

U.S. Department of Education
2018 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mr. David Singh

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

Official School Name Kendrick Lakes Elementary School

(As it should appear in the official records)

School Mailing Address 1350 South Hoyt Street

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

Lakewood CO 80232-5102
City State Zip Code+4 (9 digits total)

County Jefferson County

Telephone (303) 982-8324

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Web site/URL
http://kendricklakes.jeffcopublicsch
ools.org/

E-mail sarah.roberts@jeffco.k12.co.us

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

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Jason Glass

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail jason.glass@jeffco.k12.co.us

District Name Jefferson County School District No. R-1 Tel. (303) 982-6500

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

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Ron Mitchell

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

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

Date _____

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

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

Part I – Eligibility Certification

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

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2012 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: 2013, 2014, 2015, 2016, or 2017.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 107 Elementary schools (includes K-8)
 - 19 Middle/Junior high schools
 - 25 High schools
 - 11 K-12 schools
- 162 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
 - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	26	14	40
K	26	23	49
1	25	30	55
2	24	24	48
3	35	25	60
4	36	28	64
5	37	33	70
6	36	36	72
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	245	213	458

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 3 % Asian
 - 3 % Black or African American
 - 28 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 62 % White
 - 4 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2016 – 2017 school year: 11%

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, 2016 until the end of the 2016-2017 school year	20
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	27
(3) Total of all transferred students [sum of rows (1) and (2)]	47
(4) Total number of students in the school as of October 1, 2016	425
(5) Total transferred students in row (3) divided by total students in row (4)	0.11
(6) Amount in row (5) multiplied by 100	11

6. English Language Learners (ELL) in the school: 12 %
54 Total number ELL

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

Vietnamese, Lao, Arabic, Tamil, Western Farsi, Chinese (Yue), Chinese (Mandarin), Spanish, Serbian, Turkish, Russian.

7. Students eligible for free/reduced-priced meals: 32 %
Total number students who qualify: 145

8. Students receiving special education services: 7 %
33 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>0</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>1</u> Other Health Impaired |
| <u>3</u> Developmentally Delayed | <u>15</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>12</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 6
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	19
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	7
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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

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

Required Information	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	95%	95%	94%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2017.

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

Guiding each student to think critically and creatively, achieve academic and social potential, and become caring and respectful citizens. Think....Achieve....Become.

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

PART III – SUMMARY

Kendrick Lakes Elementary School, home of the Dolphins, is located in the Bear Creek Articulation Area of Jefferson County Public Schools in Lakewood, Colorado. We proudly serve a Pre K-6th grade population of 458 students. Our student population consists of 53% males and 47% females, 38% minority students, and 32% who qualify for Free or Reduced Lunch. Approximately 12% of our students are English Language Learners representing eleven different language backgrounds. We are also home to a Gifted and Talented (GT) Center Program for grades 1st - 6th consisting of 106 students and we have an additional 20 students with Advanced Learning Plans who are served in our General Education classrooms. Kendrick Lakes is a neighborhood school that has an almost 60 year history of being the hub of the community! We provide a rich curriculum that supports students' strong academic growth and social, emotional, and physical development. Our talented classroom teachers, resource teachers, paraprofessionals, secretaries and principal demonstrate a commitment to equity in the service of our diverse learners and are dedicated to our mission of "Guiding each student to think critically and creatively, achieve academic and social potential, and become caring and respectful citizens."

For our students to be successful learners, we know the importance of meeting their social, emotional, and physical needs. Our Positive Behavior Intervention Support (PBIS) system contributes to our safe, consistent, and predictable learning environment as well as helps students understand themselves and the academic behaviors needed for success. Counselor and teacher-led class meetings and earning DIVE Dolphins help students recognize their potential for positive growth. We offer before and after school care, before school breakfast, intramurals and a playground-based soft start as well as numerous after school clubs and activities. Students develop friendships and connections throughout the building which support their affective needs and better prepares them for learning.

All teachers plan their lessons to include opportunities for deep levels of critical and creative thinking. While not an International Baccalaureate Primary Years Program school, Kendrick Lakes did pursue this designation when we were previously aligned to a different articulation area. Many of our staff received training in Inquiry-led approaches to teaching and apply them to this day. We are intentional about employing Thinking Maps school-wide to deepen students' understanding and processing of content and to help them plan for their writing or presentations. The inclusion of our GT colleagues in our grade level planning helps ensure a focus on developing critical thinking skills and habits of mind.

Our teachers' shared professional commitments of promoting a growth mindset, utilizing research-based best practices, and using our district curriculum documents and pacing guide ensure students are well prepared for each successive school year. Attention to every content area's learning outcomes is a strength of our staff. We also see a commitment to technology as a tool for learning and for demonstrations of learning which prepares students for the future and supports their heightened interest and engagement.

While Kendrick Lakes has always enjoyed high performance ratings on the state accreditation reports, we believe our recent success of significantly increasing our median growth percentile rankings for all students, but especially for our Free and Reduced Lunch population, has resulted in this prestigious nomination. This increase is due to a shift in nature of our collaborative planning. We have elevated our Professional Learning Community work to answer four specific questions:

What do we want students to learn?

How will we know if they have learned it?

What will we do if they did not learn it?

What will we do if they did learn?

The shift to using data from common formative assessments to target individual student needs through our "Whatever I Need" (WIN) Time has had a tremendous impact on their learning. We frequently use our PLC time to specifically identify, by student and by skill, what should be retaught to whom and determine which adult(s) or method should be used to move a child to mastery. By relying on our data to determine levels of student learning we have made the critical shift from covering our curriculum with hopes that students have learned to ensuring mastery of the concepts, skills and understandings inherent for future success.

The family and school partnerships at Kendrick Lakes help ensure that learning is supported within the school day and extended beyond the bell. Our PTA provides funding that supports the acquisition of valuable learning materials and equipment we could not otherwise afford. Additionally they sponsor a multitude of learning experiences in the form of field trips, clubs, and special evening events. Our community logs hundreds of volunteer hours in the classroom and works collaboratively with teachers to support the needs of their individual children. Students witness daily how important their education is to their families and community!

At Kendrick Lakes, the staff, students, and parents strive daily to create the conditions that ensure high levels of learning and growth for all! We want every child to leave our school with the foundational skills and attitudes that will afford them choices and options for the future.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Jeffco Public Schools has content curriculum specialists who create comprehensive Pre K-12 Year at a Glance documents and individual units' desired results (KUDs) that are vertically aligned, spiraled K-12 and address, interpret, and provide context for the Colorado Academic and Common Core State Standards. Our teachers prioritize the KUDs, identify the best resources, create formative and summative assessments, and then design the instruction to deliver the learning.

Reading instruction at Kendrick Lakes attends to the five components of reading: phonics, phonemic awareness, fluency, vocabulary, and comprehension. Students explore grade level literary, informational and persuasive texts to develop skills related to determining key ideas and details, drawing inferences based on textual evidence, and analyzing the story elements to determine theme. Furthermore students study the craft and structure of what they read, noting why authors choose certain text features and structures to convey meaning or how word choice influences tone or meaning. Finally, students learn to follow and evaluate various claims and arguments, determining point of view or bias. Comparing multiple texts or summarizing and synthesizing what has been read strengthens students' abilities to read to learn. At every grade level the reading workshop model is employed by teachers to ensure every student receives core instruction and differentiation in the components mentioned. Specific resources we use include Foundations in grades K-3 for phonics development, Scott Foresman's Reading Street, Newsela, a centralized book room of leveled reading materials, and recently enhanced classroom libraries. We provide support for struggling readers using BURST, Lexia Core 5, and Read Naturally.

In writing, a workshop model also provides the framework for instruction. Teachers use mentor texts and modeled writing to deliver mini-lessons and then confer with students individually or in small groups to guide students in the many elements of writing. Writing instruction follows one of three strands: narrative writing; informational writing which focuses on explanatory tasks, or on communicating information learned through research; and persuasive writing. Our systemic use of Thinking Maps as planning tools offer students reliable and familiar structures to guide their writing. The use of anchor charts and rubrics help students to become skilled at peer and self revision.

Kendrick Lakes is in its fourth year using Houghton Mifflin's Math Expressions resource which supports a concept-based learning model steeped in Common Core State Standards. Our math workshop includes daily development of conceptual understanding, procedural fluency and application of math skills. The standards of Geometry, Measurement and Data, Operations and Algebraic Thinking, and Numbers and Operations in Base 10 are spiraled throughout grades K-6. Operations with fractions is introduced in 3rd grade, and Ratios and Proportions and Statistics and Probability are introduced in 6th grade. Conceptual understanding of numeracy and word problems is a priority in K-2. Math workshop also allows teachers to differentiate instruction for student needs and incorporate the Mathematical Practices, strongly emphasizing modeling and reasoning.

In science, teachers design inquiry-based lessons for the study of physical science, life science, and earth systems. This model leads students to ask questions, engage in hands-on learning, practice the scientific method, and work collaboratively. Learning in Physical Science builds from describing the properties and characteristics of objects to the changing states of matter to the molecular modeling of matter. Life science learning is rooted in exploring types of organisms, the characteristics that help them survive along with their role in their various ecosystems, and the interdependence of living and nonliving components of an environment. In Earth Science, students learn about Earth systems, space systems, geologic processes, weather and climate, the effects of the sun, the relationship of the Earth to the Solar system and our place in the Universe, extraterrestrial forces, natural resources, and renewable vs non-renewable energy. Our enthusiasm for science has sparked the creation of an annual Science Extravaganza Night. Students showcase engaging science activities promoting audience participation and also highlight their science accomplishments and learning. From float and sink experiments in Kindergarten to solar car races in 4th grade, our students teach about science the entire evening.

Social Studies, focused on the standards of geography, history, civics and economics, gives students additional opportunities to practice integrated literacy skills as well as hands-on learning. The geography strand builds understanding of the range of environments and regions on our planet, how they are represented with geographic tools, how those environments impact the way people live either presently or in the past, and some of the push-pull factors that impacted the movement of people throughout the Western Hemisphere. In history, students understand that they, along with everyone, has a story which develops an appreciation of multiple perspectives. Study continues with the history of the Western Hemisphere, its native peoples, and the emergence of the United States to the end of the 1700s. Economics emphasizes understanding producers and consumers, the exchange of goods and services, and personal financial literacy. Finally, in Civics, students learn how to be a member of a community; the rights, roles and responsibilities of citizenship; and the structure and functions of the United States' and local governments.

Kendrick Lakes houses a Jefferson county preschool where students are prepared for Kindergarten utilizing a curriculum based on the Colorado Academic Standards. Students engage daily in activities that build foundational skills in the core contents and in social-emotional development. Preschool students and their families are an integral part of the Kendrick Lakes community.

2. Other Curriculum Areas:

Kendrick Lakes proudly provides all students with either art, music or physical education (AMP) classes daily. Our students also regularly engage with technology and academic and social-emotional developmental programs. These curricula, based on state and national standards, enrich and enhance our core instruction and provide students opportunities to develop interests, passions, and personal improvement and communication skills.

The Visual Arts program is centered around the concepts of Studio Habits of Mind. A synthesis of creative problem solving, craftsmanship, and expression of personal ideas and feelings provides the framework for projects aligned with the Colorado Art standards. The importance of focus and perseverance is an ongoing expectation. Art history, contemporary work, and multi-cultural content are addressed at all grade levels.

At Kendrick Lakes, in music class, our students sing, dance, and play instruments. Singing is essential to group participation and ear-training, as well as fun. Dancing is essential to community-building and kinesthetic understanding of music. Students are also expected to learn to read music, and to play our classroom handbells, ukuleles, recorders, mallet-instruments, and non-pitched percussion instruments on a regular basis.

Our after-school choir meets once a week for an hour, and is available to grades four, five, and six. The school has a partnership grant with the Colorado Children's Chorale and has a director and accompanist from the chorale lead our choir rehearsals for optimal results.

Fifth and sixth grade students have the opportunity to participate twice a week in beginning and advanced band and orchestra during the school day. Band and orchestra students perform twice annually for their parents and our community.

Physical Education at Kendrick Lakes is much more than taking part in games and exercise. Students in physical education are learning how to live a healthy lifestyle that will assist them for the rest of their lives. Physical education helps to connect the dots between nutrition, physical activity, and health-related fitness. To help bridge the curriculum most activities are tied to another academic area like Math, Reading, technology and others. We develop young people with the ability to function in society and have the personal and teamwork skills that will help them become leaders in the future. All participants take part in a variety of activities that enable them to become well-rounded athletes and active individuals.

We know that a healthy body leads to a healthy mind and Kendrick Lakes is a district-designated Healthy School. Over a quarter of the student population at Kendrick Lakes participates in before-school intramural sports that prepare the mind and body for daily learning. We also have a soft start every morning and students spend time outdoors playing before entering the building. Teachers are also given an extra recess with their class each day. Our 3rd grade GT class is currently working with our Wellness Committee to brainstorm healthy, nonfood celebration options and they are creating activity stations on the playground blacktop to promote physical activity.

We believe all that access to technology through our Bring Your Own Device (BYOD) program is necessary to prepare students for their futures in middle, high school and beyond. But neither students nor teachers can be given devices to use for educational purposes without knowledge of how to stay safe and use the internet appropriately. Therefore, our full time Digital Teacher Librarian (DTL) provides training and practice with Digital Citizenship, Google Suite apps, Hour of Code, Makerspace and many other web tools in order to meet the International Society for Technology in Education (ISTE) standards. In addition, our ALP (Advanced Learning Plan) students participate in Jeffco's GT tech challenge. We are also aware that many students cannot bring their own device to school so, in addition to BYOD, each grade level is equipped with a cart of chromebooks or iPads.

Our Social Worker and GT Counselor work weekly with classes and individual students to develop empathy, self-awareness, reflection, and academic perseverance. Through developmental programs such as Brainwise, Second Step, and Why Try, students and teachers learn a common language and set of practices that support students' social-emotional learning.

In partnership with our PTA, Kendrick Lakes offers a wide variety of extended curriculum options to serve our diverse student needs and interests. After school clubs such as Destination Imagination, Chess Club, STEM club, Art club, Lego club, Girls on the Run, TAB (Think Achieve Become) club which offers homework support and does service projects, are just a few of the offerings provided by teachers and parent volunteers each semester. Our after school programming serves over 50% of our student population annually.

3. Instructional Methods, Interventions, and Assessments:

High level of student learning at Kendrick Lakes is a result of the flexibility within our systems. One example of our systems is that teachers use the workshop model of instruction in each of our content areas. In a workshop model one can find such structures as direct, explicit instruction or mini-lessons focused on specific learning targets, co-construction of anchor charts, cooperative learning, small group instruction, learning centers, independent read time and individual conferring and feedback. Within the workshop model, every learner's needs can be addressed. Many students have specific goals they are working on from Advanced Learning Plan goals for our Gifted and Talented learners to READ Plan, ELL and IEP goals for students with specific needs, challenges or gaps. The workshop model allows teachers the flexibility to provide double dosing of content; guided support through the push-in or pull-out services of special providers; acceleration or extension opportunities with special projects, classroom volunteers or technology use; and allows for student choice or student-driven pursuits. Student goals are frequently progress monitored and instruction is adjusted as needed.

Another element in our system is a weekly Professional Learning Community extended planning time. Within these collaborative grade level meetings teachers engage in frequent data digs around student attainment of specific learning targets, or benchmark and state assessment data. We use this data to further determine necessary preventative measures, interventions or extensions for individuals, or whole group instructional focus areas. Armed with data, teams can access another of our systems, the designated intervention block referred to as WIN (Whatever I Need) Time. WIN allows teachers to regroup and share students who have similar needs whether it be extension, prevention, intervention or remediation. Every grade level has a paraprofessional available during their WIN time in order to help support the individualization of learning.

While we are a GT Center school we do not keep GT and non-GT students separated. Because we want every child to get what they need as learners we encourage the sharing of students between our GT and general education classrooms. For example, extremely successful readers in Gen Ed might have their reading block in the GT classroom or GT students who struggle with the math acceleration in our center classrooms might be found learning alongside their grade level peers in a Gen Ed setting. This kind of flexibility allows our teachers to minimize the extreme range of differentiation they might otherwise have to accommodate.

Kendrick Lakes employs a comprehensive and integrated approach to using data and assessment results as a critical component to our success. Data is used to determine school-wide and grade level trends, to drive classroom instruction, and to support and refine the approaches used to intervene with individual learners. It is the foundation of our school-wide goal setting and the goal-setting done in classes with students. In addition to the body of evidence collected by teachers, we use MAP (Measures of Academic Progress), DIBELS (Dynamic Indicators of Early Literacy Skills), CMAS English Language Arts and Mathematics testing, ACCESS Testing for ELLs, and DRA2 to monitor student performance.

At the start of each school year, a deep analysis of our previous year's DIBELS, MAP and CMAS achievement and growth data is done at the school level and within grade level teams. Data trends around standards, skills and student sub-groups are used as the basis for our school-wide UIP (Universal Improvement Plan) goals. For example, in the last two years it was determined that Reading was our greatest area of need, specifically in informational text and vocabulary. Goals and action plans were set to address these gap areas school-wide. As teachers drilled down deeper into their grade level and classroom data, their Individual Educator Goals were set around reading and the more nuanced needs of their groups of specific students. Knowing reading was a school-wide focus, we designed our professional development to address the understandings and strategies needed for growth in this critical area of student learning.

We further support our goals through our Professional Learning Community (PLC) structure. Grade level teams determine the essential course of study for each reading unit and collaboratively design common formative and summative assessments to measure student learning. As the data from these assessments is reviewed and analyzed through scoring conferences, adjustments are made according to the attainment of specific learning targets. Teacher may find that reteaching for the whole group, or intervention or extension for individual or small groups of students during our WIN or "Whatever I Need" block are necessary for optimizing student learning.

Students engage in goal setting with teachers after our Beginning of Year (BOY) and Middle of Year (MOY) Benchmark testing using MAP and DIBELS. Student progress is monitored throughout the interim periods and both goals and progress are shared with parents at the Fall and Winter Parent-Teacher Conferences.

Parents and community are informed of Kendrick Lakes' school goals and interim progress at monthly School Accountability Meetings and data is included on our school's website.

Finally, to ensure that students' goals and data are easily and readily accessible to the following year's teachers, each classroom teacher maintains a data profile sheet on every student that includes all state and benchmark testing in every content area, plan goals, and MTSS notes, along with anecdotal observations and insights. These data sheets allow each teacher to begin their instructional supports where the previous year's teacher left off and determine targeted, best practice strategies.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The Kendrick Lakes' positive and supportive climate and culture begins with our Positive Behavior Intervention and Supports (PBIS) system. Our growth mindset-based DIVE framework of "Demonstrate Respect," "Improve Self," "Value the Environment," and "Engage in Learning" is universally embraced by students, staff, volunteers, and families. Academic, social, and emotional growth is supported through our DIVE expectations and this common language and understanding enables everyone to honor each other's accomplishments, guide each other to make better choices, or develop into better versions of themselves. Students become familiar with the DIVE expectations and receive DIVE Dolphins as individuals or as a class when they demonstrate those expectations. Dolphin winners are acknowledged weekly by the principal on the PA system and students cheer and applaud these individuals school-wide.

While our DIVE system engages and motivates students to grow, it is only one component. To further encourage academic achievement, teachers create relevant and kid-friendly learning targets and guide students toward success. Their days are filled with creative endeavors and hands-on learning experiences as well as fun and interesting ways to practice new skills. Most classrooms feature "Walls of Fame" where student accomplishments such as mastering the 100 most common sight words or memorizing the multiplication facts are highlighted. Teachers set goals with students and confer with students frequently to support their learning. Classroom achievement and growth awards are given at the ends of each trimester and parents are invited to attend. Opportunities to showcase their talents and accomplishments through the annual Science Extravaganza, Art Show, Winter Music Celebration, Field Day, or performances of student created plays are additional examples of ways we motivate and engage students in learning.

Social and emotional supports also contribute to our positive school culture. Our school Social Worker and GT Counselor conduct weekly class meetings to model and teach empathy, strategies for managing emotions, for making friends, for managing conflict, and for school success. Any behavior plans developed with individual students are strength based and focus on rewards, not consequences. Students in our school lead "Day Without Hate" activities each spring to bring attention to ways we can support each other and combat bullying or hurtful behaviors.

Our PTA and school leadership recognize the importance of our teachers feeling supported and valued as well. The PTA sponsors special lunches, treats, and gifts as grateful gestures which are highly regarded and appreciated. The administrative leadership team also provides lunches or unexpectedly provides the gift of time. Staff acknowledge their colleagues who demonstrate our shared commitments by writing descriptions of the valued behaviors on nomination cards. One nomination is drawn weekly to receive the 'Employee of the Week' parking space and all nominations are displayed in the staff lounge. Team-building activities and after hours social events help form the strong connections that we rely upon to do our best for our kids.

2. Engaging Families and Community:

One of the unique features of Kendrick Lakes is the strong relationship the school has with our families and community. This relationship is the result of providing numerous opportunities for parent and community involvement.

Strong and consistent communication serves as the backbone of the home-school relationship. Throughout the school year families receive opportunities to learn about Kendrick Lakes through our monthly School Accountability Committee (SAC) meetings, Fall Curriculum night, New Family Orientations, Kindergarten Information Nights, GT Open Houses or Information Nights, Diversity Teas, monthly newsletters, classroom bi-monthly curriculum and calendar updates and weekly automated messages. We also seek and collect feedback through various all-school surveys and work sessions during our School Accountability meetings which are planned in collaboration with the principal and facilitated by the SAC co-chairs.

Our robust PTA sponsors creative learning and social events as well as additional funding to support school programming and needs. Activities such as Tea & Tissues for parents of Kindergarteners and new students, Dads & Donuts, Moms & Muffins, Goodies & Grandparents, family movie nights, a Daughter Dance, a Son Bowling event, and Skate City Outings all build a sense of community among our families and strengthen bonds between students and their families. PTA also helps extend the school-based learning by sponsoring PTA Art Reflections, a Veteran's Day celebration, our annual Science Extravaganza, a Multi-Cultural Fair done in partnership with another local elementary school, and Spaghetti and Spelling, an evening of literacy-based fun and learning utilizing volunteers from a nearby university. Their fund-raising events such as the APEX Fun Run and monthly community nights at local restaurants provide significant funding for enhanced classroom libraries, chromebooks and iPads, field trips, and special classroom equipment.

Kendrick Lakes welcomes volunteers at all levels. We have Oasis tutors working side by side with students in reading; Whiz Kids volunteers who commit to weekly after school mentoring, homework support, and fellowship; parents and grandparents who support classroom teachers by running class parties, supporting student collaboration or class projects, sharing their special knowledge and talents, and by doing clerical work; and folks who volunteer to keep the library reshelfed and organized. These countless hours of volunteer time are critical to our students' overall success. Our spring Volunteer Appreciation Breakfast is an especially treasured way to let these caring individuals know how much we value their contributions.

3. Professional Development:

Research shows that effective teachers are the most important factor contributing to student achievement. The teachers at Kendrick Lakes value professional learning in their quest for continuous improvement and for securing high levels of learning and growth for every child. Our coordinated approaches to professional development (PD) ensure that teachers are obtaining the training they need to achieve their personal goals, our school goals, and those for the learners in their classrooms.

At Kendrick Lakes we use data to determine our professional learning needs. For example, upon establishing our UIP (Universal Improvement Plan) focus of reading, we reviewed our CMAS and DIBELS data with the support of district specialists and created a plan through which our professional learning targets were identified. Our instructional leadership team (the Focus on Learning Committee) helped identify the means to achieve those targets. We accessed our district English Language Arts content specialist to provide some PD in our school, brought teachers to half-day district trainings to learn about new structures and strategies, and used both PLC time and staff meeting time to share and advance our learning. We engaged in School Improvement Reviews, using district and in-building observers, to collect data on the implementation of our new strategies and using that data, refined our practices further. The high levels of growth observed in our CMAS ELA results served as final evidence of the efficacy of our efforts.

Our Instructional Coach, Digital Teacher Librarian, English as a Second Language Resource Teacher, and Gifted and Talented Resource Teacher all receive specialized training and are able to share their knowledge in the form of job-embedded or 'just-in-time' PD within the PLC team planning meetings. As teachers delve into the curriculum units and review the data from their common formative assessments, needs for further professional learning often arise. Our resource teachers consistently attend each grade level PLC meeting and can offer new learning on the spot. As trends emerge across grade levels, suggestions for PD are brought to the Focus on Learning committee to plan for school-wide learning. We are intentional about using our building experts or accessing specific district training opportunities to help build everyone's capacity.

Our three shared leadership teams have all been empowered to plan responsive staff learning on any of our first and third Wednesdays each month set aside for professional learning needs. To suit their individual interests, goals, or professional aspirations, teachers are encouraged to access online, self-paced district trainings or attend L3 (Learn, Launch, Lead) workshops in August or Leading Student Achievement

training sessions throughout the school year. Furthermore, with the support of our resource teachers, our staff can engage in side-by-side learning and coaching cycles to improve their practice. Teachers at Kendrick Lakes are lifelong learners and thoughtfully access a variety of opportunities to make a difference in their students' success.

4. School Leadership:

In education, people tend to single out the principal when talking about the performance of a school. Kendrick Lakes, however, has a principal who recognizes that every single staff member is critical to our success. He works to cultivate and support each person's strengths in the execution of their work and access their creativity and experience to contribute to and collaboratively lead the school's constant improvement measures. His vision and guidance along with the shared leadership demonstrated by the staff are critical components to the effective functioning and success of Kendrick Lakes.

Our principal demonstrates a high level of professional trust in the faculty and support staff. He empowers people to exercise their skills and judgment in the classroom as long as it fits within our vision and honors our shared professional agreements. This self-autonomy promotes creativity and risk-taking unstifled by micromanagement while continuing to support our high levels of student achievement. Teachers new to the building express what a refreshing difference it is to work under our principal's leadership because of the importance he places in building relationships, his accessibility, and the confidence he displays in everyone.

The relationships the principal cultivates motivate everyone to participate in a shared leadership model. The three big ideas of Professional Learning Communities, "A Focus on Learning," "A Focus on Results," and "Building a Culture of Collaboration" serve as the basis for our three, shared leadership teams, and every staff member serves on a shared leadership committee. The grade level teams have a representative on each committee and the remaining AMP, Special Service Providers, Secretaries and the Facility Manager serve on the committees that best fit their interests and roles.

The Focus on Learning committee's primary charge is improving instruction. Through the evaluation of data, reviewing the efficacy of our PLC practices, and being responsive to our teachers' professional learning needs and requests, this group of instructional leaders defines priorities, attends district learning opportunities, advises the principal and instructional coach and shares and models new learning.

The Focus on Results committee serves to review and refine the practices that ensure that all students are learning at high levels. They advise our MTSS and PBIS systems and serve on the Student Study Team.

The Culture of Collaboration Committee addresses the building management concerns such as calendar and schedule planning, special programming for students, building use, communication, and collaboration with all stakeholders.

Our principal knows his primary job is to ensure student growth and achievement. His motto of "keeping the main thing the main thing" continually reminds the staff that our primary goal is learning and growth for every student. He does whatever it takes to support teachers in that work and to protect them from unnecessary distractions. Kendrick Lakes has a reputation for its staff continuity and longevity which is due in large part to having leadership that honors their experience and professional expertise and allows them to collaboratively shape the school and its priorities and practices in ways that best supports learning.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The success of our Kendrick Lakes students, regardless of their academic classifications, socioeconomic status, or cultural or language backgrounds, is dependent upon our teachers' ability to differentiate instruction and provide the supports that students need to maximize their learning. To ensure that all students are learning and growing at high levels, our Professional Learning Community teams are committed to reviewing data and specific student work, being more strategic in our Tier 2 intervention programming, and supporting all students through our dedicated WIN time.

Because of district-provided training and facilitation by the Instructional Coach or Digital Teacher Librarian, collaborative, grade level meetings have gone from merely planning the activities teachers might use for each unit to planning multiple formative and summative assessments for the agreed upon essential learnings from each unit. Teachers develop the success criteria and review their assessment results in a timely fashion in order to differentiate instruction based on their students' needs. They also use their data to determine which teaching strategies were most successful and which teacher on the team might be best suited to reteach certain targets or extend the learning for specific groups of students. The final benefit to our data focus is that we can identify the professional learning needs of the team and engage in on-the-spot, side-by-side learning or pursue individualized learning through observations, coaching cycles, or by attending district-provided training.

Benchmark assessment data digs, facilitated by the Instructional Coach, help teachers identify the students who might need more targeted, programmatic interventions. By matching the best research-based intervention to the needs of the students, we've been able to accelerate growth and eliminate gaps, specifically in reading and with number sense.

Finally, our PLC work is enhanced by our dedicated WIN block. Each grade level has a common time set aside each day to individualize, differentiate, extend or support student learning depending on student needs and teacher strengths. With the help of an assigned paraprofessional, teachers regroup students across the grade and reteach learning targets that need attention; support students as they explore passion projects or pursue advanced learning plan goals; or allow for additional time to finish work, do extra reading, or engage in computer practice of certain skills to ensure fluency or mastery.

By becoming a school that utilizes data in the collaborative planning process and that creates a sacred time for prevention, intervention, and extension, Kendrick Lakes ensures focused professional learning for its teachers and targeted learning for all students. As our motto describes, we achieve "Learning and Growth for ALL!"