments as needing as a next step to proficiency. As we move into tier 2 and tier 3 interventions, students may receive a small group daily reading and writing intervention that helps close the gap. When a small group is not enough, they are given the opportunity to receive Literacy Lessons or Reading Recovery (specific to 1st grade) intervention from a highly trained reading specialist. These 1:1 daily lessons ensure students make accelerated progress and are highly effective.

Also relative to reading and writing, our school's philosophy is one of Balanced Literacy. This methodology

seamlessly integrates opportunities to differentiate, including the acquisition of foundational skills. Based on the use of the Gradual Release of Responsibility framework, Balanced Literacy components are chosen to best meet the needs of students. For example, Guided Reading, a component of Balanced Literacy, is a time where students are instructed in skills and behaviors necessary to increase their independence. Whether the students require instruction far below or far above grade level, their specific needs are consistently met. As our mission states, this is our priority.

1c. Mathematics curriculum content, instruction, and assessment:

In mathematics, our school is making a transition because we are dedicated to the proficiency of every student. Much like reading, we have taken the time to analyze and understand the Wyoming State Standards. This process aids us in the decision-making and delivery of our math curriculum, as well as the supplementation necessary to ensure our students reach their full potential. Utilizing resources like Everyday Mathematics and Eureka Math gives us a great curriculum framework at each grade level, but we know these programs do not meet the needs of all our students. Due to this issue, grade-level teachers create common formative assessments based on the Wyoming State math standards. These types of assessments allow teachers to identify students' different levels of understanding of the state standard being taught. Utilizing the data from common formative assessments, we can identify students who would benefit from being a part of a daily small group or 1:1 Math Recovery intervention.

We take this data even further and apply it to creating temporary and flexible WIN groups. Through PLC team collaboration, focus groups based on student needs are created. These groups are skill-based and allow for students to move fluidly between groups depending on their rate of achievement or new need identified within their learning. This PLC team consists of grade-level teachers, special education teachers and paras, Math Recovery interventionists, and educational coaches where the majority have received training in one or more of the following programs: Strength in Number, Developing Number Knowledge, Developing Fraction Knowledge, and more. All of these frameworks outline the foundational knowledge children must conceptually understand to be successful in mathematics.

WIN and intervention groups allow us to help all students reach their full potential by addressing students' personal needs and specific learning levels. These types of interventions are ongoing and constantly changing to meet the current standard being taught and the needs of the students in the group. This specific focus has a direct positive impact on all learners but especially our at-risk learners. We have found that student-focused, on-level grouping increases our students' confidence and allows them to grow academically at a more rapid pace. All of this work is integrated into a co-created scope and sequence based on our Wyoming State Standards and updated yearly with new student information and new educational understanding.

1d. Science curriculum content, instruction, and assessment:

In science, we focus on an integrated approach. It is clear that this content area rarely exists in isolation from reading, writing, and mathematics. Each district grade level team has mapped out units of study which guide instruction utilizing the Science and Engineering Practices as described in their respective standards of practice. Collaboratively, teams plan how to teach these content areas, using reading, writing, and math as their launch point. For example, 3rd grade students learn about the solar system. In reading, students read articles, informational text, and primary accounts to learn the characteristics of the planets in our solar system. In writing, students write opinion pieces from the viewpoint of colonists looking to explore and live on a new planet. In math, they are presented with challenges relevant to science lessons, like using the four operations to problem solve hypothetical situations through the use of two-step word problems.

Once students have shown an in-depth understanding of the scientific concepts we teach, we further integrate through computer science and computational thinking. K-2 students learn through a program called Scratch Jr, while grades 3-5 code using Scratch. Providing our students with an opportunity to apply their scientific knowledge through coding is highly effective. Teachers carefully design coding assignments that allow students to share their new knowledge using a variety of different mediums to fully gauge student understanding of the content that was taught, which has quickly become a necessity in the educational

world. Integration helps advance academic achievement in two major ways. First, our students reap the benefits of time because they are learning more than one curriculum area at once. Also, our students remain more engaged because they experience content that is multi-faceted.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

Similarly to science, we approach social studies with an integrated approach. Much of the learning that is required for this subject area compliments what we instruct within our informational reading instruction. In reading, students read articles, biographies, informational text, and primary accounts to learn what life was like during a particular era of history. In writing, students write opinion pieces from the viewpoint of the colonists or the loyalists, and debate their rationales. In math, they are presented with challenges relevant to that point in history, such as analyzing the taxation of colonists.

The use of the 7 Habits of Happy Kids also allows us to use language that connects our students' life experiences to those of the historical figures we study. Each grade level has developed instructional units that not only teach historical content, but also civic duties and more. These carefully designed units teach our students the necessary historical content while building on reading strategies from current and previous instruction. In writing, students apply their learning from the social studies units to share and inform others about what they have learned. This can be done through writing speeches and having debates, as well as formal essay writing. Integrating social studies within our reading and writing instruction has allowed students to apply new learning in a way that is both engaging and measurable.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

We understand the importance of educating the whole child and providing opportunities for students to stretch their minds in other curricular areas. The arts play a prominent role at Henry A. Coffeen Elementary. Our students participate in visual art education once per week. Every student participates in a year long study of a different period of art each year. For example, last year our students were learning about Renaissance art. During this unit of study, students develop knowledge regarding the time period and how the events of the period affected its art. Students learned that with the invention of the printing press and a new system of astronomy, philosophy flourished, and with it, a new style of art emerged, focused on the individual and the mystery of the natural world. This approach allows our students to appreciate areas of content not fully mastered in the regular classroom. Students are also taught elements of art like patterns, angles, lines of perspective, space, and measurement, which are all essential learning in math. This integrated approach ensures our students' time is capitalized upon. Next year, the theme will be around the world which will be integrated into art, music, physical education, food education, and the classroom.

The performing arts are also a priority at HAC. A traditional approach to performance education drives our students' learning as they participate twice per week in music class. Every student is afforded this opportunity where they develop talents like singing, playing the piano, drums, recorders and wind instruments, as well as understanding musical theory and history, like how to read music and features of music from different parts of the world. Also, once per week, our students, first through fifth grades, have the option to participate in orchestra or piano. These courses encourage our students to deepen their capacity and further appreciate music.

A course on health education is supplied weekly to our students in grades K-5 and physical education is supplied twice per week in grades K-5. In each grade level, the content covered is developmentally appropriate, changing at each level. Our second graders, for example, are learning about emotional

regulation and executive functioning skills, along with nutrition and healthy eating, while our fifth graders are learning about the consequences of substance abuse. These components are crucial to a well-rounded education and are life-skills we insist upon routinely delivering to our students.

Developing technology skills prepares our students to be productive citizens. We understand that the use of technology is multi-faceted. Primarily, we use technology in two ways. First, we use technology to provide our students with skills necessary for the 21st century: understanding how to create and produce presentations, written pieces, and reports. This is inclusive of typing, researching, and evaluating sources. Additionally, we use technology to enhance instructional practices. Listening to fluent reading and practicing math computation are two simple enhancements we are able to implement because of technology. Technology serves as a method to promote learning, not as an additional curriculum component which exists in isolation. We are fortunate enough to have 1:1 devices across our school. Kindergarten through first grade have iPads and second through fifth have Chromebooks. We utilize technology in every classroom on a daily basis and Computer Science is integrated weekly into all of our K-5 classrooms. In addition, each classroom has a weekly time scheduled to receive instruction from our media specialist and the option of a weekly Technology Block to further enable and empower student learning, engagement, and development of 21st Century Skills in Technology.

In connection to technology, each student participates in a library class. In this class, they fulfill objectives based on author and genre study. For example, all of our students are learning about and analyzing poetry in the library this month. This provides additional instruction on reading standards, while exposing students to diverse text.

Finally, our students benefit from a curriculum delivered from our school counselor focusing on our 7 Habits, social and life skills. This curriculum is relevant to every student in our school and teaches important concepts like how to foster the Leader in Me with our 7 Habits, being a leader even when no one is watching; how to deliver an apology, what it means to have empathy, why lunchroom procedures are important, and how perseverance impacts a person's life.

At Henry A. Coffeen Elementary we value the experiences our children receive which encourage exploration of talent and community, while strengthening core curricular areas.

3. Academic Supports

3a. Students performing below grade level:

It is our belief that we owe every student who walks through our doors the best and most beneficial learning experience possible. To guide this, our philosophy is one of a Professional Learning Community.

We collaborate consistently and systematically. Procedures are set up, like common planning time and systematic intervention and enrichment, and we take PLCs very seriously for student learning. Our PLCs exemplify researcher John Hattie's determination that collective teacher efficacy has an extremely high impact on student learning.

We do not utilize a canned curriculum. Hattie's research has proven that a one-size-fits-all approach does not work. We also take Hattie's conclusion that seemingly sensible initiatives, like matching teaching to styles of learning, student control over learning, and whole-language learning prove to have very limited impact on student learning.

Instead, what we take very seriously is apprenticeship style learning where students move through the gradual release of responsibility, eventually leading to the ultimate goal of independence. Since Pearson and Gallagher have conducted the research, numerous literacy experts have reinforced the value of teaching using this strategy. Our students experience instruction with this at its core.

In our school, differentiation, intervention, and enrichment prove to have a profound impact on student learning. These pieces are not in place by chance but are intentionally woven into every student's day. They

are systematic and consistent. Based on our common formative assessment data, we break students into groups daily focused on their specific needs. We call these WIN groups: What I Need! Students with significant deficits are placed in small groups with a highly effective teacher (proven by results). In these groups, they focus on specific skills and strategies to quickly impact their progress, allowing them to accelerate to proficiency. Students who demonstrate proficiency are placed in groups charged with enriching their knowledge through critical thinking, creation, and evaluation. We call these groups challenge groups in order for students to not be misled by any notion that there is no need to learn further due to their success in meeting proficiency, but instead a challenge to go deeper and create an environment that promotes growth on both ends of goal.

Data analysis is part of our collaboration. We use the data from both long-term assessments and intermittent formative assessment results to provide intervention and enrichment, as well as to reflect on effective practice. This allows us to learn from each other. If one teacher achieved outstanding student performance, the rest of us can benefit from learning the strategies used, and by observing them in action. The data from both of these types of assessments is used to develop goals. Our school determines goals at the beginning of each school year to focus upon. These goals are school-wide and linked directly to our data. Also, each PLC team creates goals, focused on data, that their team needs to pursue to increase student learning. Finally, our students use their assessment results to set personal goals for their own learning. From the school-wide view, to the personal student view, setting specific goals improves progress.

Because our philosophy is grounded in Professional Learning Communities, our Title I program works in conjunction with many other programs. One example is our Reading and Math Recovery Programs. Our Title I staff meets regularly with these specialists to study professional text, reflect on teaching, and gain insight into effective practices.

To maintain our high performance, we implement two important initiatives. First, we are a community of learners. Each week, every team partakes in a professional book study focused on their goal. To increase effective practice even further, we video lessons and reflect on them as a team. Second, we strive to maintain fidelity with our students, not a program or regimen. We work at each child's cutting edge and focus on providing instruction which meets their specific needs. From intervention and enrichment to classroom differentiation--we teach with each child in mind.

Without question, Henry A. Coffeen Elementary values student learning. Through collaboration between programs and teams, sustainable initiatives, and ongoing professional development, we ensure a high-quality program for our students that aligns with our mission at Henry A. Coffeen, which is to value, support, and empower everyone to achieve high levels of learning and leadership.

3b. Students performing above grade level:

In our school, differentiation, intervention, and enrichment prove to have a profound impact on student learning. These pieces are not in place by chance but are intentionally woven into every student's day. They are systematic and consistent. Based on our common formative assessment data, we break students into groups daily focused on their specific needs. We call these WIN groups: What I Need! Students with significant deficits are placed in small groups with a highly effective teacher (proven by results). In these groups, they focus on specific skills and strategies to quickly impact their progress, allowing them to accelerate to proficiency. Students who demonstrate proficiency are placed in groups charged with enriching their knowledge through critical thinking, creation, and evaluation. We call these groups challenge groups in order for students to not be misled by any notion that there is no need to learn further due to their success in meeting proficiency, but instead a challenge to go deeper and create an environment that promotes growth on both ends of goal.

Data analysis is part of our collaboration. We use the data from both long-term assessments and intermittent formative assessment results to provide intervention and enrichment, as well as to reflect on effective practice. This allows us to learn from each other. If one teacher achieved outstanding student performance, the rest of us can benefit from learning the strategies used, and by observing them in action. The data from both of these types of assessments is used to develop goals. Our school determines goals at the beginning of

each school year to focus upon. These goals are school-wide and linked directly to our data. Also, each PLC team creates goals, focused on data, that their team needs to pursue to increase student learning. Finally, our students use their assessment results to set personal goals for their own learning. From the school-wide view, to the personal student view, setting specific goals improves progress.

Taking it one step further, students are provided the opportunity to participate in Seminar, an educational alternative throughout grades 3-5 that teaches, challenges, and expand their knowledge while simultaneously stressing the development of an independent learner who can continuously question, apply, and generate information. Curriculum is developmentally appropriate with an emphasis on critical and creative thinking skills. This program is designed for high-ability students whose intellectual capacity and aptitudes, academic achievement, and rate of learning demand experiences apart from the regular curriculum. Standardized measures are used to identify students whose intellectual capacity and academic achievement require services. The top 3-5% of the population may be selected for this program. In addition to Seminar, Independent Study is also an opportunity that provides enrichment activities and additional challenge to high-ability and/or highly-motivated students. Students complete an interest-based or teacher-selected enrichment activity. Classroom teachers recommend students for this program.

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3c. Special education:

Special Education provide students with specialized instruction and support based on individual needs through a comprehensive evaluation, eligibility and an IEP. Skill development is the priority, with a variety of teaching and assessment practices being employed. The special education program is a supplementary program to the District's regular education program that is specially designed instruction, at no cost to the parents, intended to meet the unique needs of a student with an identified disability. A comprehensive assessment and evaluation procedure that conforms to specific assessment and procedural requirements set out in Individuals with Disabilities Education Act must be conducted before the initial placement of any student who needs or is believed to need special education and related services. We are committed to providing quality services to meet the needs of students with disabilities in our schools. Special education and related services are provided in accordance with the Individuals with Disabilities Education Act of 2004 and the WY Chapter 7 Rules: Services for Children with Disabilities. Each school has a team of highly qualified special education teachers and related service providers dedicated to improving outcomes for students with disabilities.

3d. English Language Learners, if a special program or intervention is offered:

Henry A. Coffeen Elementary strives to provide equal educational access to students whose primary language is not English. The program assists English Learners (ELs) in developing English language skills to a level which will enable them to perform successfully in mainstream classes, graduate, and function successfully in our community. We identify students who are EL through the Home Language Survey which is completed when a student enrolls in the district. An Individual English Language Plan (IELP) is developed for students who qualify for EL services to assist in meeting their individual needs with the support of a highly qualified individual to further support the students academic and social/emotional needs, focused on accelerated growth.

3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:

We recognize that homelessness exists in our community and affects our students. The McKinney-Vento Homeless Education Assistance Improvements Act defines the term "homeless students" as those "who lack a fixed, regular, and adequate nighttime residence." Ongoing identification of homeless students occurs throughout the school year and a variety of supports/services are available to McKinney-Vento eligible students to ensure educational stability. Some examples of resources provided to students include the

following: transportation to and from school, students are automatically eligible for Title 1 services for the remainder of the year, students are automatically eligible to receive free school meals, students have immediate and regular access to a school counselor, and more.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Culture is essential to learning. At Henry A. Coffeen Elementary, we know that as educators, our approach to learning impacts the way our students approach learning.

For our students, we seek to motivate them through two key components. Invariably, we hold high expectations for our students. These high expectations create a sense of belief and determination in our students. Even throughout intervention opportunities, the goal is always mastery. Each classroom has clearly displayed learning targets, as well as individual student data binders where students set their own goals and track progress. This allows our students to understand what is being taught and participate in self-reflection, both of which have been proven by Hattie's research to impact learning.

Our culture provides an environment that supports growth in several ways. One way social growth is fostered is through our social skills program. On a regular basis, our counselor provides specific instruction focused on our 7 Habits and fostering the Leader in Me philosophy along with healthy social relationships and emotional growth. As a school, we sustain and encourage a growth mindset. Each classroom explicitly teaches the 7 Habits along with how to change their thinking to value growth and progress. This has shown our students that hard work and perseverance help you learn! Our classroom teachers also dedicate time each week to work with another class in a buddy system. This promotes a camaraderie amongst the students across grade levels.

In addition, each week we have a school-wide Monday Mini Lesson put together by our counselor and principal focused on behavior or social-emotional learning. Along with these messages, classroom teachers also facilitate morning meetings, emotional regulation practice, 7 Habits and PBIS (Positive Behavioral Intervention and Support) expectations. This encourages an engaged and motivated student body because it is proactive. Rather than spending a great deal of time intervening in unsafe situations or deflating arguments among students, we spend our time teaching and learning,

We also understand how necessary it is for teachers to feel valued and supported. Our staff community begins with our staff development which includes a variety of team building exercises. We set time aside to build relationships with each other through ropes courses, games and even staff painting lessons. We also honor a staff member each week with special parking. We also partake in a climate survey each year in order to have an important voice in the culture of our school.

2. Engaging Families and Community:

Parents and community members are involved in numerous ways at Henry A. Coffeen. We have an involved Parent Teacher Organization (PTO). The group meets once a month and is active in supporting classroom teachers, promoting family participation, and fundraising for school projects. The goal of the fundraising is to improve the learning environment for our students. The PTO receives support from the community to complete large projects, such as our recent playground addition that provides additional space for students to be active and healthy. The PTO has made a significant impact in the school community. The PTO helps organize opportunities for the staff to join with the community to raise funds for our students. One event is sponsored by McDonald's wherein the staff works for a portion of the sales on a yearly McTeacher Night.

Our students participate in numerous field trip experiences that the community provides for them. Sheridan embraces education, and businesses are often asking our students and staff to come and learn about their business or experiences. We also invite the community in to share their expertise during career day, or to support grade level teams in their content curriculum. One example of many is our fourth grade's visit to Yellowstone National Park as a part of our integration of Wyoming History, along with the third grade's yearly visit to the Sheridan Museum, where they learn about notable contributors to our community, as well as how our town developed. Another example is our first grade's community service project, which supports their opinion writing unit. The students visited numerous charitable organizations in our community and

developed opinion pieces surrounding the effects their favorite organization has on the community. Finally, the first graders conducted a fundraiser by auctioning off their artwork and donated the funds to the organizations. As a result, we have a wonderful working relationship with our community leaders, and they are willing to support everything we do.

We have an open door philosophy at Henry A. Coffeen. Teachers are in constant contact with our parents, face-to-face or through our electronic platform of SeeSaw. We strive to engage the support system of our students in order to reach each child's full potential. We bring our parents in whenever possible, for reading, math, and After School Program nights, along with safe school discussions and celebrations.

In conjunction with this, each grade level nominates a Student of the Week who they highlight through a short narrative. The narrative focuses on the positive influence the student continually has on the school and classroom. These students are then called to the office and have their parents contacted by the principal for a positive phone call home. Parents love to hear how their student is helping to create an environment focused on learning and growth!

3. Creating Professional Culture:

Teachers prove to have the greatest impact on student learning. We do not take this responsibility lightly at Henry A. Coffeen. Because our ultimate goal is student achievement, our staff is unarguably dedicated to two objectives: staying current on best practices combined with continual reflection.

Our belief in Professional Learning Communities is more than just a philosophy at Henry A. Coffeen. It's our passion. To stay well-informed of current, best practice, we meet in teams weekly to discuss research-based professional text and determine what will positively impact our students' learning. Immediately implementing this learning into our practice is a priority. This improvement of pedagogy is of the utmost importance to us. During this collaborative time we also allot time for viewing professional videos, which are also grounded in research. This allows us to learn from the experts and continually integrate effective practices.

These professional communities afford us the opportunity to meet the second objective of continual reflection. Data analysis offers us team evaluation. We use our data to learn from each other. Open communication and trust among team members create a culture of systematic learning. If a team member has been highly successful teaching an outcome, they are willing to share their methods and tools to impact students beyond their classroom. This same openness is present when the contrary occurs. If a team member does not feel fully-equipped for an upcoming outcome, or feels they are not reaching their students with the desired rigor, they ask for help. These communities are the perfect places to reflect upon our practice and ensure our high expectations are met for every student.

Observing other teachers is another powerful element of our professional development philosophy. On a monthly basis, different grade levels are provided substitute teachers which allow them time to watch other teachers in our building, or teachers in other buildings. The reflection on this experience always proves to be a powerful learning tool.

Directives and updates are communicated through our Cougar Collaboration newsletter from our principal. This allows us to take full advantage of staff meetings to develop ourselves professionally. From discussing the most current research from the International Literacy Association, to sharing findings on current practice, to participating in professional book studies, to vertically analyzing standards, our professional learning is embedded and continual at HAC.

Of course, we value the opportunity to learn from experts in the field first hand by attending conferences and hearing from speakers during in-service days. These invaluable experiences help to keep us current and versed in best practice.

Our belief, philosophy, and, most of all, our passion to persistently evolve as educators is apparent when you enter our school. We truly are a community of professionals dedicated to learning for our students.

4. School Leadership:

Our leadership philosophy at Henry A. Coffeen is best described as collaborative.

We are fortunate enough to have a principal who supports and argues on behalf of our mission of high learning levels for every student. Her role is diverse, but ultimately she serves as an agent of trust, communication, and sustainability. Our principal values three major premises: first, real successes come from bottom-up interactions driven by day to day efforts of teachers and teacher teams. Second, core policies and initiatives are effective only through sustainability. And third, building teacher capacity is one of the only undertakings proven to highly impact student learning without fail.

Using these philosophies, our principal provides guidance and chooses to learn by always participating with us. From professional development days to PLC meetings, she participates as a member of the team.

One example of this is our vertical meetings. This year we are focused on aligning and reflecting on our Common Formative Reading Assessments. Each grade level is afforded the opportunity to examine their standard, their assessment, the grade levels above and below, as well as their proficiency scale to evaluate rigor and complexity. Our principal partakes in the discussion with a grade level at each meeting.

Student leadership is an essential component of our school. Through the Leader in Me framework, adults live the 7 Habits just as we ask our students to do. We know that we must first model what leadership means and looks like in order for our students to do the same. Be proactive, begin with the end in mind, put first things first, think win-win, seek first to understand, then be understood, synergize, and sharpen the saw: these are the leadership mindsets we work to foster among our students and staff alike.

Our teams are a large part of our school's leadership. We are fortunate enough to utilize our expertise, data, standards, and collaboration to shape our curriculum, rather than using a boxed program or teacher's guide. Each grade level partakes in the critical work of identifying power standards, aligning supporting standards, creating a timeline, developing common assessments, gathering data, and responding appropriately to the data. The DuFours' PLC model that we use clearly states that NO teacher should be allowed to skip any of these steps. At Henry A. Coffeen, we understand the advantage our students secure when WE do this complex work ourselves. Culturally, we value this work, and are constantly refining it.

Collaboration, trust, and sustainability allow our leadership to be positive and supportive. This key component to student success is irreplaceable.

5. Culturally Responsive Teaching and Learning:

To ensure our school supports the diverse needs and backgrounds of our students, many systems have been put into place. As a school-wide Title 1 school, many of the students require free and/or reduced meals. At Henry A. Coffeen, a free breakfast is offered to all students every morning. This allows students to start the day ready to learn with full stomachs. In addition to free breakfast, all students are provided with a fresh fruit and vegetable snack each day. Finally, some students receive weekend food bags with easy to make meals at home. These free meals take away from any stigma surrounding students who may need extra support with food. On most days, many if not all students regardless of SES are consuming one free meal a day.

Each classroom spends time each year building a strong community to ensure equity, cultural awareness, and respect. These communities are built on trust and respect. Teachers have been provided with mentor text read alouds with diverse character backgrounds. These read alouds are used to help build mutual respect between all students in the classroom regardless of their needs or background. In addition, the use of the 7 Habits within the classroom as well as the whole school instills in our students that everyone is a leader, especially when no one is watching.

Parents are one of the most important pieces when ensuring culturally responsive teaching and learning. A parent liaison is one way our school reaches out to parents to truly understand their diverse needs and

background. This liaison helps support the families in any way possible. The liaison is often able to learn more about the family and can share with the staff a more in-depth understanding of the family. Like the students, parents are also able to learn about the 7 Habits so they too can implement the use of the habits in their homes. This common language helps the school and families work together to ensure our children are leaders both in school and out in the community.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Our mission at Henry A. Coffeen is to value, support, and empower everyone to achieve high levels of learning and leadership. To guide this, our philosophy is one of a Professional Learning Community. PLC is not something we do; it is embedded into who we are as a school.

Because of this philosophy, we collaborate consistently. While we have the procedural structure set up, like common planning time and embedded time for intervention and enrichment, we also take the focus of our PLCs very seriously: student learning. Researcher John Hattie has determined that collective teacher efficacy has an extremely high impact on student learning. Our PLCs exemplify this.

In both reading and math, we do not utilize a canned curriculum. Research has proven that a one-size-fits-all approach does not work. We take very seriously the research-based practice of apprenticeship style learning where students are moved through the gradual release of responsibility as they take on new concepts, eventually leading to independence.

With the gradual release model, we continue to add and refine our instructional strategies. We understand the importance of differentiation. One way we ensure differentiation is through guided reading. Students are taught to read increasingly complex text using Jerome Bruner's theory of scaffolding. Guided reading provides a context for responsive teaching within a continually evolving process, which provides just the right amount of challenge for the learner to take different paths to common outcomes.

In mathematics, we allow Robert J. Wright's 20 years of research to guide us. His research suggests that math instruction needs to be inquiry based, focused just beyond a child's cutting edge, and assessment based. Just as in reading, the teacher plays a pivotal role in student learning. Teachers must be trained to provide ongoing, intensive observation, the importance of verbal-based strategies, professional judgment, and progressive mathematization, just to name a few.

In leadership, we have embraced and fostered the Leader in Me program to help guide students, families, and staff to focus on a whole school leadership approach. We know this can only be done by living the 7 Habits of Happy Kids:

Habit 1: Be proactive by taking charge of your actions, attitude and mood

Habit 2: Begin with the end in mind and have a plan

Habit 3: Put first things, work first then play

Habit 4: Think win-win, everyone can win

Habit 5: Seek first to understand, then be understood by listening first before you speak

Habit 6: Synergize, together is better

Habit 7: Sharpen the saw as balance feels best

As mentioned before, we understand the value and remain dedicated to collaboration. Collaboration provides professional development for all involved. Job-embedded professional development is one of the most powerful benefits provided by our PLCs. Through weekly collaboration, each staff member participates in a study of professional text to ensure we are current with best practice. We watch videos of each other's teaching and provide actionable feedback to enhance instruction. We analyze assessment data to develop interventions and enrichments that will impact student learning. We compare assessment results to identify teaching strategies and lessons that had the highest success rate, and we make changes to ensure high levels of success. Finally, we celebrate small victories!

Without question, Henry A. Coffeen Elementary values student learning and leadership. Through collaboration, sustainable initiatives, Leader in Me, and embedded professional development, we ensure a high-quality program for our students that aligns with our mission at Henry A. Coffeen to value, support, and empower everyone to achieve high levels of learning and leadership.