

**U.S. Department of Education**  
**2020 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

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

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

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

School Mailing Address 198 Eureka Road  
(If address is P.O. Box, also include street address.)

City Charleston State WV Zip Code+4 (9 digits total) 25314-2124

County Kanawha

Telephone (304) 348-6104 Fax (304) 348-6107

Web site/URL http://kenna.kana.k12.wv.us E-mail learnest@mail.kana.k12.wv.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. Thomas Williams E-mail twilliams@mail.kana.k12.wv.us  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Kanawha County Schools Tel. (304) 348-7770

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(Superintendent's Signature)

Name of School Board  
President/Chairperson Mrs. Becky Jordan  
(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**

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

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration 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.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. 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

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Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

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

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

**SCHOOL** (To be completed by all schools)

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

- Urban (city or town)  
 Suburban  
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

| Grade                 | # of Males | # of Females | Grade Total |
|-----------------------|------------|--------------|-------------|
| PreK                  | 13         | 7            | 20          |
| K                     | 12         | 11           | 23          |
| 1                     | 11         | 8            | 19          |
| 2                     | 13         | 15           | 28          |
| 3                     | 16         | 11           | 27          |
| 4                     | 15         | 9            | 24          |
| 5                     | 11         | 13           | 24          |
| 6                     | 0          | 0            | 0           |
| 7                     | 0          | 0            | 0           |
| 8                     | 0          | 0            | 0           |
| 9                     | 0          | 0            | 0           |
| 10                    | 0          | 0            | 0           |
| 11                    | 0          | 0            | 0           |
| 12 or higher          | 0          | 0            | 0           |
| <b>Total Students</b> | 91         | 74           | 165         |

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
  - 3.7 % Asian
  - 4.8 % Black or African American
  - 0.6 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 79.3 % White
  - 11.6 % 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 2018 - 2019 school year: 6%

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.

| <b>Steps For Determining Mobility Rate</b>   | <b>Answer</b> |
|--|---------------|
| (1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year   | 9             |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year | 0             |
| (3) Total of all transferred students [sum of rows (1) and (2)]  | 9             |
| (4) Total number of students in the school as of October 1, 2018   | 162           |
| (5) Total transferred students in row (3) divided by total students in row (4)   | 0.06          |
| (6) Amount in row (5) multiplied by 100  | 6             |

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

Spanish, Urdu

English Language Learners (ELL) in the school: 4 %

7 Total number ELL

7. Students eligible for free/reduced-priced meals: 34 %

Total number students who qualify: 56

8. Students receiving special education services: 7 %

11 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>2</u> Other Health Impaired                 |
| <u>1</u> Developmental Delay     | <u>4</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance   | <u>4</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: 4

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

|  | <b>Number of Staff</b> |
|--|------------------------|
| Administrators   | 1                      |
| Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.  | 8                      |
| Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.  | 4                      |
| Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.   | 2                      |
| Student support personnel e.g., school 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.

| <b>Required Information</b> | 2018-2019 | 2017-2018 | 2016-2017 | 2015-2016 | 2014-2015 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance    | 96%       | 96%       | 96%       | 97%       | 97%       |
| 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 2019.

| <b>Post-Secondary Status</b>                  |    |
|---|----|
| 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. 2012

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

We strive to provide an environment that promotes acceptance, achievement, and self-worth while preparing students to be college or career ready when they graduate.

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**

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Kenna Elementary is located in Charleston, West Virginia and is part of Kanawha County Schools. Kenna is located in an affluent area of Charleston with many professionals, however there is variety within the community and socioeconomic status of students, some students living in a nearby housing project. Kenna has had an influx of foster children in our school within the last two years. We have also had an increase in transient students. Our student body of 165 students is from a range of cultures and this is something which is celebrated at Kenna. We encourage our families who are of different faiths, from different countries, or diverse in some other way to bring that into our school and share that with our students and teacher.

Our main focus at Kenna is to help each student reach their potential and become productive members of society when they grow up. We use that principle to encourage and challenge students each day. Teachers use the West Virginia standards and the set Kanawha County curriculum along with supplemental materials in order to ensure that all students are afforded the education they need for the next grade level. Through the use of small groups and interventionists we are able to individualize education to meet students on their level and accelerate them. Not all students learn in the same manner and at Kenna is a focus to ensure that each student is afforded the ability to learn in whatever manner is best for them.

As we move into an ever changing society which is very different from the world these students will live in as adults, Kenna is pushing to ensure that our students have the knowledge of the technology needed in this society. We find it very important for students to learn how to type and use formal computers as well as using iPads and other technology, such as coding robots. We have teamed up with the technology team from Kanawha County to provide new experiences to our students through technology, while ensuring that technology does not take over our education and students still use books, paper, and pencils.

At Kenna we feel that is so important that parents and students feel comfortable in the school and with the staff. We have developed clubs where students get to do a fun activity with a staff member in the building once a month. During this time the students are learning skills and having an academic focus, but are also building strong connections with the staff. Students are working and bonding with staff members they may not work with on a regular basis and that gives them the feeling of community, safety, and security we want each student to feel as they enter Kenna Elementary.

In 2012 Kenna was chosen as a National Blue Ribbon School. This very exciting honor has been a source of pride for the Kenna Community for the last eight years. This honor has allowed us to continue to share the pride we have for our school and our community. While there have been changes to the social economic makeup of students within our school since the last award, Kenna continues its strong commitment to exemplary practices through a shared vision focusing on the development of the individual child. Kenna was recently recognized as the only school in the state of West Virginia to exceed standards in all areas, including academics and attendance. The overarching philosophy and leadership styles of Kenna Elementary have not changed and this recent award coincides with what made Kenna a 2012 National Blue Ribbon School. As we continue to meet the learning needs of each child, we proudly say, "We are Kenna Elementary.....committed to excellence."

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

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

Kenna Elementary School teachers base classroom instruction on the West Virginia College and Career Readiness Standards utilized within the state of West Virginia. The mission at Kenna Elementary School is “Committed to Excellence.” We strive to provide an environment that promotes acceptance, achievement, and self-worth. Our purpose is to prepare our students to contribute to, and successfully participate in a challenging, changing world. Our standards of excellence include responsible students, strong instructional leadership in our exemplary staff, involved and active parents, the use of integrated technology and a rigorous curriculum.

Classroom instruction focuses on the delivery of basic and higher level processing skills in kindergarten through fifth grade. Scaffolding developmentally appropriate lessons, instruction and activities ensure the success of all students in all aspects of the curriculum. Teachers are provided county adopted textbooks and materials aligned to the State Standards. In addition to the county adopted curriculum, Kenna Elementary teachers also use research based methods and materials to enhance and support burgeoning learners and to meet the individual needs of all of our students. For example, we use Marzano based vocabulary strategies to develop academic vocabulary and Accelerated Reader to encourage a wide variety of reading and comprehension. Our classroom schedules are arranged to allow maximum use of instructional time. Teachers can adapt their learning blocks for direct, small group, and individual instruction.

#### **1b.** Reading/English language arts

Kenna Elementary uses Houghton Mifflin Harcourt Journeys for core reading instruction as adopted by Kanawha County Schools. Through this series teachers are provided with a variety of materials in order to focus on all forms of text, such as: fiction, nonfiction, and informational. In conjunction with this program our school uses Saxon Phonics in kindergarten through second grade in order to give students the phonics base that students need in order to become strong readers. Tiered instruction is used with all classes to provide students instruction at the level they need. DIBELS (Dynamic Indicators of Basic Early Literacy Skills), STAR (The Standardized Test for the Assessment of Reading), and classroom performance are used to place students in Tier 2 and Tier 3 instruction as needed. Kenna Elementary supports a reading interventionist who provides Tier 2 and Tier 3 reading instruction for identified readers in kindergarten through fifth grade. IPAP (Intensive Phonemic Awareness Program) is used with kindergarten and first grade students in addition to skills based specific instruction. Tier 1 instruction is a whole group program taught by the regular classroom teacher. Jan Richardson’s guided reading model is used in grades kindergarten through third grade as part of this Tier 1 instruction.

Writing is a key component to the language arts program at Kenna Elementary. Students are taught the basic writing skills in kindergarten and this is developed as they move throughout the grades. Supplemental resources, such as No Red Ink are used to provide strong writing instruction.

Teachers administer weekly assessments in reading/language arts through the HMH portal. Data derived from these assessments drive instruction from whole to small groups. These assessments also assist in identifying students who need additional support from the reading interventionist. It is important to our faculty to have a wide variety of literature for our students, both informational and literary texts, with direct connections to science and social studies. This program meets most of our criteria. Our goal is focused on students having the ability to read and write fluently across all areas of the curriculum.

#### **1c.** Mathematics

Kenna Elementary uses McGraw-Hill’s My Math as the core curriculum in all classrooms. This program follows the West Virginia state standards and is very thorough in its approach to each concept. Teachers are

able to assess students as they work through each lesson based upon classroom performance, built in self checks, and the assessments within the program. The real world problem solving and brain building exercises which are built into this program help students to see the relevance of math to their lives. Through the online component teachers are able to customize instruction and use the data to drive instruction based upon which standards students are meeting and which are causing students to continue to struggle. Kenna Elementary also utilizes the Scholastic Math Inventory in order to assess students and determine their quantile. These factors come together to determine who is in need of Tier 2 and Tier 3 instruction.

Tiered instruction is given by our math interventionist based up on the needs of students as evidenced through multiple sources. This is done in large and small group settings. Kenna Elementary math interventionist pushes into the classroom as needed to determine student needs, assist in the large group setting for identified students and in the small group setting by giving standard specific instruction.

All students utilize ST Math, a research based math program which does not give students instructions. Students must look at what is before them and their basic math skills in order to determine what process is needed. This is a math program that students enjoy due to the cartoon nature of the program and it gives them skill based practice. Teachers and administrators are able to monitor progress and see which areas of content students are struggling with in order to determine needs.

#### **1d. Science**

Teachers in our school utilize hands on approaches to science through the use of inquiry based methods. In science our students are involved in hands on experiences, giving them real world connections to the scientific process. Foss learning kits have been provide to classrooms in order to provide structure to science lessons and experiments. Additionally, Kenna Elementary has purchased a subscription to Generation Genius. This standards based online science program provides videos and activities with experiments to align with West Virginia's learning standards. Teachers are able to assess students based upon the lessons taught in Generation Genius with quizzes and exit tickets provided within the curriculum as well as through their daily classroom performance and teacher made assessments.

#### **1e. Social studies/history/civic learning and engagement**

Kanawha County Schools has developed their own social studies curriculum based upon the West Virginia learning standards and the needs of a growing and changing world around us. The program lays out each standards along with a roadmap and all needed assessments and activities. Through the use of Discovery Education, students can experience the world of geography, history, economy, and civic concepts on a personal level. Discovery Education allows teachers the ability to assign articles, videos, story boards, and other activities to students which align with the current learning standards. Students at Kenna experience real life government through the student government program established at our school.

#### **1f. For secondary schools:**

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

Kenna Elementary has a preschool program which services typical and special education students who are ages three through five. The program is made up of Head Start and pre-k students. School Readiness is a priority for the preschool program to ensure that all students are prepared for kindergarten. Teams of educators, health professionals and social service staff work together to implement strategies that enhance the Parent, Family, and Community Engagement Framework in Kanawha County Schools Preschool. We work to promote Developmentally Appropriate Practices utilizing WV Pre-k Standards Ages 3 to 5 and the Head Start Child Outcomes Framework. Emphasis is placed on improving student-teacher interaction with the Classroom Assessment Scoring System (CLASS). These practices will enable preschool children and their families to be better prepared for a successful school career in the 21st Century.

## **2. Other Curriculum Areas:**

Kenna Elementary is fortunate to have a gifted Physical Education teacher who works closely with the classroom teachers in developing lessons that correlate with classroom goals and objectives. Our physical education teacher emphasizes the wellness of the whole child and staff. She has our students participating in national and regional physical fitness activities, including the Presidential Physical Fitness Curricula, Kids Heart Challenge, and Field Day, to name just a few. Students are engaged in daily fitness activities that are fun and cognitively stimulating. The students experience developmentally appropriate activities that build confidence and self-esteem, instilling a desire to maintain a healthy lifestyle. Additionally, Kenna has a music teacher who inspires a love of music in our students. She directs our school chorus and has planned many fun and exciting music activities to instill a love of music in our students. Our school librarian meets with students regularly to provide read aloud, allow students to check out books, instruct them on reading and writing principles, and foster a love of reading in our students. Additionally, we have a weekly art teacher to instill that creative development in students. Each year we have several students who compete in the county art fair.

## **3. Academic Supports:**

### **3a. Students performing below grade level**

Kenna Elementary has a full time reading interventionist and a half time math interventionist. These interventionists focus on students who are performing below grade level in order to boost their confidence and academics. The reading interventionist works with all classrooms in grades kindergarten through third grade to provide guided reading instruction for those below grade level as well as small group setting concept based instruction for students in grades kindergarten through fifth grade who show a need. Need for additional instruction is based upon classroom performance, DIBELS data, and QPS (Quick Phonics Screener) results. The math interventionist also provides small group concept based instruction for students in all grade levels who are performing below grade level. Students who are in need of this instruction are determined based up classroom performance, SMI (Scholastic Math Inventory) data, and teacher made “Math Field Day Challenges.”

### **3b. Students performing above grade level**

Kenna Elementary has a full time teacher of gifted at the school. She works with students who are performing above grade level and have qualified for special education services under the gifted qualifications per the West Virginia guidelines. Our gifted teacher has students one time each week for four hours and provides STEM activities, higher level thinking math and reading activities, as well as other thought provoking activities. She also provides extra work for students to have in the classroom for when they complete assignments early.

### **3c. Special education**

Kenna Elementary has a half day special education resource teacher. This teacher works with students based upon the specific goals and times placed in their IEPs. The special educator also works closely with classroom teachers in order to ensure that students are keeping up with classwork, determine specific needs, and provide resources and materials within the classroom to best meet the need of each students. Additionally, Kenna Elementary has a speech therapist one day a week who works directly with students and provides “homework” for students to work on specific skills with their parents at home weekly.

### **3d. ELLs, if a special program or intervention is offered**

At Kenna Elementary we have several students who receive ELL services. These services are provided by our ELL specialist who first assess each student to determine their level of need. Those with a higher level of need receive services daily and those at a lower level of need will receive services weekly or monthly. The ELL teacher is in constant communication with the general education classroom teachers to determine what needs each child need has in order to best meet their needs.

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

## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

Kenna Elementary works to engage students by forming personal connections with them. In order to motivate them we focus on getting to know them as person and to learn about their family so that we can best see what their needs are. We also use multiple instructional strategies in order to make sure that we reach each student. Large group and small group settings in addition to audio, visual, and hands on activities. We use a mix of technology and traditional teacher methods to reach all students as well. Our school counselor does small group “chat” sessions in addition to classroom lessons in order to help students work on their social emotional needs and how to interact with each other and adults. We also try to make learning fun for all students. Engaging students in whatever means works best for them is our goal and focus at Kenna Elementary.

### **2. Engaging Families and Community:**

Kenna Elementary is committed to engaging our families and community. There are many opportunities for parents to be an integral part of our school family: PTO, PTO committees, LSIC, volunteer readers, homeroom helpers, Read to Me Day, Santa Shop, Student Assistance Team, outdoor classroom, field day, chorus performances, book fairs, Accelerated Read Celebrations, mile run, Fall Festival, Veterans Day assembly, and career to name a few. We encourage families to be a part of the school and classroom in every way and we are very lucky that most of our parents are in the school regularly.

We also have outreach programs to involve the community. The local Marriott hotel is our CASE (Community Alliances to Support Education) partner. In this endeavor they support us both monetarily and with donations of food and/or facilities. In turn our students are available to perform for guests or provide displays of art work and projects.

### **3. Creating Professional Culture:**

At Kenna Elementary the staff is always striving to learn and grow for ourselves and for our students. We have weekly staff meetings which is used as a time to share ideas, come together as a staff, and have professional development. These have been very valuable in team building for our staff since we only have one of each grade level at our school. This school year we have also been teaming up with the schools in our high school feeder area for professional development. During the predetermined county professional development days we meet as a full feeder area staff for professional development and then move into grade level groups for continued professional development. These have been extremely beneficial to our staff. This allows us to meet with other professionals to share ideas and commiserate. This program has left all teachers rejuvenated and ready for the next challenge.

### **4. School Leadership:**

Partnering with parents, and the community, the teachers and principal of Kenna have been involved with students in a grassroots movement for exceptional quality and success in education. The overall goals of educators, parents, business partners, and community members have been to provide a safe, secure and challenging environment for students; excellence is expected at every level.

Our principal has approached this high level of expectation with glowing success. Every morning, she personally greets students as they walk through the doors of our school. She monitors all lunch periods, and addresses each individual on a personal level. Her knowledge of a student’s overall learning style and behavioral patterns indicate an intimate understanding of child development, and the importance of appropriate expectations for children at each of their developmental levels. Therefore, her expectations of teachers mirror her own expectations for her position. Our principal has an extensive knowledge of state and county policy, and communicates this information in a consistent, professional manner. Her open door policy for teachers, parents, students and community members have created a safe and desirable atmosphere where confidentiality is valued and personal relationships are treasured. Our principal works closely with our Parent Teacher Organization and Local School Improvement Council to procure learning tools for our students.

## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

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The one practice which makes Kenna Elementary so successful is forming connections. Kenna is a school filled with hard working teachers who want to do everything they can to help our students learn. However, if a connection between the students and the teachers, counselor, principal, secretary, aide, custodian, cook, and everyone else in the school is not formed, students will not work to their full potential. We have found that if staff members are genuinely engaged with students and care about their well-being in addition to their education then students will work hard and care about their education as well. Our school counselor works very hard to help parents and students feel safe having difficult discussions with her and knowing that she and the rest of the staff will do anything and everything possible to help the student and family. Looking at at-risk students and using our professional development time to focus on how to reach those students in need has helped us to learn how to deepen connections and best reach all students, not just those who are self-motivated. This has been a primary goal for staff at Kenna Elementary and it has truly been a determining factor in our success.