

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

Official School Name Parker Core Knowledge Charter School K-8
(As it should appear in the official records)

School Mailing Address 11661 North Pine Drive
(If address is P.O. Box, also include street address.)

City Parker State CO Zip Code+4 (9 digits total) 80138-8022

County Douglas County

Telephone (303) 840-7070 Fax (303) 840-9785

Web site/URL https://www.ckcs.net E-mail jharth@ckcs.net

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* Mrs Erin Kane E-mail erin.kane@dcsdk12.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Douglas County School District No. Re 1 Tel. (303) 387-0123

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 Jessica Berry
(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, 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 2023 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 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
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 (2022-2023) 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):
- 60 Elementary schools (includes K-8)
11 Middle/Junior high schools
17 High schools
2 K-12 schools
- 90 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, 2022 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 Students
PreK	0
K	79
1	79
2	78
3	80
4	78
5	78
6	78
7	78
8	78
9	0
10	0
11	0
12 or higher	0
Total Students	706

*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):
- 0.4 % American Indian or Alaska Native
 - 24.1 % Asian
 - 0 % Black or African American
 - 8.8 % Hispanic or Latino
 - 0.1 % Native Hawaiian or Other Pacific Islander
 - 61.2 % White
 - 5.4 % 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 2021 - 2022 school year: 4%

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

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, 2021 until the end of the 2021-2022 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	27
(3) Total of all transferred students [sum of rows (1) and (2)]	27
(4) Total number of students in the school as of October 1, 2021	703
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

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

Hindi, Mandarin Chinese, Bengali, Tamil, Telugu, Russian, Sinhala, Kannada, Spanish, Portuguese, Korean, Marathi, Vietnamese, Japanese, Polish, Arabic, Gujarati, Panjabi, Nepali.

English Language Learners (ELL) in the school: 7 %

46 Total number ELL

7. Students eligible for free/reduced-priced meals: 1 %

Total number students who qualify: 5

8. Students receiving special education services with an IEP: 5 %
Total number of students served 36

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 should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>6</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>10</u> Other Health Impaired
<u>3</u> Developmental Delay	<u>12</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>6</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 2 %
Total number of students served: 17

10. Number of years the principal has been in the position at this school: 2

11. 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	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	30
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	20
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	7

12. 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 23:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	96%	97%	96%	97%	96%
High school graduation rate	0%	0%	0%	0%	0%

14. **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 2022.

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%

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

Yes X No

If yes, select the year in which your school received the award. 2016

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

PCK is committed to providing its students an academic advantage by building a solid foundation of knowledge, skills, and character while challenging each individual to become a critical thinker, responsible citizen, and future leader.

17. Provide a URL link to the school's nondiscrimination policy.

<https://www.ckcs.net/compliance/title-ix>

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

Students are considered for enrollment at PCK on a first come, first served basis, without regard to any class or status protected under federal or state law, by joining the waitlist. Enrollment at PCK is open to any child who resides within the Douglas County School District (DCSD) and if space permits, to any child who resides outside the school district, per our authorizer's policy. A child's position on the waitlist is determined by the date and time the application is submitted through our online enrollment system and is weighted for children of full time staff, siblings of currently enrolled students and children of our alumni. The purpose of the waitlist policy is to ensure a fair and equitable opportunity for families to become a part of our school and members of our community. Please see our complete policy at <https://www.ckcs.net/enrollment/waitlist-policy>.

PART III – SCHOOL OVERVIEW

Parker Core Knowledge (PCK) is a K-8 public charter school located in Parker, Colorado. Founded in 1994, PCK is the second oldest charter school in Douglas County and has provided Douglas County students with an exceptional education for nearly 30 years. As an official Core Knowledge school, PCK follows the Core Knowledge Scope and Sequence, which provides a meaningful progression of content with an emphasis on the knowledge that is most useful and productive for children living in American society today. In addition, PCK ensures all K-8 curricula are aligned with Colorado State Standards.

While focusing on the mission of providing a solid foundation of knowledge, skills and character, PCK offers students opportunities to think critically, to become responsible citizens, and to develop leadership skills. PCK, committed to its mission, has been designated a National Blue Ribbon School in 2016, a National School of Character in 2017, and awarded Colorado's John Irwin High Performing School of Excellence every year since its inception in 2008. Additionally, PCK has been the proud recipient of the Governor's Distinguished Improvement Award on numerous occasions. These awards reflect the high level of achievement and the hard work that our community of students and teachers put forth — a particularly difficult challenge for any school with consistently high student achievement. These awards serve as proof to the strength and efficacy of the programs and processes PCK has in place for its students.

The community of PCK is culturally diverse and representative cross section of Douglas County whose values closely align with the mission and vision of the school. PCK parents, in general, are a well-educated population who place a high value on academics and character development. They are also very committed to being actively involved in their children's education and the success of the school. This is most evident through the dedication of parent volunteers and through strong parent participation at all school events. The pandemic years were difficult for our community, but since then, the school has worked to re-engage the parents in order to regain the vibrant and supportive community PCK has always enjoyed. Parents have responded enthusiastically and participation is currently stronger than ever.

PCK is not only committed to creating well-rounded students who are strong academically, but who also enjoy other pursuits. School programs and activities are designed to engage the whole student and to provide exciting opportunities for further growth and learning. While academics is the main focus of the school, PCK invests heavily in the character development of all students through a comprehensive character education program that focuses on community service, leadership, and personal development. From its inception, Parker Core Knowledge (PCK) has also supported daily exposure to the arts, foreign language, technology, physical education, and character development. In the poignant words of E.D. Hirsch, "Children cannot be truly literate without knowing about history, science, art, music, literature, civics, geography, and more." PCK's offering of special programs seeks to augment traditional core curricular subjects by exposing all students to art and music (both history and skills), a foreign language, technology, and physical education. These rich experiential areas provide new content and perspective by which PCK students grow, enjoy, and appreciate the broader world around them. Other opportunities, such as sports teams, Girls Who Code, musical theater, National Junior Honor Society, and math, chess, and science clubs, add to the well-rounded educational experience delivered at PCK.

Another successful and innovative strategy utilized at PCK is the Tier Two Intervention program. Much of PCK's student success can be credited to the unified approach the school takes to identify and address learning issues. Starting from their first day in kindergarten, students' abilities to read proficiently at grade level are carefully monitored. PCK has created a data-rich environment focused on student progress, designed so teachers can better meet individual students in their areas of greatest need. Additionally, there is a team of dedicated interventionists whose sole goal is to provide targeted instruction to students who require additional Tier Two support. PCK's standard practice is to identify learning deficits as early as possible by using data collected from multiple sources, starting with the kindergarten readiness assessment. From there, the school's team of Tier Two interventionists develop an aggressive plan to address the learning challenges of those students reading below grade level and to help them reach proficiency as quickly as possible. The Tier Two intervention team then monitors the identified students' progress and adjusts their plans as needed. At PCK, there are no "invisible students", meaning a student whose learning or social

emotional needs are not identified and addressed in a timely manner.

As a proud past recipient of the National Blue Ribbon award, PCK believes it has a responsibility to share its best practices with other schools in the form of direct guidance and coaching to help them grow and improve. PCK remains open to assist any school requesting information or support through classroom observations, curriculum development discussions, and sharing leadership strategies. PCK is always willing to leverage its success and experience to help other schools become stronger, thereby positively impacting more students and communities. The Blue Ribbon award further fuels the PCK staff and community to continue striving for excellence in the education and care of our students.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

Students at Parker Core Knowledge Charter School (PCK) are immersed in rich English language arts curricula that develop highly capable readers and writers. In addition to becoming fluent and accurate decoders capable of complex comprehension and text analysis, students evolve into clear, concise writers with unique voices. The development of language arts skills is supported by a varied curriculum, including the Core Knowledge Language Arts (CKLA) program, the Core Knowledge Scope and Sequence, the Wonders curriculum, and Step Up to Writing. The founding families of PCK selected the Core Knowledge curriculum because they believed that educational excellence and equity require that every child in a democracy have access to important shared knowledge and language; PCK continues to honor that belief. Additional curricula were added over the years to augment alignment with state standards.

PCK's comprehensive reading program includes a dynamic two-strand approach to help students develop key phonological awareness, decoding, fluency, and grammatical skills while also providing opportunities to develop listening comprehension, to expand tier two and tier three vocabulary, and to build robust background knowledge. In alignment with the science of reading, the primary grade levels at PCK prioritize differentiated rates of reading instruction through the use of daily "What I Need" (WIN) time. During this time, students are broken into small reading groups based on student needs that are determined by formative reading assessments: Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and NWEA Measures of Academic Progress testing (MAP). WIN group programming includes Burst Reading, Phonics 95, Guided Reading, Quick Reads, and the Souday System to support skills acquisition in deficit areas. Academically advanced students are presented with more challenging materials and collaborative discussions through the Junior Great Books curriculum. Additionally, the Core Knowledge Scope and Sequence includes rigorous novels that allow students in all grades to continue their development of vocabulary, comprehension, fluency, text analysis, and a love of reading while exposing them to an expanding multicultural perspective.

The ability to compose well-articulated written pieces demonstrating high levels of content, structure, vocabulary, and appropriate voice is the objective of PCK's writing instruction. Step Up to Writing exposes the youngest students to an organizational pattern that builds in every grade, providing structure to short constructed responses, paragraphs, and essays across writing genres. Teachers in all grade levels work closely with students throughout the writing process to provide targeted instruction relevant to both grade-level expectations as well as the student's current level of proficiency. Teachers work in grade-level teams and across grade levels to ensure aligned pedagogy, instructional norms, high student expectations, and a strategically planned pathway of instruction in writing.

English Language Arts proficiency is consistently monitored through the use of DIBELS, MAP testing, Colorado Measures of Academic Success standardized assessments (CMAS), and classroom assessments. This data is used to create reading and writing groups both in the general classroom and in strategic intervention groups. Application of Colorado's Individual Career and Academic Plan (ICAP) in 6th through 8th grade allows students to explore career, academic, and postsecondary opportunities that are open to students with the appropriate language arts skills.

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

Parker Core Knowledge (PCK) uses both the Into Math and Big Ideas curricula because they present a balanced approach to the acquisition of mathematics skills. In a balanced approach, students must not only know mathematical procedures and formulas and be fluent in mathematical facts, but they must also understand the reasoning behind the concepts that drive these procedures and formulas.

Mathematics instruction at Parker Core Knowledge (PCK) is a current area of emphasis for professional development within the school. The major focus for all math teachers is discovering how students learn

mathematical concepts through a systematic process called thinking pathways. As a result of professional development, teachers now use three foundational principles to guide instruction in every math classroom: make sense of problems and persevere in solving them, reason abstractly and quantitatively, and construct viable arguments and critique the reasoning of others. These three guiding principles, along with the vertical alignment of practices from kindergarten through eighth grade, strengthen program continuity and improve overall academic success for students year after year.

Starting in kindergarten, students are placed in math courses that are consistent with their academic needs. These academic needs are based on multiple data points collected from Measures of Academic Progress testing, PCK's unique thinking path diagnostic assessment, and classroom observation data. All math classes in kindergarten through third grade serve students in either a grade level course or a course that is one year ahead of grade level. These math tracks are very fluid in kindergarten through second grade, as research shows the window for acquiring pre-numerical skills necessary for high levels of mathematical thinking are still developing. The math course levels are based on the continued collection and analysis of data for each student. Beginning in fourth grade and continuing through eighth grade, some students can enter math courses that are up to two years above grade level based on performance data history from assessments and classroom observation.

Tests and quizzes are given regularly in the classroom and are important benchmarks to track student understanding and make adjustments to meet each student's needs. MAP results are also used to track student progress and mastery of the Colorado State Standards. This formative assessment allows teachers to adjust teaching practices to better meet the needs of students in their classroom. Colorado Measures of Academic Success (CMAS) is the summative assessment in grades three through eight and is used to measure overall program success and deficits. This data is analyzed yearly to determine whether curricula and pedagogy can be improved and to ensure that the curriculum is continuing to meet the needs of PCK students.

In addition to the rigorous middle school curriculum, application of Colorado's Individual Career and Academic Plan (ICAP) in sixth through eighth grades allows students to explore career, academic, and postsecondary opportunities that are open to students with the appropriate mathematical skills.

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

Science is always an area of focus at Parker Core Knowledge (PCK) and is a favorite of the students. Giving the students confidence, knowledge, and skills in science helps prepare them for the careers of tomorrow. PCK has meticulously merged the Core Knowledge Science Scope and Sequence (CKS) with the Colorado State science standards, which gives PCK students a robust and rigorous science education, starting in the youngest grades. The primary strength of the PCK science program involves the spiraling of concepts from kindergarten to eighth grade. As students progress through the grades, they build upon their background knowledge to learn more complex concepts in each branch of science — ultimately creating a depth of knowledge that will provide each student with a greater opportunity to engage in higher order thinking. Specifically, the use of scientific vocabulary from a young age contributes to this depth of knowledge. Providing rich content and vocabulary makes a marked difference in the students' ability to access those higher order, difficult scientific concepts.

Another strength of the PCK's science program is that it focuses on the process of inquiry and investigation, creating life-long learners who ask questions and seek answers. The school has invested in a dedicated science lab and science teacher to work with elementary students. Class schedules support this content area by allocating appropriate time in the classroom to introducing science concepts, then working in conjunction with the lab teacher to design engaging, relevant, and rigorous hands-on lessons. Knowing that science education cannot be one-dimensional and taught solely from a textbook has driven PCK to provide these significantly impactful opportunities to pursue science in real life. By merging classroom instruction with the science lab, PCK has ultimately increased student engagement in science and created more confident and capable learners.

Science), Measures of Academic Progress (MAP), and the Colorado Measures of Academic Success (CMAS). From the data, PCK is able to determine areas of the program that need improvement and vertically align each of the grade levels so students have the appropriate depth of knowledge in order to reach grade level benchmarks for testing. More importantly, the measure of the science program's success is evidenced by the number of students that participate in PCK's after school science clubs and the number of graduating students that enroll in advanced science classes at the high school level. PCK aims to create a culture of scientific reasoning and discovery that revolves around curiosity and inquisitiveness, and allows students to confidently pursue careers in science and technology.

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

As with other core subject areas, social studies content at Parker Core Knowledge (PCK) is taught using the Core Knowledge Social Studies Scope and Sequence (CKSS) and the Colorado State Standards. All students are exposed to a range of topics in economics, civics, geography, American and world history, world religions, and political science in all grades, kindergarten through 8th grade. The curricular path for social studies in the Core Knowledge Scope and Sequence spirals and is sequenced to provide students with an opportunity to obtain a greater depth of knowledge, grow their vocabulary, and improve upon their critical thinking skills as they progress.

One way that PCK further enhances the social studies curriculum is through the practice of bringing historical events to life using experiential learning in the classrooms. This ensures that students are able to gain a better understanding of historical and cultural events while providing many cross-curricular opportunities. Students participate in historical learning experiences such as: a Famous and Influential People Wax Museum in 2nd grade; Rome Day in 3rd grade, which includes historical plays, feasts, and a catapult competition; "A Day at the Castle" in 4th grade, a reenactment of a medieval festival with jesters, jousting, a formal meal, and plays; and Renaissance Towne in 5th grade, which includes a market for selling new inventions, a university for spreading recent discoveries, and an art gallery for displaying student created Renaissance art. These highly engaging learning experiences allow students to solidify their understanding of historical events and people while building student leadership, public speaking, and collaborative skills.

In primary grades, the Core Knowledge Listening and Learning domains include the social studies curriculum. The intermediate and middle school classrooms use Splash!, myWorld Colorado by Pearson, and McGraw Hill's The American Republic to 1877. Social studies proficiency at Parker Core Knowledge is monitored through aligned classroom assessments, Core Knowledge based assessments, and in 8th grade, a version of the US Citizenship exam.

1e. For schools that serve grades 7-12:

Parker Core Knowledge (PCK) is a K-8 school, with 7th and 8th grade designated as middle school. Focusing on the school's mission of preparing students to become critical thinkers, responsible citizens, and future leaders, the PCK staff constantly researches and reviews innovative methods to ensure student success.

Academically, PCK's high expectations in all courses, particularly the honors track courses, produce students who are well prepared for high school. In addition to the anecdotal information from PCK families, teachers have the ability to track PCK graduates that continue into Douglas County public high schools for at least one year. Their success in regular courses, technical courses, or college prep/advanced placement courses is reflective of PCK's foundational academic program.

In addition to academics, another area of focus at PCK is to provide students with the soft skills necessary for success in college and beyond. Each PCK grade level provides incremental opportunities for students to practice public speaking, to work collaboratively with peers, and to learn the value of a strong work ethic. The PCK character program supports the development of respect, responsibility, and readiness, along with a collection of traits that support future success such as enthusiasm, compassion, honesty, perseverance, initiative, flexibility, and diligence, and many more.

All middle school students have the opportunity to develop leadership skills, entrepreneurship skills, and community and civic responsibility through the many volunteer opportunities and clubs that exist and are woven into the PCK program. Opportunities include student council; monthly character program meetings in which middle school students meet with younger "buddies" for community outreach projects; the middle school tutoring program, in which middle school students tutor younger students for a fee; and the National Junior Honor Society, whose members commit to the values of scholarship, service, leadership, character, and citizenship.

Finally, PCK implements the Individual Career and Academic Plan (ICAP) from the Colorado Department of Education in 6th through 8th grade. Using both teacher guidance and a web platform, students are able to create a personal profile and evaluate individualized information based on identified career preferences. This valuable program provides specific courses and extracurricular activities that prepare students to better understand future career possibilities as well as giving them a pathway to achieve those possibilities.

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

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Parker Core Knowledge (PCK) students are exposed to art through the PCK visual and performing arts programs. Depending on grade-level, students in grades K-6 attend visual and performing arts classes once or twice a week. Students in the middle school have the option to take visual or performing arts every other day through the elective program. Both art programs at PCK are aligned with the Core Knowledge Scope and Sequence which allows students to make new, cross-curricular connections in their language arts, math, science, and social studies learning.

The PCK visual arts program gives students the ability to dive into art history, looking specifically at well-known artists and famous pieces of artwork, while encouraging students to engage in the production of art using similar mediums to the artists they study. Students are taught art appreciation and technique, and are exposed to numerous elements of art, architecture and design. The annual schoolwide art show provides a showcase for student art produced in PCK art classes. Middle school students are offered additional art options, including graphic design, photo editing, jewelry making, textiles, and theater make-up techniques.

The performing arts program includes music classes for all students in kindergarten through sixth grade and an optional theater program for students in third through eighth grade. In music classes, students learn to identify and appreciate famous musical pieces, to read and compose music, and to recognize various music genres and instruments. All students at PCK learn to play the recorder and ukulele, and they have the option to play a band instrument in 6th through 8th grade. The musical theater program produces two high quality productions each year. This creative and engaging after-school program provides an outlet for many PCK students while also offering leadership roles (choreography, sound and lights technician, Student Director, etc.), and a strong sense of community within the building.

2b. Physical education/health/nutrition

The Physical Education (PE) and Health program at Parker Core Knowledge (PCK) is designed to provide students the knowledge and fitness skills needed to live healthy, active lives. Depending upon grade level, all K-8 students participate in health and PE from two to five days per week, for a minimum of 120 minutes weekly. The PE program exposes students to traditional and nontraditional sports including soccer, gymnastics, dance, pickleball, golf, football, curling, and more. One of the major goals in the sports and activities portion of PE is to broaden the horizon of students beyond the more traditional sports. By creating

opportunities for students to participate in sports from other cultures, students are able to find enjoyment and ultimately fitness in areas they otherwise would not know existed. In addition to providing a physical outlet for students, the PCK PE program creates an environment for students to work collaboratively with peers, practice teamwork, perseverance, and self-control. Additionally, PCK's health program includes instruction in emotional and physical health, nutrition, physiology, and how to make healthy choices. Combining the health program with physical activity solidifies and strengthens student understanding.

2c. Foreign language(s), if offered (if not offered, leave blank)

Parker Core Knowledge (PCK) has worked diligently to provide students with a rigorous Spanish language program. Starting in kindergarten, students attend Spanish classes once a week for 30 minutes. The frequency and duration of these classes increases until middle school where students attend three hours of Spanish classes weekly. Beginning in fifth grade, Spanish classes become leveled. These levels are based on student data and classroom observations and are designed to maximize a student's opportunity to learn. Many of PCK's graduating students leave the school having earned up to two years of high school Spanish credit. The goal of Spanish classes at PCK is to help provide cultural awareness, to increase linguistic skills, and to support the development of well-rounded, worldly citizens.

2d. Technology/library/media

The technology and computer science program at Parker Core Knowledge (PCK) equips students with computer skills that range from basic to advanced, especially those needed to thrive in a 21st Century digital era. Students attend technology classes weekly in all grade levels, starting at once per week for 30 minutes in kindergarten and growing to every other day for a total of three hours per week in middle school. In technology classes, students learn to master the use and integration of Google Suite programs while also honing their digital citizenship skills. Knowing that the world will continue to be more reliant on technology, PCK places an emphasis on digital citizenship which extends to the school character program.

Students begin coding in kindergarten with Scratch Jr., and by graduation in eighth grade students are proficient in Java, Javascript, and Python. Students are also exposed to graphic design, photo manipulation, and podcasting. The technology program at PCK builds digital literacy while supporting the development of perseverance, problem-solving, critical thinking, and digital communication skills.

2e. Any other interesting or innovative curriculum programs you would like to share

Library: The goal of PCK's library program is to help promote reading enjoyment and proficiency. Students in kindergarten through fifth grade attend weekly library classes. During this time, students are exposed to books specifically chosen to expand their classroom learning and to enhance their love of reading. Classes also participate in reader's theater plays, learn fun poetry, and check out books from the Parker Core Knowledge (PCK) library. PCK's library program also strives to engage and extend student learning in science, social studies, and literacy. Notable library events include the summer reading challenge that provides incentives for students to continue reading over the summer months, and the annual book fair.

Electives: PCK middle school students are given the opportunity to enroll in an elective of their choice each semester. Electives are designed to allow students opportunities to explore and develop new skills in areas of personal interest. Students may elect to participate in a zoology or a forensics science class, work through a mock trial case, take a classic arts class, complete a computer programming course, or participate in a theater production, to name a few. All electives are graded on a pass/fail basis as the main objective is to broaden student interests and knowledge.

Character: As a 2017 National School of Character recipient, Parker Core Knowledge (PCK) prides itself on its commitment to comprehensive character development in conjunction with academics. Monthly, students in all grades participate in themed character lessons. Clear and engaging character lessons are introduced during a school-wide assembly, and then are integrated into specials classes and the general education classroom throughout the month. At the conclusion of each month, students across the building are paired with a "service buddy" to complete a project directly linked to the monthly character trait. Examples include

practicing compassion by making blankets for a puppy rescue, working on enthusiasm by creating board games for a children's hospital, focusing on diligence in packaging backpacks for a women's and children's shelter, and maintaining orderliness while creating origami flowers for a senior center. Students work with their assigned service buddy each month for the duration of the school year creating community and leadership within the building. Classroom teachers and other PCK staff also integrate character elements into their conversations with students, their discipline, and even classroom writing prompts. The fact that PCK has a relatively low number and severity of behavioral incidents by students each year reflects, in part, the positive impact the school's character program has and continues to have on the PCK school environment.

3. Academic Supports

3a. Students performing below grade level:

Much of Parker Core Knowledge's academic success and ability to close an academic achievement gap can be attributed to a methodical approach of meeting student needs, with specific emphasis on students below grade level. Across all subject areas, students who demonstrate a need for academic, behavioral, or social-emotional support are documented through the Response to Intervention (RTI) system. The RTI system allows teachers, staff, and administration to come together to ensure that the community is providing the individualized support each child needs to succeed. PCK has a Tier Two Intervention (TTI) department with eight interventionists working to support all students who are below grade level in reading and math. Students who are placed in Tier Two Intervention include students with any identified deficit area, even if their overall academic performance continues to be on grade level in the classroom.

In literacy, reading groups are created at the beginning of a student's kindergarten year and continue into third grade. Students who are placed in these groups receive targeted support, honing in on specific skills that the student may be lacking. TTI teachers continually monitor student learning in these groups to ensure progress is being made. Intervention groups are scheduled outside of grade-level instructional times and student progress is monitored every two to three weeks. If progress monitoring data suggests that a specific intervention is not closing an achievement gap after six weeks of implementation, the student is supported with either a change in approved intervention programming or a smaller and more individualized literacy group. Once students have made the necessary progress, they are placed back into classroom, grade-level instruction. The flexibility of the TTI groupings allows the staff at PCK to create instructional plans to meet students at their specific point of need.

In math, the TTI team provides the staffing to support an additional math class in every grade level, decreasing class sizes and enabling below-grade level students to have their academic strengths stretched and their academic needs supported. Math classes run for 65 to 90 minutes to ensure that there is enough time for students to explore, practice, and develop their skills in this content area. In addition to the regularly scheduled differentiated math class, students below grade level in kindergarten and first grade are invited to participate in targeted math intervention groups. These intervention groups are not curriculum-based, but instead they work on the development of basic pre-numeric skills and concept of number skills.

3b. Students performing above grade level:

Whether or not a student has been given the designation of Gifted and Talented, Parker Core Knowledge (PCK) offers above grade level students support that extends their learning both inside and outside the classroom.

Within the classroom, the content delivered is above grade level — when compared to the Colorado State Standards. Teaching strategies like Socratic seminars and collaborative research projects allow PCK to serve students performing above grade level in all classrooms. In language arts classes, the practice of emphasizing the reading and analysis of age appropriate novels offers our students performing above grade level the opportunity to add depth of knowledge and skills. Students performing above grade level can also participate in advanced math courses, which start as early as kindergarten.

Extracurricular clubs offer students additional learning opportunities. These include science club, math club, and book club. Each of these clubs is designed to expose students to real-life application of their studies and also help them work on skills such as communication of ideas, collaboration, and perseverance. In the science club, students investigate each of the scientific branches (Earth, Life, and Physical), while also learning about the design-build cycle that drives scientific inquiry. In math club, students are introduced to rich math tasks that allow them to explore mathematical concepts with an inquisitive mind, changing students myopic method-based view of math to a broader view, which calls for creativity and reasoning.

PCK's objective is to support students who perform above grade level through the use of clubs and many other activities within the classroom environment. Ultimately, the school works to develop and strengthen a student's critical thinking and reasoning skills, while also attending to their overall academic skills.

3c. Students with disabilities:

Parker Core Knowledge (PCK) takes pride in serving a diverse student population. Students who are identified as requiring Tier Three services are documented through IEPs and 504s, and identified as early as possible in the primary grades. Using the school's Response to Intervention (RTI) process, academic teams throughout the building are able to identify students who require additional support, and work through the menu of Tier Two interventions in an attempt to bring students up to grade level without the need, in some cases, to engage Tier Three services.

Once students are identified as requiring Tier Three interventions to succeed, they are supported by a team of licensed professionals who work to close achievement gaps or support any other type of need with equity and care. Our team of specialists includes two Learning Specialists, a Speech Language Pathologist and Speech Language Pathologist assistant, an Occupational Therapist, a School Psychologist, and a nurse.

The PCK special education team works closely with the classroom teachers to provide students with targeted support in writing, reading, and math. Due to PCK's robust Tier Two intervention protocols and programming, students with disabilities benefit from the opportunity to participate in Tier 2 intervention in addition to their Tier Three services. PCK works diligently to provide equitable accommodations and interventions to students with disabilities that allow them to access classroom content and succeed within the general education setting. What makes PCK unique for students with disabilities is the school's commitment to help students find their unique strengths and to use those strengths to overcome challenges.

3d. English Language Learners:

Over 20 different home languages are spoken in the Parker Core Knowledge (PCK) community. The academic language gap that exists between English Language Learners (ELL) and their non-ELL peers can perpetuate academic achievement gaps within the ELL population. For this reason, PCK works hard to identify students who need language support as early as possible. Identification is done using the Wisconsin, Delaware, and Arkansas (WIDA) English language proficiency assessment. Once identified, the English Language Development (ELD) teacher at PCK works to build vocabulary and background knowledge concurrently with the content that is delivered in the classroom. This is accomplished through multiple strategies, including exploring a variety of books to expose students to unfamiliar background knowledge, conducting picture walks to provide students with greater context, providing specific vocabulary introduction and review, and previewing upcoming topics of study. Students work in small groups with the ELD teacher, creating a more individualized approach within that subgroup of students. Most ELL students are identified in kindergarten and are successfully moved to a "monitor" status by the end of second grade. According to the School Performance Framework (SPF) from the State of Colorado, PCK students identified as ELL score in the 98th percentile for academic achievement in English Language Arts and in the 99th percentile for academic achievement in math. These scores place the ELL students at PCK in the "Exceeds" category for academic performance.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

The ability of Parker Core Knowledge (PCK) to engage students in the educational process is driven by factors that were put in place to facilitate student success. The culture at PCK is carefully designed and maintained to ensure all students feel welcome and safe within the classroom and within the school community. Prior to starting each new school year, PCK leadership reiterates the key tenets of care, respect, kindness, honesty, trustworthiness, responsibility, and perseverance with staff. They also are reinforced regularly during staff meetings throughout the year. These critical elements of school culture provide the foundation that enables teachers and staff to connect with students.

The relationships teachers build with their students contribute to a deeper sense of security and belonging within the school. Students who have a positive, trusting, and respectful relationship with their teachers are typically better prepared, willing, and able to engage in the learning process. At PCK, teachers solidify their relationships with students by setting the appropriate tone for expected behavior within the classroom based on these key tenets.

PCK teachers are encouraged to take the time to get to know their students — their preferred learning styles and what motivates them. Students who feel valued are generally more engaged in the learning process, and because of the personal connections they have with their classroom teachers; the students truly feel “seen.” Teaching the whole child is what all PCK teachers strive to accomplish. Once students are secure in their relationships with their teachers, and feel safe within the classroom environment, they are ready to learn. Then, the teachers’ passion for the subject matter and their creative teaching strategies, further promote student engagement in the curriculum and in classroom activities.

Student engagement at PCK is evidenced by the high levels of attendance and participation in community-based events. Often, these events are hosted by parent-run organizations and are designed to provide opportunities for students and their families to become more involved in the school community. The connection between family involvement and the school signals to the student that school is important and worthy of everyone’s investment. Popular school-wide activities at PCK include the Fall Festival, musical theater productions, Spirit Nights, the FUNd Run, Literacy Night, and Field Day. At the classroom level, field trips, class parties, and parent-teacher conferences provide additional opportunities for students and their families to connect with school. Providing a positive environment and opportunity for gathering, PCK strives to strengthen the bond between families, students, and teachers — thereby improving student success.

2. Engaging Families and Community:

One of the primary ways that Parker Core Knowledge (PCK) engages with families is through an extensive parent volunteer program. The ultimate goal of the volunteer program is to allow parents and community members an opportunity to make an impact on the academic and social experience of the students. By offering a variety of volunteer opportunities, the school is able to capture the expertise and talents of its parent body, leveraging these to further benefit student achievement through exposure to new content areas and experiences. Several of the larger parent volunteer organizations include the Parker Core Knowledge Board of Directors, the Parent Teacher Association (PTA), and the School Accountability Committee (SAC). Each of these parent-led organizations further facilitates the school's mission and directly aids in student enrichment and achievement by cultivating and maintaining the culture of the school. Additionally, the school provides other unique opportunities for parents and the community to volunteer, including school fundraising, classroom help, school Safety Dad program, and various facility projects.

Many of PCK’s community volunteer opportunities are designed to ensure that student learning expands beyond the classroom. The school's parent community consists of different cultural, religious, socio-economic, and work-based life experiences, all of which add to the overall betterment of the students and community. Parents and community members who have real world ties to parts of the school's curriculum or

character development program are invited to enhance student learning through volunteering. From veterinarians, potato farmers, dentists, judges, artists, and musicians, to rocket scientists and engineers from Lockheed Martin and NASA, volunteer presenters offer our students a glimpse of how adults around them apply their knowledge, skills, and passions to exciting 21st Century careers. These partnerships with parents and other professionals within the community expand and enrich the students' vision of the future, while reinforcing the need for a strong foundation through quality education. Together, everyone works to deliver relevant knowledge and skills.

Those who volunteer at PCK, who spend their time, talents, and resources supporting the staff, students and programs, send a clear and powerful message to students that school is important. This, in turn, reinforces the value of a quality education and the need for students to actively engage in the process, while also encouraging them in their pursuit of academic and social goals. By creating an environment in which parents can and want to be involved in the education of their student, the school generates strong parent support for the teachers, staff, and the school's academic and character programs. An added benefit of volunteering at the school is that parents better understand the purpose of such programs, as well as how they may better support these programs at home. In partnership with strong volunteer support, PCK's highly effective teachers and teacher teams are better able to serve PCK students.

3. Creating Professional Culture:

At Parker Core Knowledge, leaders have invested time and energy in creating a professional culture, which brings benefits to both teachers and students. The teachers benefit from a positive working environment where they feel heard and valued, where there are clear channels for solving concerns and respect and professionalism are expected in every relationship and interaction. Students are the beneficiaries of well prepared teachers that value being part of professional grade level teams.

PCK leaders recognize that the most powerful tool in student success is hiring and cultivating quality teachers. The investment the school makes in teacher careers has the dual benefit of valuing teacher growth while also directly benefiting student achievement through the implementation and impact of new skills and teacher knowledge. PCK teachers value their peers, and they relish opportunities to learn from each other and grow together. A true learning culture has evolved at PCK over the years, and the staff appreciates the opportunities they have to participate in authentic learning communities called Grade Level Teams (GLTs). Monthly time is set aside in the school calendar for teachers to have uninterrupted time together with the sole purpose of increasing instructional effectiveness, refining student assessments, and completing regular data analysis. In-house teacher expertise is leveraged to guide the practical application of new skills and tools, while more accomplished teachers serve as mentors to others within the building.

In conjunction with the administration, PCK also has a full time Human Resources Manager dedicated to the enhancement of the work environment and the support of any special needs the staff might have. Creating an environment where teachers feel valued and supported is always a priority for PCK leaders. From spontaneous kudos during staff meetings, to special meals and morale boosting events, PCK leaders place a high priority on making time to get to know and listen to teacher cares and concerns. PCK leaders and HR staff have an open door policy that allows teachers to easily reach out at any time. The accessibility of the administrative team communicates to the teachers that their issues and concerns, personal or student related, are a priority.

Finally, PCK school leaders aim to create a professional culture by building trust with the staff. They believe in the school's teachers, trusting in their ability to provide a safe and nurturing environment for their students, while promoting high expectations for behavior and learning. At the same time, teachers trust that their school leaders are highly skilled and make decisions that strengthen the school's program and environment. PCK staff know that their school leaders are protectors and problem solvers, and they have every confidence their leaders will provide a buffer from external or internal tensions that might interfere with their ability to fulfill their duties and priorities. Trust is the bedrock of a strong supportive staff culture where everyone is valued for their unique contributions and skills.

4. School Leadership:

At Parker Core Knowledge (PCK), the leadership positions are clearly defined, yet all work together to ensure student success. The School Director serves as the head of the school in all respects and reports directly to the Board of Directors. Two Vice-Directors oversee and direct the academic programs, including special education, and they report to the School Director. These three, along with the Business Manager and Human Resources Manager, form PCK's administrative team, all of whom work together to deliver excellence in every area of school operation. Student achievement and success is a strategically coordinated team effort that demands nothing but the best from everyone involved.

PCK's leadership embraces continuous improvement in all areas. One recent example of this is the focused effort on the improvement of the PCK's math program. After identifying a need to increase the level of teacher knowledge related to delivering strong math instruction, PCK administration brought in a University of Colorado (CU) doctoral team whose research focused on the science of the brain and how students learn math. For four years, administration coordinated workshops for teachers and the CU team to collaborate. Through this lengthy and in depth process, teachers embraced a new math philosophy and developed a strategy for increasing the effectiveness of their math instruction in the classroom. Not only was there a notable improvement in students' mathematical reasoning and achievement, but there was also a marked improvement in teachers' confidence in delivering quality math instruction. Another example of continuous improvement is the recent investment the school made in Human Resources and business platforms which allows the administrative staff to serve employees in a more professional and caring manner. This investment in the PCK staff not only leads to a greater sense of being valued, which in turn leads to greater staff satisfaction and retention, it also directly impacts student achievement because PCK is better able to retain experienced teachers.

Finally, PCK leaders exemplify strong character and expect it from all students, staff, and parents. As champions of the school's character education program, PCK leaders work tirelessly to develop strong character traits in students, while continually communicating the importance of these traits to staff and parents. Led by administrators, monthly assemblies and community service projects focus on character traits — such as honesty, enthusiasm, dedication, empathy, and grit. At the end of each month, administrators recognize students who demonstrate excellent character. By continually communicating, modeling, and upholding these essential core values, PCK leaders have and continue to drive a culture of excellence year after year.

5. Culturally Responsive Teaching and Learning:

Parker Core Knowledge (PCK) takes great pride in offering its students the culturally reflective and inclusive Core Knowledge curriculum as a foundation for cultural literacy. Through the Core Knowledge Scope and Sequence, PCK students develop a solid foundation of knowledge that allows them to understand, relate to, and ultimately interact with people from diverse backgrounds. Developing cultural literacy is a priority at PCK, and the goal is to help students learn to interact and collaborate effectively in all life arenas. Instilling an understanding and respect for all people and cultures has the ultimate societal benefit of reducing prejudice and inequality. Participating in cultural activities also helps expand the worldview of PCK students. Visiting museums, attending cultural performances, participating in PCK's annual International Festival, receiving Spanish instruction from kindergarten through 8th grade, or participating in the Second Step program allows PCK students to enjoy many diverse experiences that enhance their cultural literacy.

From kindergarten on, PCK students are familiar with the reference to the 3Rs: respect, responsibility, and ready to participate. Respect is a core value cultivated within students at PCK. The ability to demonstrate respect applies to everything, from respecting teachers, classmates, and the school building to respecting differences in interests, customs, practices, and points of view. The PCK staff understands that respect must be taught, modeled, and expected from all if it is to be truly reflected in the school culture. Having a strong school culture of respect is and always has been a top priority at PCK.

Finally, with respect to applying equity within the school environment, PCK's entire academic system is predicated upon the belief and practice that all students' learning needs are unique and reflective of their different circumstances. Therefore, within every classroom students are given the appropriate resources and

support to be successful learners and achieve their academic goals. Student goals are adapted to reflect differences in learning styles and skill level while still allowing each student to succeed. PCK's systems and processes equitably support student success, regardless of starting point, and this is clearly evidenced by the fact that there are no identified learning gaps reported on the School Performance Framework in any of the disaggregated student groups.

Equity among staff is reflected in both the school's hiring practices and in its ongoing support of staff needs as they arise. PCK has a long history of hiring individuals for hard-to-fill positions based on skills and experience, not just degrees. Based on the fact that charter schools in Colorado have a waiver from state licensing requirements, PCK has been able to hire professionals such as physicists, engineers, musicians, artists, tech professionals, foreign language speakers, etc. to place in staff positions. Once placed, a plan is developed to allow these individuals time to acquire the necessary training, degrees, and/or licensure required by the school and the state. PCK has been successful in finding and hiring highly effective teachers this way and will continue to do so going forward. Additionally, in other instances, when a staff member's personal circumstances require a workplace accommodation, PCK's Human Resources manager and school leaders are always willing to creatively and quietly address those needs. Past accommodations include modified work schedules, personal assistance, EAP support, and even changes to job responsibilities based on needs.

PART VI - STRATEGY FOR EXCELLENCE

Excellence in academics doesn't just happen. It must be carefully and strategically cultivated and infused into every aspect of a school. Since opening in 1994, Parker Core Knowledge's (PCK) intense focus on academic excellence has been a passion. The early founders of the school believed students flourish when given rigorous, content-rich curriculum; a positive, supportive, and encouraging school environment; and a clear message that their success is in large part predicated upon hard work and perseverance. PCK's long track record of student success was built upon this primary foundation. Today, that strong foundation continues to serve PCK students well by consistently allowing them to achieve new academic heights, year after year.

Over the years, PCK has adopted many systems and practices that propel students to be academically and socially successful. However, the one philosophical practice that encompasses everything the school does is the idea that PCK does not have "invisible students." The invisibility of a student occurs when a school fails to identify academic or social-emotional challenges early, which then leaves a student struggling on multiple levels within the school. Consequently, communication with parents and other support teams is non-existent until the problem becomes so glaring or debilitating that it requires much more significant intervention, including the possible need of Tier Three special education services. The core belief at PCK is that the overall achievement and wellbeing of a student requires an understanding of their unique makeup, as well as continued progress monitoring in all areas.

Respecting the uniqueness of each student, and the myriad of factors affecting their life, the lens through which each child is observed and monitored cannot be one-dimensional, but instead must be multi-dimensional. Students' abilities to master state academic standards and advance in their education are indeed significant components that measure achievement. PCK employs different methods to track, analyze, and intervene in the academic performance of each student to ensure a positive outcome. By using multiple data points from different sources, teams from across the school can ensure that all students' academic needs are being met so as to maximize their educational benefits. However, the multi-dimensional approach that PCK uses incorporates other aspects of a child's life including social-emotional well-being, behavior, and character development. Each of these pieces, along with academics, is integral to the overall happiness, safety, and success of the students at PCK.

By taking a whole child approach to progress monitoring, the school can ensure that its mission is fulfilled, thus creating students who are prepared to succeed. Since "invisible students" are often the result of a single entity in charge of progress monitoring, PCK's strategy is to employ a team mentality that includes different levels of school staff to create a successful monitoring program. Teams throughout the building, including classroom teachers, reading interventionists, and student services providers, pour over documentation, from anecdotal, qualitative data to more concrete, quantitative data. The goal of these multi-dimensional teams is to view each child from different perspectives to bring forth a well-rounded picture of their progress, thus eliminating the invisibility of students within the school community.

When the unrelenting focus is "seeing" each child, their wellbeing, achievement and success; mediocre is never acceptable. This practice of continually pursuing excellence, and the mindset and passion behind it, is what makes PCK so strong.