

PSD School Accreditation Report – 2008-2009

Kinard Core Knowledge Middle School

Accreditation Report Table of Contents

(To update Table of Contents, right-click table, select "Update Field," and click "OK.")

Section 1 – Site School Improvement Team Membership	2
Section 2 – School Accomplishments & Celebrations	3
Section 3 – Professional Development Allocation	8
Section 4 – Resource Allocation.....	10
Section 5 – Branding/School Climate & Culture.....	11
Section 6 – School Innovation	17
Section 7 – Safe School Plan	18

Please submit complete report by e-mail and send hard copy of Section 1 signed by principal and team chairperson to Accreditation Department by Friday, October 23, 2009

Section 1 – Site School Improvement Team Membership

School Name: Kinard Core Knowledge Middle School

Required Members

(use **bold** text to indicate team chairperson)

Representing Group	Name	(M/F)
Principal	Joe Cuddemi	M
Teacher	Megan Menard	F
Parent	Joni Norwood	F
Community, Non Parent	Evan Hyatt	

Additional Members

Representing Group	Name	(M/F)
Counselor	Rea Kreider	M
Counselor	Aisha Thomas	F
Teacher	Brad Blank	M
Teacher	Pam Downing	F
Assistant Principal	Bill Ernest	M
Teacher	Nicole Darrow	F
Teacher	Bill Dern	M
Parent	Brent Carmack	M

The 2008-2009 School Accreditation Report should be developed and adopted by the School Improvement Team. The chairperson’s signature below indicates that the committee helped in the development of the plan and has approved the plan.

Principal’s Signature: _____ Date: _____

Chairperson’s Signature: _____ Date: _____

Section 2 – School Accomplishments & Celebrations

Take a moment to discuss your school’s unique accomplishments and celebrations from the past year.

Kinard Achievements and Celebrations 2008-2009

<u>Scholastic Art Winners</u>	<u>Regional Science Fair</u>
Zoe Brush – Gold Key, Painting	Shane Bontempo – 2 nd Place Earth and Space Division
Erica Miller – Gold Key, Drawing	Peter Flickinger – 3 rd Engineering Division
Madi Mishak – Gold Key, Printmaking	Minuri Gamage – Discovery Channel Young Scientist Award, 2 nd Place Engineering Division, Seagate Award of Excellence - <i>State Qualifier</i>
Jason Petty – Gold Key, Painting	Abbie Hanawalt - Participant
Sydney Smith – Gold Key, Painting	Samantha Holmes – 2 nd Place Botany Division
Matthew McHugh – Gold Key, Drawing	Jessie Ling - Participant
Michela Parisi – Silver Key, Printmaking	Kelli Olson – Honorable Mention Engineering Division
Jonathan McHugh – Silver Key, Drawing	Caitlin Rice - Participant
Sophie Shanley – Silver Key, Photo	Sydney Smith – American Meteorological Society Award, Discovery Channel Young Scientist Award, US Army Excellence in Math/Science/Technology Award
Samie Trujilo – Silver Key, Pottery	Natalie Vazquez – 3 rd <i>Place Best of Fair</i> , 1 st Place Zoology Division – <i>State Qualifier</i>
Rose Wright – Silver Key, Photo	
Erin Gammonley – Honorable Mention, Photo	
Nathaniel Mullins – Honorable Mention, Pottery	
Kelli Olson – Honorable Mention, Photo	
Adrien Perinet – Honorable Mention, Drawing	
Samantha Holmes – Honorable Mention, Photo	

Colorado Music Educators Association (CMEA)

Kinard Choir performance at the Broadmoor on January 22nd

<u>Honor Band</u>	<u>Honor Orchestra</u>
Ryker Van Doren - Percussion	Jackson Bailey - Violin
Dakota Lorenz - Percussion	Zoë Koppenhofer - Violin
Taylr DeWar - Tuba	Michelle Kramer - Violin
Jacob Clark - Tuba	Hannah Manning - Violin
Mary Wilson - Trombone	Jonathan McHugh - Violin
Theo Koelsch - Trombone	Jenni Moon - Violin
Linde Carmack - Horn	Nathaniel Mullins - Violin
Mo Bailey - Horn	Braden Olsen - Violin
Zach Brake - Trumpet	Ellie Scott - Violin
Chris Whittle - Trumpet	Julia Sanders – Viola
Jacob Feinberg - Trumpet	Matthew McHugh - Bass
Dylan Hoyt - Alto Sax	Kaden Strand - Bassoon
Alleynah Cofas - Bass Clarinet	Kelli Wick – Clarinet
Kaelin Trippe - Clarinet	T.J. Soulier – French Horn
Niraj Patel - Clarinet	
McKenzie Osborn - Clarinet	
Kelli Wick - Clarinet	
Austin Rugh - Clarinet	
Kaden Strand - Bassoon	
Laurel Beaty - Oboe	
William Petterson - Flute	

<u>Clubs at Kinard</u>		<u>Mustang Awards of Excellence</u>	
		<u>8th Grade</u>	<u>9th Grade</u>
Book Club	Lego Robotics	Toby Bollig	Nicole Mullen
Chess club	Running Club	TJ Soulier	Colton Connelly
Creative Writing Club	The Theater Club (tTC)	Koree Willer	Ryker Van Doren
Fellowship of Christian Teens (FCT)	Threadz	Taylor Nelson	Brooke Zemanek
INK Club	Yearbook	Nathan Blank	Josh Ferreri
Math Counts	Young Chautauqua	Kate Harris	Zack Brake
		Cale O'Donnell	Alyssa Bollig
		Nicole Chaco	Annie DeFrancia

Lego Robotics

Three teams qualified for the Colorado state championships:
 The Titans won 1st place in "Robotic Performance".
 TTHNN! (Team That Has No Name!) won the "Dependable Design" Award.
 The Solar Powered Tree Huggers were nominated for the "Judges Award".

<u>The Titans</u>	<u>Solar Powered Tree Huggers</u>	<u>TTHNN!</u>
Coach Erin Francom	Coach Brad Goetz	Coach Bill Hunt
Coach Roberta Croft	Caleb Bay	Elaine Haile
Aaron Aaeng	Peter Flickinger	Erin Hill
Mark Alsip	Jarett Flack	Lindsay Hunt
Austin Croft	Scott Goetz	Ryan Hunt
Max Francom	Emily Monaldi	Chinmay Pandit
Sierra Koch	William Petterson	Timmy Walker
James Parker	Liam Weiner	
Molly Thornton	Kyle Whittle	
Michelle Zhu		

Math Counts

2nd place in the PSD Competition Colorado State Competition Team Qualifiers:
 William Petterson – 3rd place in Regional Competition
 Jake Clark, Jenni Moon, Niraj Patel, Chinmay Pandit

Athletic Team Achievements

Tennis Club team – First Place in PSD – This is the 4th championship in a row.
 7th Grade Boys Basketball – District Champions
 8th Grade Boys Basketball – Back to Back District Champions – 2008 and 2009
 Cross-country Club – Girls team placed 2nd in PSD.
 Boys Wrestling team – Dual Meet Champions
 7th Grade Girls Volleyball Champions
 Golf Club Team – Back to Back Champions – 2008 and 2009

Individual Student Awards and Honors

Jake Scott – Eagle Scout Award
 Liam Weiner – Geography Bee winner
 Jenni Moon – Spelling Bee winner
 Toby Bollig – Rotary Student of the Month
 Cole Bryant – Washington State Senate Page
 Brittani Hensel – MLK Jr. Essay Writing winner
 Anna DeFrancia – Violet Richardson Award – Soroptimists International
 Ed Cleary – High School State Championship qualifier in Cross-country and Track – All Conference
 Jamie Thill – High School State Championship qualifier in Track – All Conference
 Alyssa Bollig – High School State Championship qualifier in Track
 Rachel Rudel – High School State Championship qualifier in Track
 Alex Tooley – High School State Championship qualifier in Swimming

Feedback about the Kinard Learning Community from the PEBC Consultants

Kinard Core Knowledge Middle School

Celebrations and Trends

- Use of thinking of strategies in classrooms
- Rituals and routines
- Bell-to-bell instruction
- Extremely caring staff toward students
- Moving from teacher-directed to student-centered classrooms
- Push toward more rigor using info from PEBC
- High degree of efficiency, consciousness, interdependence
- Fairly high degree of flexibility
- Fostering sense of community
- High energy among staff members

Noticings

- Coaching Participants asking for support with **Gradual Release of Responsibility** (less teacher talk and more student thinking).
- Coaching Participants asking for support with implementation of the **Cognitive Thinking Strategies** as a vehicle for understanding.
- Coaching Participants asking for support with **Workshop Structures, Systems, Rituals & Routines** as a basis for daily and unit planning.
- Coaching Participants asking for support with **Curricular Planning** to increase student thinking (for example, creating essential questions, revising unit plans, and incorporating authentic texts and writing tasks).
- Coaching Participants asking for support with authentic and useful **Reflection**.

Provocative Questions

- What if all staff & students of Kinard Core Knowledge Middle School took on the deep study of the Cognitive Thinking Strategies across content areas?
- What if all staff and students of Kinard Core Knowledge Middle School embraced and implemented all elements of Workshop Structures, Systems, Rituals and Routines?

Data collected from over 100 Principal Learning Walks (Aug-Sept-Oct 2008)

Student Engagement

33%	Student Work/Teacher Engaged
23%	Student Active Engaged Learning
14%	Student Learning Conversations
28%	Teacher-Led Instruction
3%	Student Work/Teacher Disengaged
0%	Total Disengagement

Instructional Strategies

57%	Student Led/Directed Strategies
	<ul style="list-style-type: none"> ○ Cooperative Groups ○ Lab/Experiment ○ Simulation ○ Skills Game ○ Total Physical Response ○ Monitoring Student Work
43%	Teacher Led/Directed Strategies
	<ul style="list-style-type: none"> ○ Classroom Discussion ○ Direct instruction ○ Questioning ○ Lecture ○ Guided Practice

Level of Rigor

44%	Knowledge
33%	Comprehension
14%	Application
6%	Analysis
2%	Synthesis
1%	Evaluation

Section 3 – Professional Development Allocation

Provide an accounting of professional development activities at your school during the 2008-2009 school year.

Activity	Rationale/Goal Addressed	Staff Members Involved	Cost	Source of Funds
Middle School Nuts and Bolts (Boulder)	Middle School Implementation	Katie Fogarty, Jenny McGinnis, Brenda Barhaug, Amy Ridling Beth Beenken	\$ 2,575	Middle School Implementation
Jack Berkmeier (NMSA)	Middle School Implementation	All Certified Staff	\$800	Middle School Implementation
Master Schedule Planning	Middle School Implementation	All Certified Staff	\$3,283	Middle School Implementation
NMSA Conference	Middle School Implementation	All Certified Staff	\$375	Middle School Implementation
WEB Training	Transitions	Aisha Thomas, Rea Kreider	\$ 4,190	Middle School Implementation
Jep Enck (Communication, customer service)	Classified Professional Development	All Classified Staff	\$ 1,500	PSD Professional Development
Step-Up-To Writing	SIP	Renee Thome, Heather Rudder, Katie Fogarty, Megan Menard, Jenny McGinnis	\$ 1,500	PSD Professional Development
PEBC (Literacy & Thinking: Rigor) Dec 11-12 Writers Workshop	SIP	Megan Menard, Beth Beenken Pam Downing, Jenny McGinnis, Mitch Schneider, Renee Thome	\$ 5,242	PSD Professional Development
January 20-23 Thinking Institute	SIP	Lori Limon, Cecilia Bonertz, Angel Herrick, Nicole Darrow, Kathy Ryan, Katie Fogarty	\$ 9,500	General Fund
February 9-12 Thinking Institute	SIP	Angel Herrick, Beth Bean, Jenny McGinnis, Pam Downing	\$ 8,320	General Fund
PEBC Consultant	SIP	All Certified Staff	\$9,610	General Fund
Substitutes in math classes for math support	SIP	Bill Dern, Amy Ridling, Brenda Barhaug, Lori Limon Stephanie Rentel ,Cecilia Bonertz	\$ 5,588	General Fund

Activity	Rationale/Goal Addressed	Staff Members Involved	Cost	Source of Funds
Substitutes in English classes for English support	SIP	Renee Thome, Angel Herrick Megan Menard, Mitch Schneider Beth Bean, Jenny McGinnis Pam Downing	\$ 6,388	General Fund
Tointon Institute <ul style="list-style-type: none"> • Assessment • Change • Culture • Learning 	Teacher Leadership and Teaming	Joe Cuddemi, Bill Ernest Brad Blank, Ted Lawrence, Amy Michaels, Shelley Tracy, Kathy Ryan, Faith Swanbom Amy Ridling	\$ 2,700	General Fund
Response to Intervention (RTI) Feb. 28-30	RTI Training	Heather Rudder, Beth Beenken, Jenny McGinnis, Cecilia Bonertz Amy Ridling	\$1,200	General Fund
Colorado Council of the International Reading Association	Media Training	Alicia Howe	\$165	General Fund
Tier 1 Science, Wellness, English, Math, Technology, Art, History, World Language, and Music	RTI Intervention	Certified Staff	\$3,700	General Fund
Colorado Association for Health, Physical Education, Recreation and Dance (COPHAARD)		Jeanne Morgan, Barry Limon, Jacob Benson	\$350	General Fund

Section 4 – Resource Allocation

Provide an accounting of additional resource dollars (outside of district site allocations) used in the 2008-2009 school year to address goals.

Source of Funding	Rationale/Goal Addressed	Dollar Amount	Description of Use
Best Buy Youth Venture	Provide a service learning project for Kinard students	\$10,000	Hats and scarves were handmade by students and provided for the Fort Collins homeless community
Coalition for Activity and Nutrition to Defeat Obesity	Implement coordinated school health and wellness plan	\$3000	Sub days for teacher planning; materials & supplies for student wellness activities
LSI Logic	Update weather station and interactive software	\$4000	Meteorology Club used, monitored, analyzed data collected from weather station
Kinard Karnival	Provide Kinard staff with funds to do innovative projects	\$750	Inter Strength Gym, Incentive prizes for Math, Compost Project
PSD GT Grant	Support of gifted & talented students	\$3000	GT coordinator attend SENG conference, parent & teacher professional library, professional organization registrations, materials and supplies for GT program implementation; books for advanced reading group, and subscription to Bridges online

Please include...

- Competitive Grants
 - Bohemian
 - SPIE
 - Anything through Grants Coordinator
- Accreditation with Support
- PTO

Do not include resources from...

- Title
- Integrated Services

Section 5 – Branding/School Climate & Culture

1. Discuss efforts to promote your school brand to the community at large.

Kinard has not made direct efforts to promote its school brand to the community at large, however, we have made every effort to attract families and student to its learning community. We have established agreements among staff to Effective and Healthy Relationships, Collaboration, Safe Environment, Data and Shared Leadership; Student expectations such as Polite, Productive, Positive Mental Attitude, Prompt, Prepared and Participate.

A parent partnership that involved our parents through the following opportunities:

- ❖ Help build resources and equipment.
- ❖ Act as monitor for cafeteria.
- ❖ Prepare and bring food items.
- ❖ Assist with special tutoring.
- ❖ Make a presentation or performance.
- ❖ Read to students.
- ❖ Help make classroom decorations and design learning walls, etc.
- ❖ File, sort, etc. Help with secretarial duties.
- ❖ Contact and/or organize other parents.
- ❖ Chaperone a field trip.
- ❖ Help prepare materials for labs and projects.
- ❖ Donate materials.
- ❖ Help with special classroom or school events and projects.
- ❖ Help with school newsletter.
- ❖ Help with web site.

In the final analysis, we promote information about Kinard community through our website which include, but is not limited to recent news, school information, core principles, support services, academics, athletics, staff, transitions, and media.

See attached “How do the effective schools correlates to the Core Knowledge Curriculum”

Yes No

2. Did your school participate in the PSD Branding Survey in 2008-2009?

3. Did your school participate in the PSD Student Climate Survey in 2008-2009?

4. What other sources of input did you receive from your school community?

See attached staff feedback and SMART school staff feedback (November 12, 2008)

5. Briefly summarize the input you received and discuss your school’s efforts to positively influence the climate and culture and to increase levels of school and community engagement.

Branding Survey

October 2008

Dear Kinard Parents,

Recently our school asked parents to complete an online survey this fall to tell us about your perceptions, opinions, experiences and satisfaction with the school. Overall, we received 162 responses--thank you very much for responding, because your feedback is very important to us. Next time we hope to hear from many more of you!

Highlights of the survey for Kinard Core Knowledge Junior High are as follows:

- 95% are satisfied/very satisfied with the amount of emphasis placed on academics.
- 93% are satisfied/very satisfied with the level of academic challenges.
- 97% are satisfied/very satisfied with the quality of instruction, specifically teachers' ability to deliver high quality instruction.
- 97% are satisfied/very satisfied with school leadership's ability to ensure high academic performance of students.
- 94% expressed overall satisfaction with the school's reputation for providing high quality educational experience to students
- 97% are satisfied/very satisfied with the physical safety of students, and 94% are satisfied/very satisfied with the discipline procedures and policies.
- 98% are satisfied/very satisfied with the welcoming feeling at the school, and 93% are satisfied/very satisfied with the responsiveness of teachers.
- 98% are satisfied/very satisfied with the volunteer opportunities at our school, and 98% are satisfied/very satisfied with the opportunities to participate on site-based decision making teams or school improvement team.
- 100% are satisfied/very satisfied with the quality of the classroom facilities, and 99% are satisfied/very satisfied with the technology in our school.
- 96% are satisfied/very satisfied with the quality and variety of before/after school programs or activities offered to students, and 97% are satisfied/very satisfied with the opportunities their students have to achieve at high levels.
- 92% are satisfied/very satisfied with the quality and frequency of communication with teachers.
- 94% are satisfied/very satisfied with the quality and frequency of the school newsletter, and 97% are satisfied/very satisfied with the school website as a form of communication.

Our school plans to use this information to determine areas for improvement or focus, and for inclusion in school improvement plan.

You will find results from the entire survey on our school website at:

www.psdschools.org/schools/kinard.

Thank you,

Joe Cuddemi

Kinard Principal

Parents from our Site-Based Decision-Making Team have posed the following questions to department leaders whose responses are included below.

Science

Students will each be issued a textbook, which they will be expected to read and on which they will be taught to take notes in parallel with classroom discussions and activities:

Response: The science team agrees with this statement and will implement the process to a greater level with the adoption of a new Middle School textbook. Each student at Kinard currently does have a science textbook that is a support material for learning science. It is unlikely that the textbook will be the primary learning tool each and every day and therefore, it is reasonable not to expect this type of work daily. However, we believe the skill of utilizing support materials for concept/content acquisition is important as well as the student's ability to glean relevant/important information from within the text or other written documents. This supports our school reading/writing goals as well.

Every two weeks, students will write a one page paper on science reading they have done outside of class, (Similar to "What's Hot in Science" but more frequent and requiring higher level thinking, synthesis and analysis)

Response: Once again, this is an item that the team agrees with, however, for practical purposes, this reading summary/analysis would occur on a frequency more like one per unit of study. Requiring this article to be related to the current topic promotes relevancy and real world application of the concepts being learned in the classroom. We invite input into the differentiated levels of questioning/format for the summary to meet multiple levels of thinking.

Students will be taught how to and will write formal lab reports for each lab that they do in class. They will be expected to keep these lab reports organized and available for inspection throughout the year.

Response: The team agrees with the need for students to acquire the skills associated with writing formal lab reports and also agree with the idea of creating a lab "portfolio" of student work. The nature of some investigations does not always lead to a formal lab write up however. We feel the portfolio of work could be comprised of both formal lab reports and less formal examples of student learning/work.

There will be at least one lab practical exam per semester, which assesses the students' ability to use the tools of science in the context of the content they have learned.

Response: The ability to accurately use science equipment is a skill that should be mastered. The use of practical exams is already in place, but could be formalized. It may be best to incorporate a smaller "practical" section to unit assessments that focus on the tools of science most recently used. These smaller "practical" portions could be combined into a more formal lab practical as a year end assessment.

Science

- a) Students will each be issued a textbook, which they will be expected to read and on which they will be taught to take notes in parallel with in class discussions and activities.
- b) Every two weeks, students will write a one page paper on science reading they have done outside of class (similar to "What's Hot in Science?" but more frequent and requiring" higher level thinking, synthesis, and analysis).
- c) The students will be taught and will write formal lab reports for each lab that they do in class. They will be expected to keep these lab reports organized and available for inspection throughout the year.
- d) There will be at least one lab practical exam per semester, which assesses the students' ability to use the tools of science in the context of the content they have learned.

World Language

A section of Spanish 1 and/or French 1 will be offered for those students ready to pursue language acquisition at this pace (as opposed to 1a and 1b)

Response: One of the main reasons we, PSD Middle Schools, offer the 1A-1B program is to allow for more depth not breadth. Over the years we have found that the level 1 courses at the Middle school level do not provide enough opportunities to practice and apply the target language in a manner that student would be able to truly master the essential learnings. In the five years we have offered the 1A-1aB program we have found that our students are well prepared when continuing with the language programs at the high school level. In comparison the students who have had the 1A-1B program have done better than the students who had level 1 from other feeder schools. (Based on feedback from our feeder high school) When learning a language it is important that students have many opportunities to practice with new concepts and skills while recycling prior knowledge. In a 1A-1B program we are able to really drive deeper instead of simply introducing concepts and moving on to the next.

Response: We have been able to accommodate the needs of all students with extensive prior knowledge in a language by administering a placement exam upon arrival at Kinard. If students demonstrate mastery of 1A essential earnings they have the opportunity to start with level 1B. Over the last five years we have had ten students who were able to place higher. Within our classes we try to challenge those students who have some experience with the language but not mastery of concepts by providing opportunities for them to exceed the expectations by using varied sentence structures, varied vocabulary and complex grammatical concepts.

Overall the more exposure one has to a language the high level of acquisition one will demonstrate. Speeding through the material will not equate to challenge or rigor.

Response: The French 1 and Spanish 1 courses were designed for high school students. The pacing of the curriculum, the essential learnings and the level of mastery required for success were all designed for students 15 years old and above. This design of this course does not take into account the learning style and needs of a middle school student. Middle school students require more hands on, active learning than a high school student. They also need more class time devoted to learning how to be an effective, well-organized student.

Last year I had the opportunity to teach both French 1 at Preston Junior High and French 1A/French 1B at Kinard Junior High School. Both sets of students took the district-wide summative assessment at the end of the year. My Kinard students who had experience the 1A/1B sequence had higher average scores on the assessment than my Preston students. The Kinard student had had the exposure and practice necessary to better master the course content.

Response: I am opposed to offering the level 1 class for any language. There are a few reasons that I personally oppose this class for Kinard and for middle school students.

1. The 1A/1B program offers students a lot more time to practice and master basic skills to build from. The skills and vocabulary learned during 1A/1B are necessary skills to be successful in the next levels. When students are advanced in 1A/1B, we differentiate to further challenge these students. Level 1 is a very challenging class for middle school students; there is very little “practice” time for students. Even very high level students find this course challenging. And they don’t necessarily have the strong language foundation to build from that they would receive from the 1A/1B program.
2. Because the 1A/1B program is what research shows is best for students, very few students would/should take a level 1 in middle school. This creates a staffing issue. We don’t have the staffing to accommodate a small WL class.
3. If student have prior knowledge in a World Language, we do have tests to see if they are ready for 1B or a higher level. If the student is advanced but not ready for the next level, we all differentiate in our classrooms. If the student is advanced enough, they can skip levels. We accommodate all levels of students in our classrooms every single day and we make sure that all students are challenged.

A language course with this “pace” would not actually foster true language acquisition, no matter the student’s inherent capabilities. 1A/1B was designed to allow students to achieve more depth versus breadth. These levels actually allow gifted students the access to more differentiation and challenge because it provides more time to actually interact and produce in the target language. Furthermore, based

on our findings with the Level 1 class this year, even high-achieving students state they would much prefer to spend more time truly mastering and using each concept before moving on to the next.

World Language

a) A section of Spanish 1 and/or French 1 will be offered for those students ready to pursue language acquisition at this pace (as opposed to 1a and 1b)

English

Students will write essays of at least one page every two weeks (in addition to journaling and other short answer reflections), largely outside of class. The majority of these should be non-narrative and should be content based (e.g., on readings or science or history, etc.) They should incorporate correct grammar, spelling, and punctuation. These assignments should encourage higher order thinking skills-synthesis and analysis, for example.

Response: Please clarify the writing objectives behind the products listed in each item. The product, such as an essay, is the end result; but the learning objectives relating to the 6 Traits of Writing, and to a deepening spiral of skills involved in essay writing, are not stated.

Students will write a 2-3 page non-narrative essay every quarter. These should be content based.

Response: Page numbers are irrelevant in terms of essay writing. Structure of the essay and the strategic use of each part of the structure to form an argument, an explanation, a descriptive passage, a narrative, or an analysis determine the quality of the essay. The basic structure of an essay--thesis, with a three-part supportive body that expands upon and connects to the thesis--can be developed into anything from an Intro, 3-paragraph, Conclusion model to a 100-page paper.

By the end of 8th grade, the students should have written a 5 page content based persuasive essay requiring independent research using citations and a bibliography.

Response: Item C is a 10th grade objective in the school district. 6th, 7th, 8th and 9th grade work focuses on the various, scaffold skills involved in creating this type of research piece.

Students will be taught and will be expected to use on some of the longer essays appropriate outlining and research note taking strategies (e.g., note card per fact cross referenced to bibliographic note cards).

Response: Please clarify the learning objectives in item d), (...such as paraphrasing, quoting, citing sources within text, and bibliographic citations) ...Notecards are products. Note taking strategies vary far beyond the use of notecards.

The books used in the class and for student assignments are from the Core Knowledge literature selections as opposed to popular books. They are the unabridged original versions.

Response: This is currently the case in Honors classes. All assigned books are part of the Core Knowledge curriculum, and Honors classes read unabridged versions. We have added one additional book to the 8th grade, which is *Night*; this nonfiction memoir is taught across the district at the 8th grade level. In 8th grade, selections from *The Good Earth* and *I Know Why the Caged Bird Sings* are taught in order to keep the material age-appropriate.

Students will do most of the reading of these books outside of class so that the time in class can be used for in depth discussion and activities.

Response: This is currently the case in Honors classes, unless we are particularly teaching upper level reading/analysis skills; in that case, reading is part of the class period.

Study questions are given for all readings that the students have in common. The students are expected to reflect on those questions as they complete the reading and on some occasions to provide written responses.

Response: Students in Honors classes should not be answering teacher-generated questions; rather, they should be creating their own questions, based on higher levels of Bloom's Taxonomy, and generating deeper meaning through the use of more sophisticated thinking skills.

Students will be expected to read for pleasure 20 minutes per night. Parents will need to play a role in monitoring this and ensuring accountability.

Response: Students in Honors classes participate in book group discussions and projects to encourage pleasure reading. To make “pleasure reading” an assignment is an oxymoron, so if outside reading is assigned, it must be treated as a study, and therefore, students need to be accountable in class for that type of study. Several schools have very successful “book talk” programs organized and run by parents; this would be a wonderful addition to Kinard, if parents were to take initiative on this.

History

- a) Students will write essays of at least one page every two weeks (in addition to journaling and other short answer reflections), largely outside of class. The majority of these should be non-narrative and should be content based (e.g., on readings or science or history, etc.) They should incorporate correct grammar, spelling, and punctuation. These assignments should encourage higher order thinking skills-synthesis and analysis, for example.
- b) Students will write a 2-3 page non-narrative essay every quarter. These should be content based.
- c) By the end of 8th grade, the students should have written a 5 page content based persuasive essay requiring independent research using citations and a bibliography.
- d) Students will be taught and will be expected to use on some of the longer essays appropriate outlining and research note taking strategies (e.g., note card per fact cross referenced to bibliographic note cards).
- e) The books used in the class and for student assignments are from the Core Knowledge literature selections as opposed to popular books. They are the unabridged original versions.
- f) Students will do most of the reading of these books outside of class so that the time in class can be used for in depth discussion and activities.
- g) Study questions are given for all readings that the students have in common. The students are expected to reflect on those questions as they complete the reading and on some occasions to provide written responses.
- h) Students will be expected to read for pleasure 20 minutes per night. Parents will need to play a role in monitoring this and ensuring accountability.

Section 6 – School Innovation

Preparing Students for the 21st Century and Beyond

Discuss your school’s innovative programs that are preparing students for high levels of success in modern society. 21st Century indicators include creative skills, thinking skills, career preparation, and civic participation.

Innovative Programs

Kinard C.A.R.E.S. (Community - Action - Results - Environment – Service)

Kinard CARES is a student group who share the vision of raising environmental awareness while making a difference in our community through leadership training and service-learning. In Kinard CARES students develop sustainable living skills through the exploration of our natural world. Sustainable living means to live a simple life within Earth’s natural limits. Students will gain an environmental perspective on how we live our daily lives while building leadership skills and working as part of a team throughout the year. Students collaborate to generate ideas and program activities to make a difference at Kinard and in our community. Students also focus on planning a trip to Catalina Environmental Leadership Camp at Catalina Island, California. After their field experience at Catalina Island, the students return to Fort Collins with the skills necessary to create positive change in their local community and environment. This experience empowers the students and give them an important student voice, allowing them to apply their stewardship skills directly to Kinard and the Fort Collins community. This program is a great opportunity for students to enrich their perception of our natural world and apply their learning to meaningful life experiences.

Global Leadership

Global Leadership is a group of students who share the vision of raising cultural awareness, providing service to the community and leadership training. This enrichment program takes place during an 8th grade class elective during first semester and an ELO during second semester and is designed for students who are ready for a leadership challenge. The class objectives are for a student to learn about local lifestyles and culture of Costa Rica, learn about sustainable development, biodiversity and conservation, develop cultural empathy, strengthen communication skills and make a positive difference in the global community. Global Leadership is a fun opportunity for students to learn the skills needed to be positive engaged members of the school, community, and society. Students also focus on planning a trip to Costa Rica where they tour the country visiting with local scientists, farmers, and university professors. After their field experience, the students return to Fort Collins with the skills necessary to create positive change in their local community and environment.

Extended Learning Opportunities

Our mission is to maximize the academic potential and personal responsibility of every child. In 7th and 8th grades, we have built into our daily schedule the “Extended Learning Opportunity” (ELO), which is a time for students to either receive additional time/support or participate in a four week enrichment mini-course.

The ELO program consists of:

“Open” Enrichments –Students who are assigned to an “open” enrichment may either choose from a variety of mini-courses. The mini-courses are anchored in content-standards, 21st Century Skills, or Career Pathways. Examples of these mini-courses are Chamber Orchestra, Wellness Leadership, Literature, Advance Computer, Applied Technology, School Leadership, Study Hall, Clay Sculpture, and History of RocknRoll.

“Closed” Tutorials – These tutorials are designed to support students who either need additional academic support or student-athletes who may need additional time to do school work. Students are assigned to this closed tutorial through a selection process, which includes the following criteria CSAP (Unsatisfactory/Partially Proficient in Reading, Writing or Math), classroom performance (below 70% in two or more classes), and teacher recommendations. Student athletes are assigned to a study hall with their respective coach and team unless they are recommended for academic support.

The Elements of Thinking Rubric

Elements of Thinking	Proficient (10 points)	Partially Proficient (7 points)	Unsatisfactory (6 points)
Logic	Your thoughts make sense together; no contradictions confuse the audience. All ideas connect and are based on evidence.	Most of your thoughts make sense together although you may have some contradictions that confuse the audience. Most ideas connect and/or are based on evidence.	Your thoughts don't make sense together and/or you have contradictions that confuse the audience. Ideas need a clear connection or more evidence.
Significance	You focus on important details rather than using trivial evidence. Your thoughts communicate the central idea or answer the questions, "So what?" or "Who cares?"	You focus on some important details, but also on some trivial evidence. The central idea or answers to the questions "So what?" or "Who cares?" need more elaboration.	You do not focus on important details and or evidence is lacking or trivial. Your thoughts do not communicate the central idea or answer the questions, "So what?" or "Who cares?"
Accuracy	Your thinking is free from errors or distortion. You focus only on facts and the truth.	Your thinking has a few errors or distortions. You focus mostly on facts and the truth.	Your thinking has errors or distortions and is not based on facts or the truth.
Precision	Your thinking is exact to the necessary level of detail. Your audience has a clear picture of exactly what you mean. You are specific and exact with numerous details.	Your thinking includes detail, but not the necessary amount to create a clear picture of exactly what you mean. You have some specific information, but are not quite exact with numerous details.	Your thinking does not include the necessary level of detail. Your audience does not have a clear picture of exactly what you mean. You are not specific and exact with numerous details.
Relevance	Your thinking always relates to the topic.	Your thinking strays from your topic at times.	Your thinking is off-topic.
Depth	Your response contains complexities and multiple interrelationships, and makes connections.	Your response contains some complexities, multiple interrelationships, or connections.	Your response contains few or no complexities, interrelationships, or connections.

PEBC Classroom Look For's Self Reflection

Teacher Name: _____

Date: _____

Descriptor	Rubric					
<u>Classroom Learning Environment</u>	No Evidence		Evidence			
Classroom walls show evidence of ongoing student thinking and work samples, (i.e.: anchor charts, logs, annotated samples, data gathered, shared problem solving).	0	1	2	3	4	5
Classroom walls display evidence of shared agreements in terms of rituals/routines that support the learning environment.	0	1	2	3	4	5
Classroom materials available to students include texts useful for a variety of purposes, (i.e.: independent work, collaborative work, learning new content).	0	1	2	3	4	5
Classroom is arranged in ways to accommodate large group gatherings, small cluster and/or pair work as well as independent work.	0	1	2	3	4	5
<u>Teacher's Daily Actions</u>	No Evidence		Evidence			
Collaborates with students to create a classroom environment that is fair, respectful and democratic.	0	1	2	3	4	5
Establishes and maintains norms for student behavior.	0	1	2	3	4	5
Names the essential goal(s) and purpose(s) for classroom experiences/activities so students can be more engaged and develop stronger ownership for their learning.	0	1	2	3	4	5
Designs lessons and learning experiences based on academic content standards.	0	1	2	3	4	5
Gathers ongoing assessment information about students that is useful for instructional planning.	0	1	2	3	4	5
Uses classroom time effectively so all students have time to apply explicit instruction independently and/or with peers.	0	1	2	3	4	5
Provides explicit instruction on essential elements of literacy instruction.	0	1	2	3	4	5
Refers directly to the thinking strategies - across a variety of literacy and/or content text/activities.	0	1	2	3	4	5
Takes on different roles while teaching, including thinking aloud about his/her own thinking processes, coaching individuals and small groups of learners, modeling and demonstrating behaviors used by proficient learners.	0	1	2	3	4	5
Invites students to work in small groups and/or pairs to practice strategies or skills, or to deepen their understanding of content.	0	1	2	3	4	5
Confers with individual students and/or small groups to assess understandings and provide instruction.	0	1	2	3	4	5
Manages daily reflection/sharing so students can demonstrate their understandings.	0	1	2	3	4	5

PEBC Classroom Look For's Self Reflection

<u>Students' Daily Actions</u>	No Evidence	Evidence
Have materials ready so they can actively engage in classroom leaning.	0 1 2 3 4 5	
Pre-select appropriate texts, topics, partners, and/or projects.	0 1 2 3 4 5	
Actively monitor their use of the strategies and/or behaviors their teacher has demonstrated.	0 1 2 3 4 5	
Employ thinking strategies to make sense of words, sentences, whole texts, and/or classroom experiences.	0 1 2 3 4 5	
Read and write authentic texts for meaningful purposes rather than complete simulated "worksheet" activities.	0 1 2 3 4 5	
Collaborate with other students in pairs and/or groups.	0 1 2 3 4 5	
Work independently for long periods of time.	0 1 2 3 4 5	
<u>Teacher's Actions Over Time</u>	No Evidence	Evidence
Creates invitational groups to provide more guidance and support to students who share a specific instructional need or interest.	0 1 2 3 4 5	
Varies instructional strategies and pace based on student needs.	0 1 2 3 4 5	
Encourages students to take increasing responsibility for their learning.	0 1 2 3 4 5	
Teaches one topic in depth over a long period of time.	0 1 2 3 4 5	
Focuses instruction on essential skills and content understanding.	0 1 2 3 4 5	
Demonstrates knowledge of subject matter content and remains current in educational research.	0 1 2 3 4 5	
Develops assignments that are connected to real life and academic standards.	0 1 2 3 4 5	
Uses multiple formative learning experiences that promote autonomy, interaction, and choice.	0 1 2 3 4 5	
Supports the language development of English language learners.	0 1 2 3 4 5	
<u>Students' Actions Over Time</u>	No Evidence	Evidence
See leaning as their responsibility.	0 1 2 3 4 5	
Can describe the high standards toward which they are working.	0 1 2 3 4 5	
Engage deeply in classroom discourse, sharing questions and new insights.	0 1 2 3 4 5	
Reflect on their learning and can explain the "why" and "so what" behind their use of thinking strategies.	0 1 2 3 4 5	
Retain and reapply major content concepts and thinking strategies after instruction.	0 1 2 3 4 5	
Develop a sound understanding of discipline-specific knowledge.	0 1 2 3 4 5	

Section 7 – Safe School Plan
Required by Safe Schools Act (CRS 22-32-109.1)

Type an “X” in the box if the following are in place.

1. Crisis Management Policy that in the event of an incident includes:
 - a. plans for communicating with staff
 - b. clearly communicated procedures for moving students and staff to safety
 - c. plans for communicating with
 - i. law enforcement agencies
 - ii. emergency services
 - iii. parents

2. Safety and Security Policy that includes
 - a. safe and secure management of entry to building
 - b. procedures for visitors to check in and out of building
 - c. student supervision plan
 - d. awareness of barriers to safety and supervision
 - e. timely response to vandalism and hazards

3. Violence/Bullying Prevention Plan

4. Open School Policy - allows parents and board members reasonable access to observe classes, activities and functions at a public school with reasonable notice to the administrative office.

Crisis Management Plan

Medical Emergency:

- Survey the scene for additional dangers, such as falling materials, electrical wires etc.
- If life threatening, call 911 and notify the office at 5400.
- Do not move a victim except to remove them from additional danger/injury.
- Move others away from danger and away from victim.
- Notify front office at 5400
 - Office will notify nurse/health tech, SRO, (3333 if appropriate) and administrator who will respond immediately to your location.
 - Office will notify 911 if necessary.
- Once nurse, Administrator or EMS arrives, supervise other students and give as much room to emergency responders as possible (may require relocation of class).

Tornado Warning:

- Administration will evaluate and may call for Tornado Response Procedures.
- Turn on District e-mail system, (main office).
- Tornado Response Procedures:
 - Move all students/staff/visitors inside the building away from windows and outside doors.
 - No one should be placed near areas with doors to the outside, free span roof areas (gym, media center, cafeteria and lobby area).
 - When instructed, staff will move students in a safe and orderly manner to the designated areas.
 - Keep students away from interior windows when possible.
 - Students can be placed in rest rooms.
 - Students should be instructed to sit on the floor up against the wall in hallways.
 - When and if a tornado strike is imminent, staff will instruct students:
 1. Assume the protective position.
 2. Face interior wall, crouch on knees and elbows, hands over the back of their head.

Dangerous Animal Procedures:

- Move students and staff away from the animal into a protected area of building (do so WITHOUT running).
- Conduct a head count or roll call as soon as safe to do so.
- Contact the office.
- Administrator will direct office personnel to:
 - Call 911 if animal is threatening, injured or if any students is not accounted for and may be endangered.
 - If animal is domesticated, call Animal Protection and Control at 226-3647.
 - If animal is wild, call Division of Wildlife at 472-4300.
 - Call Customer Support Center at 490-3333.

If Animal Bites Someone:

- If possible, move students and staff away from the animal into a protected area, (WITHOUT running).
- The health office will provide first aid.
- Contact the office at 5400 and the office will notify the nurse's office.
- Administrator will:
 - Contact authorities (see above).
 - Contact parent or guardian.

Bomb Threat Procedure:

- If you are the recipient of the threat, stay calm and listen carefully. Pay attention to the details and write down any information that is shared. Ask for a time of possible explosion if none is given.
- Notify Main Office at 5400. The office will notify Joe Cuddemi and/or Bill Ernest. Administration will contact SRO.
- Keep the situation "low-key" unless there is an immediate danger.

- Administration (with consultation of school resource officer) will determine if threat appears to be real or a hoax.
- If necessary, Administration will direct the office to notify authorities (911).
- If necessary, Administration will direct the office to notify district at 490-3333.
- Administration (Joe Cuddemi) will make a decision to either evacuate the building or lockdown.
- If it is determined that a search is necessary, an announcement will be to lockdown the building, for staff to turn on e-mail.

Search:

- Look in cupboards, cabinets, trashcans, etc. as discreetly as possible.
- Look in restrooms, locker rooms, wastebaskets, and unlocked lockers.
- Any unusual device or package that seems out of place or not easily recognizable should not be touched or moved. Notify office immediately.
- Classes continue while search is conducted.

**** If there is an explosion, PROTECT YOURSELF, and then evacuate persons from the immediate area.***

Evacuation Procedures:

- Staff – give specific directions to which evacuation route will be taken and outside meeting location (See map in room).
- Pickup rosters, Crisis Management Plan, close door(s) and turn off lights upon exiting classroom.
- Students should exit the classroom quickly and quietly listening for instructions.
- Upon arrival to meeting location, staff should take roll. Staff member should hold up the “Green” card from the Crisis folder if all students are accounted for. Staff member should hold up the “red” card from the folder if you are missing any students OR if you have any additional students with your class. A staff member with a PCD phone will come to you and report the name of any missing or extra students.
- Staff should remain with their class throughout the drill.
- No one re-enters the building without appropriate notification.
- Return to building when notified to do so.

During Passing Period:

- Use nearest exit.
- Report to evacuation location of next class (i.e. if between 1st and 3rd, report to 3rd period evacuation location).
- If between period 3 or 4 and lunch, report outside west basketball court.

During Lunch or Recess:

- Supervisors will provide students with instructions. Report to outside west basketball court.

During Assemblies:

- Supervisors will provide students with instructions.
- Report immediately to that class’s evacuation location

Before or After School:

- Exit the building to a safe distance from the building.

In the Hall/Bathroom, During Class:

- Use the nearest exit and report to your class’s evacuation location.

Natural Gas Odor or Leak:

- Evacuate the area and if possible, fresh air ventilate.
- Call office at 5400 and office will contact 3333.
- If smell becomes overwhelming or gas leak is confirmed, sound the fire alarm and contact 911.
- Evacuate the building using the building fire evacuation plan. Move students up wind from the odor/leak.
- As soon as possible, do a “head count” and/ take roll.
- If not sure or need further investigation, contact the office at 5400.

Other Hazmat/Biological/Chemical/Nuclear Response:

- **If you are indoors and the Toxin is indoors:**

- Evacuate everyone in the area to a safe distance. Move up wind or upstream (if the material is water) and up hill away from chemical or fumes.
- Contact the office at 5400.
- Administration will direct the office to call 911 immediately and advise them of any person(s) trapped in area.
- Look for any suspicious persons in the area and report such persons to an administrator.
- As soon as possible do a "head count" and/or take roll.
- Identify everyone who has been exposed and keep them in an isolated area for treatment.
- Do not attempt to treat anyone unless immediate rinsing with fresh water is required by the exposure.
- **If you are indoors and the spill/release is outside:**
 - Call 911 and follow directions of dispatcher and notify office immediately at 5400.
 - Move students, staff and visitors away from outside windows and walls.
 - Make sure no one is outside the building.
 - Note: distance from source, shielding from source, and limiting time of exposure are fundamental requirements.
 - Seal windows and doors. Custodians shut off ventilation to prevent bringing in contamination from the outside.
 - Identify everyone who has been exposed and keep them in an isolated area for treatment.
 - Do not attempt to treat anyone unless immediate rinsing with fresh water is required by the exposure.

Weapon with Threat:

- Move students and yourself to a safe place and call 911, notify office at 5400.
- Turn on District e-mail system if possible.
- Do not confront.

Concealed Weapon or Reported Weapon (no immediate threat):

- Contact office at 5400.

Found Weapon:

- Keep students and others away from weapon.
- Notify office at 5400.
- If weapon is a gun, explosive device or other dangerous item, remove students away from area, and notify office. Administration will call law enforcement.

If a person displays or is carrying a concealed weapon:

- Move students away from person.
- Call 911 and notify the office at 5400.
- Turn on District e-mail system.
- Office will initiate "Lockdown" procedure.

Hostage:

- Try not to panic. If it is safe to do so, move students, staff, and visitors away from the hostage taker's location into a secured area. Lock doors. If you hear shooting, have everyone lie down and take cover away from doors, windows, etc.
- If phone is available, call 911 and office at 5400.
- If possible, log onto district e-mail system.
- Post red or green notification sheets in outside window and window by door/under the door.
- If a shooting has occurred, do not leave your location unless instructed to do so by administration or law enforcement.
- All other classrooms move to Lockdown procedure.
- If appropriate and time is allowed, complete a head count with names of person in your group.
- Admin and law enforcement will assess situation and make decisions related to lockdown and/or evacuate.

Signal to initiate "Lockdown":

- "Attention staff, we are initiating a Lockdown for the entire school. Please remain quiet and listen for further instructions."

Classroom Response:

- Close and lock all classroom and pod doors.
- Close and lock all windows and pull down and close all window blinds.
- Stay calm and quiet and wait for instructions.
- Staff may be directed to continue instruction until further instructions are available.
- There will be no passing periods, no classes outside, and no students out in the halls until instructed by the main office over the PA system that the lockdown is over.
- During a Lockdown DO NOT respond/evacuate the building in response to a fire alarm unless directed to do so by the main office over the PA system.
- Classes may be instructed to take cover (assume a position of protection under/behind desks, walls, etc.) move away from windows and doors.
- When directed, Staff members should place Green/Red notification sheets of paper from the Red Crisis Packet. Staff may be directed to place the sheets in an outside window or in the window of the hallway door or under the door into the hall.

PE Procedures:

- Lockdown Procedures
 - Inside – If inside return to locker rooms, lock doors and sit on benches.
 - Outside – The office will contact you with instructions.
 - If it is safe to return to building, return to locker rooms.
 - If it is not safe, move away from the building.

Cafeteria/Lunch:

- Lockdown – Lock all doors, keep all students and staff in cafeteria and await additional instructions.
- Options – Move student to the gymnasiums. Lock all doors and have students sit on floor away from the doors.

Hallway:

- If between classes, move all students into the nearest classroom immediately.
- Staff should seek shelter in any room with a door that locks from the inside. (Faculty restrooms, Main Office, Attendance Office, empty classroom).

Lockdown Roles and Responsibilities**Administration:**

- Joe Cuddemi is the Crisis Commander in charge of decisions, assignments and communications.
- Administration will assess emergency situations and determine appropriate actions.
- Administration will assess all available information and resources.
- Administration will manage all responses and actions during the emergency.
- Administration will assign resources in response to any and all needs.

Counselors:

- Report to main office.
- Assist in securing the main office area.
- Be ready to respond where needed.
- When assigned to a task during the emergency, return to the office when the task is completed.

Office Staff:

- Theresa Varn will be the dispatch for all in-coming information, (5400). She will keep Joe Cuddemi informed of new information as it comes in during the emergency.
- All other office staff will report to the main office to be ready to carry out any assigned tasks.
- Offices staff will be responsible for receiving and organizing all incoming information regarding the emergency.

Health Tech & EMS Personnel:

- All medical responders in the building, (Laura Male, Nancy Weber, and Scott Wheeler), will report to the Health Office.
- All medical responders need to be ready to respond as needed.

Custodial Staff:

- The custodial staff will secure all doors and alarms
- The custodial staff will be responsible for monitoring the physical plant of the building, including all electrical and plumbing systems.