

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mr. Jesse Morrill

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

Official School Name Kinard Core Knowledge Middle School

(As it should appear in the official records)

School Mailing Address 3002 East Trilby Road

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

City Fort Collins State CO Zip Code+4 (9 digits total) 80528-9620

County Larimer County State School Code Number* _____

Telephone 970-488-5403 Fax 970-488-5402

Web site/URL http://kin.pedschools.org E-mail jmorrill@pedschools.org

Facebook Page

www.facebook.com/kinardmustan

Twitter Handle @kinardmustang gs _____ Google+ _____

YouTube/URL

https://www.youtube.com/watch?v=3

n-odph78fw

Blog _____ Other Social Media Link _____

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

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Sandra Smyser, Ph.D.

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: ssmyser@pedschools.org

Other)

District Name Poudre School District Tel. 970-482-7420

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

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Thomas Balchak

(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 that it is accurate.

Date _____

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

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

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

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

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school 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. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 33 Elementary schools (includes K-8)
 - 10 Middle/Junior high schools
 - 7 High schools
 - 3 K-12 schools
- 53 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 11 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	134	147	281
7	127	140	267
8	121	139	260
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	382	426	808

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 10 % Asian
 - 2 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 79 % White
 - 5 % 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.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 1%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	8
(3) Total of all transferred students [sum of rows (1) and (2)]	8
(4) Total number of students in the school as of October 1	774
(5) Total transferred students in row (3) divided by total students in row (4)	0.010
(6) Amount in row (5) multiplied by 100	1

7. English Language Learners (ELL) in the school: 1%
3 Total number ELL
 Number of non-English languages represented: 2
 Specify non-English languages: Spanish, Chinese
8. Students eligible for free/reduced-priced meals: 7%
 Total number students who qualify: 56

Information for Public Schools Only - Data Provided by the State

The state has reported that 7% of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 2 %
15 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 categories.

- | | |
|--------------------------------|--|
| <u>2</u> Autism | <u>2</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>2</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>8</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	3
Classroom teachers	38
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	2
Paraprofessionals	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	95%	95%	95%	97%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

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.

15. Please summarize your school mission in 25 words or less: Our mission is to ensure high levels of learning for all students.

PART III – SUMMARY

The most significant factor that contributes to sustaining a high level of student achievement at Kinard Core Knowledge Middle School has been the commitment of the entire staff to the Professional Learning Community at Work concept and framework. Through recurring cycles of collective inquiry and action research, Kinard has created a culture of collaboration, critical to ensuring high levels of learning for all students and to building the collective capacity of the staff. Kinard’s high-performing collaborative teams are hungry for evidence of student learning which informs their instruction. The school has developed a system-wide process for monitoring student learning and provides timely interventions for students needing additional support or challenge.

Located in Fort Collins, Colorado, Kinard Core Knowledge Middle School opened in the fall of 2004 as an option school in the Poudre School District (PSD). Named after Hal Kinard, a highly-respected teacher, administrator, and athletic coach in PSD for over 30 years. The school was developed to provide students with the opportunity to continue the Core Knowledge Sequence through the 8th grade.

PSD’s school choice policy is used to regulate the acceptance of students into all PSD schools. In general, first priority is given to students who live within a school’s boundaries or students who are transitioning within a particular program (i.e. Core Knowledge). Second priority is given to students who live within PSD boundaries, and the last priority is given to students who live outside of PSD boundaries. As one of four option schools (of 53 schools) in PSD, Kinard does not have neighborhood boundaries nor bus transportation. Kinard accepts students from approximately 30 elementary schools, of which 70% transition from a PSD Core Knowledge elementary school, and 30% transition from a non-Core Knowledge elementary school. Perceptual surveys indicate that parents “choice” their children to Kinard because of the healthy school culture, academic rigor, and student achievement results.

One of Kinard’s governing values is a commitment to a well-balanced, whole child education. Reading, writing, and math are critical to the foundation of a student’s education, and Kinard consistently ranks in the top 3% for achievement in these content areas on state standardized assessments. Kinard’s achievement in these areas is accentuated by the fact that it does not “double up” math and English, but instead requires music, art, physical education, world language, and technology for all students. The rationale for requiring courses in all content areas is rooted both in brain research and the domain connections that exist among curricular areas which bring relevance to the learning. Students are also provided opportunities to join after school clubs, such as Chess Club, Computer Club, and Debate. The athletic program includes twelve different sports with an overarching focus on competing with character, developing work ethic, and teaching sportsmanship.

Student leadership and service learning opportunities are offered through programs like Kinard CARES (Community, Action, Results, Environment, Service), Global Leadership, and National Junior Honor Society. CARES focuses on environmental stewardship, service-learning, and sustainable living; students make connections between the economy, the environment, social systems, and their role as global citizens. This program includes a service learning adventure trip to Catalina Island, where students serve the community as well as develop environmental leadership skills. Global Leadership focuses on empowering students to make a difference in their world. Students learn leadership skills through team building, diversity training, and problem-solving activities. Students participate in service learning projects, and an adventure trip to Costa Rica, where they serve the community and learn about conservation and sustainable farming. The National Junior Honor Society also provides leadership and outreach opportunities, such as providing food for the homeless and raising money to aid research for sickle cell anemia.

Since its inception eleven years ago, Kinard has received several honors and recognitions. In 2008, Kinard was designated an “official” Core Knowledge school by the National Core Knowledge Foundation. In 2012, the National Core Knowledge Foundation re-designated Kinard as an “Official Visitation Site,” one of just 24 schools in the nation and the only middle school in Colorado to earn this distinction. Also in 2012, Kinard was recognized by All Things PLC as one of approximately 200 schools nationwide that demonstrated evidence of effectiveness with respect to student achievement and earned the distinction as a “Model Professional Learning Community.” In 2013, Kinard was among 64 schools nationwide to be

awarded the “Green Ribbon Schools Award” for exemplary STEM efforts to reduce environmental impact, promote better health, and ensure effective environmental education. Kinard has earned the “Governor’s Award: The John Irwin Schools of Excellence Award” each year it has been offered since Kinard’s inception in 2004. This distinction is awarded to schools in the state of Colorado that have the highest student achievement on statewide assessments.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

As a Professional Learning Community at Work, the first guiding question requires that we clarify what it is that we want students to know and be able to do, which includes the development of a guaranteed and viable curriculum in all content areas. “Guaranteed” means the curriculum that all students can and will learn, and “viable” means the time available to teach it. Collaborative teams of teachers work interdependently with mutual accountability to identify the standards’ essential learnings and to integrate them with the Core Knowledge topics. Teams develop clear objectives with rubrics that describe the proficiency scales for each standard. With different levels of performance for an objective, students know what they are expected to learn, and what they must do to demonstrate their learning. Teams integrate the rich and rigorous Core Knowledge Sequence with the expectations of the Colorado Academic Standards, which emphasize 21st Century skills, grade level expectations and outcomes, and critical thinking skills.

Kinard’s science program is designed to provide students with the opportunity to explore and inquire about the natural world. This instructional approach fosters the development of 21st Century problem-solving skills and requires that students apply their learning to engage in a variety of authentic real-world situations. Teachers collaboratively design theme-based units that simulate the complex integration of the natural world. Students gain a thorough understanding of experimental design, data analysis, and other scientific methods necessary to be proficient, science-minded citizens. Advanced learners who are ready for additional challenge have the option to enroll in honors courses. A unique set of 8th grade science elective courses and extracurricular programming are also offered to provide student leadership opportunities, service learning components, and world travel experiences. Students are prepared with the scientific literacy and communication skills necessary to pursue post-secondary degree programs in a variety of STEM fields. For the past five years, Kinard’s science achievement scores have consistently been in the top 3% of the state. The products associated with the science program have also contributed to Kinard being recognized in 2013 as a USDE Green Ribbon School. Additionally, Kinard has developed some of the most competitive Science Olympiad and Lego Robotics teams in the state of Colorado.

Kinard’s mathematics program is designed to meet the needs of students, whether they are at grade-level or need additional challenge or support. Common course teams meet weekly to develop and analyze the results of common formative assessments, and collaboratively design instructional units, lessons, and objectives to help students meet and exceed the Colorado Academic Standards. Teachers use a variety of instructional approaches that emphasize conceptual understanding, procedural skills and fluency, and application. Advanced learners are challenged through accelerated course placement, enrichment within courses, and Advanced Learning Plans. Math assessment results reflect the effectiveness of the program. Over the past five years, Kinard’s math achievement scores have consistently been in the top 3% of the state.

Kinard’s history program is designed to encourage students to investigate and analyze topics from the rise and fall of the Roman Empire to current events. Students learn about the past to understand the significance of events today and their role as citizens. The instructional approach fosters 21st Century skills through formal and informal cooperative learning strategies and student-directed learning. Students make real world connections through the Colorado Academic Standards and the Core Knowledge Sequence using writing and reading of non-fiction texts to enhance their literacy skills. As an extension of the classroom curriculum, students also participate at the state level in the National Geographic Geography Bee.

Kinard's English department supports and challenges students by design. The Colorado Academic Standards and the Core Knowledge Sequence provide high levels of academic rigor and relevant content. The 6th grade English program creates a foundation for reading, writing, and grammar, transitioning students from approximately 30 different elementary schools. The 7th grade program utilizes instructional strategies that emphasize critical thinking. The 8th grade program prepares students for high school expectations and post-secondary/career readiness by developing reading and writing endurance, publishing student work, and making connections to a changing world. The data shows trends that Kinard students excel on the state’s standardized test, with all three grade levels producing results of 90% or more proficient and/or advanced

scores, ranking Kinard in the top 3% of schools in the state. A daily support English class is required for students in 7th and 8th grade if the student qualifies for an Individualized Literacy Plan. Students who need additional challenge may choose the English honors course and may have Advanced Learning Plans that use an inquiry project-based approach to learning. In 8th grade, students are also given the opportunity to enroll in a creative writing course that focuses on self-expression, self-publication, and writing for a particular audience.

2. Other Curriculum Areas:

Kinard's fundamental purpose is to ensure that all students learn at high levels. Kinard values the whole child and provides students with a balanced curriculum, which includes visual and performing arts, physical education and health, World Languages, and technology. Kinard has shifted from offering a variety of unrelated electives and mini-courses in these content areas to implementing high quality comprehensive programs that are well-articulated and produce post-secondary and career readiness knowledge and skills.

Kinard offers one of the most robust World Language programs in Poudre School District. World Language classes are a part of the year-long required coursework for 7th and 8th grade students. Students in 6th grade who have demonstrated proficiency in reading, writing, and math in elementary school have the option to enroll in a World Language course. Kinard offers levels 1A /1B (the equivalent of the high school level 1) and level 2 in both French and Spanish. By the end of the program, students can earn up to two years of high school credit. Students speak, write, read, and listen in the target language daily, strengthening their ability to communicate and collaborate on a global scale. Students are encouraged to apply their language skills beyond the classroom through Kinard sponsored international travel and community outreach. As a result of this extensive program, students consistently demonstrate high achievement and earn the highest scores as indicated on district common summative assessments.

Kinard's music program includes course offerings in band, choir, and orchestra. Students in the 6th and 7th grades choose one of the three year-long required music courses. In 8th grade, students are given the option to continue with music or to take an elective. The music curriculum includes a performance component, as well as the infusion of music history which aligns with the Core Knowledge Sequence. Kinard sends the highest number of students every year to the district honor band, choir, and orchestra in Poudre School District. Kinard has also sent the most number of students in the district to All-State Choir and the University of Colorado Honor Band.

Kinard's visual arts curriculum integrates topics from the Core Knowledge sequence and the Colorado Academic Standards. Students in 6th and 7th grades are required to take a semester of art, while students in 8th grade are able to choose art as an elective option. Students work independently and collaboratively to comprehend, create, and reflect on their work. Students learn creative problem-solving skills through self-expression and an appreciation of the arts and culture.

Kinard's technology courses include a comprehensive experience throughout 6th, 7th, and 8th grades. In 6th grade, students learn how to use electronic resources for research purposes, word processing, multimedia presentations, and internet safety. In 7th grade, students take a semester course that focuses on Web 2.0, cloud-based applications, using spreadsheets for data analysis and graphing, and online collaborative work. Students learn about the effective use of social media, digital photography, two and three dimensional drawing and modeling, and basic programming and game design. In 8th grade, students take a required course where they learn about the design cycle, aerodynamics, lasers, robotics, and radio and television. Students in 8th grade are also able to choose from elective courses, including Web Design, Broadcasting, and Exploring Technology to further enhance their understanding of technology and the application of new tools in a changing world.

Kinard requires a comprehensive health and physical education program for all students in 6th, 7th, and 8th grades. Students learn personal responsibility and develop the tools they will need to create and sustain a healthy lifestyle. Areas of focus include building community, movement, body systems, fitness and nutrition, social and emotional health, disease and illness prevention, safety injury and violence prevention, substance abuse and prevention, cycle of life, consumer community, and environmental health.

3. Instructional Methods and Interventions:

The ultimate criteria for successful teaching is determining whether or not the students have learned. While no single instructional strategy guarantees that all students will learn at high levels, Kinard employs a variety of instructional strategies that include, but are not limited to, interactive notebooks, inquiry-based and cooperative learning, and research based strategies for reading and writing. Kinard teachers work collaboratively to plan effective lessons, examine evidence of student learning, and analyze the effectiveness of instruction based on that evidence. For each objective and proficiency level, teachers design specific lessons and rubrics. Kinard educators use the four questions from the Professional Learning Communities at Work to guide their instructional methods and interventions.

1. What do we want students to know and be able to do?
2. How will we know when they have learned it?
3. How will we respond when they have not learned?
4. How will we respond when they need additional challenge?

At the end of each academic year, teachers identify student needs before they are placed into the appropriate courses for the following year. In English, students who need intensive support are placed into an everyday English class, and students who need additional challenge are placed into an honors English class. In math, teachers use several assessment data points to determine course placement for the following school year.

The most effective intervention is at the classroom level; however, effective intervention must include a school-wide process that can identify students based on need. The school-wide process is direct, fluid, timely, and systemic. Critical to the work of a PLC is the re-culturing of how we respond system-wide when a student is not learning. Teachers provide timely support each day during a 40 minute period called Extended Learning Opportunity (ELO). The entire staff is committed to the ELO referral process. Teachers direct, not invite, students to their ELO class for additional support. The consequence for not doing the work is doing the work; therefore, “intentional non-learners” are referred to “lunch bunch” to complete their work each day.

Teachers refer students needing intensive interventions to the School-wide Intervention Team. This team consists of administrators, a school counselor, a school psychologist, a school nurse, and an integrated services teacher. The team gathers data and information regarding the student’s social, academic, and health history. Then, in collaboration with all of the student’s teachers, the team develops and monitors an intensive individualized learning plan.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

By examining Kinard’s math and reading achievement data over the past five years, it is clear that the percentage of students achieving proficient or advanced levels on state assessments has consistently been high, ranging from 81%-89% for math, and 90%-95% for reading. Additionally, the percentage of Kinard students who are achieving proficient or advanced levels on state assessments has consistently exceeded district averages by 15-20 percentage points, and state averages by 25-30 percentage points. Of note, with regards to writing and science data, Kinard students demonstrate the same high levels of consistent achievement and differences with the state and district averages.

Each year, the Colorado Department of Education issues the School Performance Framework to each school. This report contains three areas of data for reading, writing, and math: achievement, academic growth, and academic growth gaps for groups including free/reduced lunch eligible students, minority students, students with disabilities, English language learners, and “students needing catch up.” Each year, Kinard “exceeds” the state expectations for achievement, consistently ranking in the top 3% of the middle schools in the state. Kinard also meets federal and state expectations for adequate yearly growth in all academic areas.

Kinard’s perseverance and commitment to the PLC process is the single most important factor that contributes to the significant discrepancies that exist between Kinard’s proficient/advanced percentages and the district/state percentages. Kinard has created the conditions necessary for success by building the collective capacity of each individual educator through a commitment to a collaborative culture focused on the right work. Kinard has a clear process that embraces a “tight/loose” decision making structure, which produces empowerment and autonomy among the educators. Decisions are made from the “bottom up whenever possible,” and from the “top down whenever necessary.”

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Kinard is committed to a balanced assessment program, using student achievement data from multiple sources. At the beginning of each school year, Poudre School District provides every school with an analysis of state achievement data that categorizes students into three groups: students who need intensive support, students who need moderate support, and students performing at or above grade level. In order to validate these groups and place students in the appropriate course, teachers triangulate state summative data with the student’s academic performance and teacher input from the previous school year. Students are then placed into the math and English course that meets their needs for additional support or challenge. All students are expected to achieve at or above grade level expectations; therefore, staffing resources are prioritized to accommodate small group and one-on-one support when needed.

Kinard’s most powerful assessment data is derived from the use and analysis of the teacher-made common formative assessments. The school has transformed from the traditional grading system (which uses the 0-100 point scale and averages an accumulation of points) to a standards-based grading process whereby teachers ascribe proficiency scales through the use of teacher-made rubrics for each lesson/unit. Then, teachers use common formative assessments to measure progress towards learning each standard. Instruction is informed after analyzing the common formative assessment results. Teachers on common course teams, that share common outcomes, compare their results with each other to learn which instructional strategies caused the best achievement results. Teachers re-teach lessons to students when necessary, and continue recurring cycles of collective inquiry to ensure high levels of learning for all.

Kinard mails individual reports to each family that includes achievement and growth results from state testing. Kinard also facilitates parent education forums to help parents interpret the results and support their child in setting goals. Formative and summative assessment results are entered into a grade book system that can be viewed daily by students and parents through an online profile. Teachers communicate to parents when a student is struggling and needs additional time and support.

Part VI School Support

1. School Climate/Culture

Culture can be defined as the assumptions, beliefs, values, expectations, and habits that drive the day-to-day work of the school and shape how its people think, feel, and act. Kinard staff clarified beliefs about student learning as they assessed the current reality of every aspect of their practice. Through the work as a PLC, Kinard used Learning by Doing by Rick Dufour as a guide to help create the necessary cultural shifts in becoming a model PLC. Kinard made these shifts in several areas: fundamental purpose, the use of assessments, our response when students don't learn, the work of teachers, focus on results, and professional development. Kinard's school culture has shifted from independence to interdependence, and from a language of complaint to a language of commitment.

At Kinard, there is an emphasis on developing and sustaining healthy relationships between and among staff members, parents, and students. The adults in the building support each other by sharing craft knowledge, observing each other, and rooting for one another's success. Staff members build trust through vulnerability-based sharing, and they work through conflict by engaging in crucial conversations. The staff has agreed not to gossip, but to bring concerns to the person with whom they have the concern. Clarity is created through high levels of communication, with student learning always being the top priority.

At Kinard, all staff members have a voice. We use a decision-making matrix that clarifies roles and responsibilities and how decisions are made. Input is solicited through the use of protocols to ensure that all voices are heard. Everyone in the school community is valued and has input on decisions that shape the school and its culture.

Staff members have been trained in the Discovery curriculum to help build communication and problem-solving skills. Fundamentally, staff believes in treating all members of the school with dignity and respect, rather than power and control. Students are taught the "Six P's": Prompt, Polite, Participate, Productive, Positive Mental Attitude, and Prepared. These expectations are retaught and referenced throughout the school year to provide clarity and support for the students. When a student's behavior violates the district's code of conduct, strategies are used that include positivity, choice, and reflection to help the student change the behavior.

2. Engaging Families and Community

A central strategy that is used by Kinard to organize engagement of parents and community members is the Parent Leadership Team. This team consists of five to ten parents and the Kinard administration. The purpose of this leadership team is to serve as a "hub" of communication and coordination for the various aspects of parent involvement, including academic support, volunteer coordination, fundraising, community events, staff appreciation, and wellness. A second parent leadership team is the School Accountability Committee, which consists of about 12-15 parents, and 7-10 Kinard leadership team members. The role and responsibility of this team is to analyze student achievement data and to provide input to the principal for the use of resources with respect to the school's operational budget and staffing compensation plan.

All parents are provided a plethora of opportunities for involvement in their child's education. Parents access the school website to learn about unit and lesson plans, homework, and class assignments. Parents and educators communicate via email and phone. If a student is struggling, parents and/or teachers initiate a solution-focused meeting that uses a strengths-based model for supporting students. Parent-teacher conferences are scheduled as needed, and are also organized for the entire school community once each semester. The school communicates with parents through weekly memos and solicits input through surveys. Kinard also uses social media to celebrate student successes.

Student transition is a process, not an event, so before students enter 6th grade, the staff gathers input from parents regarding their child's strengths and areas for growth. Community nights begin in January for

incoming 6th grade students and parents. In August, parents are invited to attend a community event designed for parents to meet and get to know teachers. Kinard also facilitates parent education nights throughout the year, focusing on topics such as standards-based grading, internet safety, and communication strategies.

Kinard partners with the local community to provide students with job shadow experiences, field trips to local museums, T.V. stations, and universities in the area. The Kinard CARES program works with the City of Fort Collins on environmental stewardship and service learning projects. The National Junior Honor Society raises money for UNICEF, and the Global Leadership class partners with Colorado State University, leading a food drive for families in need.

3. Professional Development

As a model Professional Learning Community through All Things PLC, the focus of professional development has shifted from a few external trainings aimed at the individual to job-embedded learning and an expectation that adult learning is an ongoing part of the day-to-day practice. The impact of professional development is assessed based on the improvement in student achievement.

As a first priority, common course teams utilize common planning periods to collaborate with each other. Teams focus on the 18 critical issues in Learning by Doing, using the PLC process to guide their work on creating a guaranteed and viable curriculum, developing common formative and summative assessments, and analyzing assessment data. Using assessment results, educators share the most effective practices with each other. Teachers who are “singletons” do not have a common course team in the building and are organized into virtual teams with common course teachers within the district and/or state.

As a second priority, the staff participates in “learning walks,” where teachers visit and observe each other in the classroom. Poudre School District has adopted a teaching and learning framework from the Center of Educational Leadership that includes the following six dimensions: Purpose, Student Engagement, Classroom Environment and Culture, Assessment, Curriculum and Pedagogy, and Communication and Collaboration. Teachers reference these dimensions during their observations and notate “noticings” and “wonderings” that they then share with each other during the debriefing. When student learning results demonstrate that an instructional strategy is highly effective, the teacher presents that strategy to the entire staff at one of the weekly staff meetings.

As a third priority, staff members also have the opportunity to receive professional development from outside of the district and the school. Teams of teachers or individuals have attended conferences associated with their content area, Professional Learning Community conferences, and Core Knowledge conferences. Kinard has also brought in experts to speak to the staff, including leaders from Solution Tree, to further deepen their understanding of the work of a Professional Learning Community.

4. School Leadership

Leadership at Kinard is not based on position, title, or years of experience, but on doing the right work, overcoming obstacles, and being a positive, contributing member of a team. No single person can figure it all out. All of us are smarter than any one of us. It takes a collaborative effort. Teams are defined as a group of educators who are mutually accountable to each other, interdependent with each other, and who share common objectives. Instead of “averaging opinions,” the educators at Kinard examine evidence-based research and action research in order to continuously improve by seeking the most promising practices for achieving high levels of student learning.

The principal’s role is to create the conditions necessary for high levels of learning for all. In order to create a collaborative culture that builds the collective capacity of staff, the educators at Kinard created clarity regarding roles, responsibilities, and decision-making structures. The principal embraces a distributive style of leadership that guides the staff through recurring cycles of collective inquiry and action research to achieve high levels of learning. The principal directs and monitors the work of high-performing

collaborative teams, creating the greatest amount of leverage for impacting student achievement. The principal monitors teams to ensure the implementation of the guaranteed and viable curriculum, the development and analysis of common formative assessments, and the system-wide response to students who are not learning or who need additional challenge.

A cohesive leadership team is an essential component for a highly-effective and powerful Professional Learning Community. The leadership team at Kinard consists of department leaders from all content areas. Before each school year, the leadership team gathers for a retreat to create clarity by building vulnerability-based trust, norms for resolving conflict, collective commitments, and mutual accountability. The leadership team meets bi-monthly during the school year to examine the continuums in Learning by Doing by Rick Dufour, in order to assess progress on the PLC journey.

In the final analysis, every educator at Kinard has the obligation to be a leader by inspiring leadership in the students, modeling the way, challenging the status quo, empowering the students, and encouraging them from the heart. John Gardner wrote in his book *On Leadership*, "Every great leader is clearly teaching, and every great teacher is leading."

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>TCAP</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Level 3, meets standard and above	88	93	94	94	92
Level 4, exceeds standard	53	63	56	64	58
Number of students tested	262	266	259	253	260
Percent of total students tested	99	100	99	99	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
2. Students receiving Special Education					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
3. English Language Learner Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
4. Hispanic or Latino Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
5. African- American Students					
Level 3, meets standard and above					
Level 4, exceeds standard					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
6. Asian Students					
Level 3, meets standard and above	94				
Level 4, exceeds standard	77				
Number of students tested	35				
7. American Indian or Alaska Native Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
9. White Students					
Level 3, meets standard and above	88	92	93	95	91
Level 4, exceeds standard	50	60	54	65	54
Number of students tested	202	209	215	222	218
10. Two or More Races identified Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
11. Other 1: Other 1					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
12. Other 2: Other 2					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
13. Other 3: Other 3					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					

NOTES: The Asian subgroup consisted of 10% of Kinard's population in 2013-14; however, the Asian subgroup consisted of less than 10% of the population throughout the previous four years.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>TCAP</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Level 3, meets standard and above	84	86	85	87	77
Level 4, exceeds standard	57	62	53	60	48
Number of students tested	260	258	257	255	259
Percent of total students tested	99	100	99	99	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
2. Students receiving Special Education					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
3. English Language Learner Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
4. Hispanic or Latino Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
5. African- American Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
6. Asian Students					
Level 3, meets standard and above	96				

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
above					
Level 4, exceeds standard	80				
Number of students tested	25				
7. American Indian or Alaska Native Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
9. White Students					
Level 3, meets standard and above	83	86	86	85	77
Level 4, exceeds standard	50	61	54	56	45
Number of students tested	202	218	226	218	239
10. Two or More Races identified Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
11. Other 1: Other 1					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
12. Other 2: Other 2					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
13. Other 3: Other 3					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					

NOTES: The Asian subgroup consisted of 10% of Kinard's population in 2013-14; however, the Asian subgroup consisted of less than 10% of the population throughout the previous four years.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>TCAP</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Level 3, meets standard and above	83	88	82	78	75
Level 4, exceeds standard	50	51	53	48	42
Number of students tested	246	245	243	260	259
Percent of total students tested	99	100	99	99	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
2. Students receiving Special Education					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
3. English Language Learner Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
4. Hispanic or Latino Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
5. African- American Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
6. Asian Students					
Level 3, meets standard and above	80				

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
above					
Level 4, exceeds standard	80				
Number of students tested	20				
7. American Indian or Alaska Native Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
9. White Students					
Level 3, meets standard and above	84	89	80	77	76
Level 4, exceeds standard	48	52	50	46	41
Number of students tested	207	211	201	227	229
10. Two or More Races identified Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
11. Other 1: Other 1					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
12. Other 2: Other 2					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
13. Other 3: Other 3					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					

NOTES: The Asian subgroup consisted of 10% of Kinard's population in 2013-14; however, the Asian subgroup consisted of less than 10% of the population throughout the previous four years.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>TCAP</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Level 3, meets standard and above	94	95	97	96	95
Level 4, exceeds standard	28	30	35	33	35
Number of students tested	262	266	259	253	260
Percent of total students tested	99	100	99	99	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
2. Students receiving Special Education					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
3. English Language Learner Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
4. Hispanic or Latino Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
5. African- American Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
6. Asian Students					
Level 3, meets standard and above	100				

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
above					
Level 4, exceeds standard	46				
Number of students tested	35				
7. American Indian or Alaska Native Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
9. White Students					
Level 3, meets standard and above	94	94	93	96	94
Level 4, exceeds standard	27	29	54	35	32
Number of students tested	202	209	215	222	218
10. Two or More Races identified Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
11. Other 1: Other 1					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
12. Other 2: Other 2					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
13. Other 3: Other 3					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					

NOTES: The Asian subgroup consisted of 10% of Kinard's population in 2013-14; however, the Asian subgroup consisted of less than 10% of the population throughout the previous four years.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>TCAP</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Level 3, meets standard and above	92	93	95	93	89
Level 4, exceeds standard	20	23	21	29	22
Number of students tested	260	258	257	255	271
Percent of total students tested	99	100	99	99	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
2. Students receiving Special Education					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
3. English Language Learner Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
4. Hispanic or Latino Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
5. African- American Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
6. Asian Students					
Level 3, meets standard and above	96				

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
above					
Level 4, exceeds standard	44				
Number of students tested	25				
7. American Indian or Alaska Native Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
9. White Students					
Level 3, meets standard and above	91	93	86	93	88
Level 4, exceeds standard	18	22	54	26	21
Number of students tested	209	218	226	218	238
10. Two or More Races identified Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
11. Other 1: Other 1					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
12. Other 2: Other 2					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
13. Other 3: Other 3					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					

NOTES: The Asian subgroup consisted of 10% of Kinard's population in 2013-14; however, the Asian subgroup consisted of less than 10% of the population throughout the previous four years.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>TCAP</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Level 3, meets standard and above	93	93	95	88	86
Level 4, exceeds standard	26	19	24	22	19
Number of students tested	246	245	243	260	259
Percent of total students tested	99	100	99	99	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
2. Students receiving Special Education					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
3. English Language Learner Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
4. Hispanic or Latino Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
5. African- American Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
6. Asian Students					
Level 3, meets standard and above	95				

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
above					
Level 4, exceeds standard	50				
Number of students tested	20				
7. American Indian or Alaska Native Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
9. White Students					
Level 3, meets standard and above	94	93	80	87	87
Level 4, exceeds standard	24	20	50	19	18
Number of students tested	207	211	201	227	229
10. Two or More Races identified Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
11. Other 1: Other 1					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
12. Other 2: Other 2					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
13. Other 3: Other 3					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					

NOTES: The Asian subgroup consisted of 10% of Kinard's population in 2013-14; however, the Asian subgroup consisted of less than 10% of the population throughout the previous four years.