

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) Elementary Middle High K-12 Other
 Charter Title I Magnet Choice

Name of Principal: Ms. Merry Denny

Official School Name: Kennard/Classical Jr. Academy

School Mailing Address:
5031 Potomac
St. Louis, MO 63139-1316

County: St. Louis State School Code Number*: 503

Telephone: (314) 353-8875 Fax: (314) 351-0441

Web site/URL: www.kennardcja.org E-mail: merry.denny@slps.org

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

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Kelvin Adams

District Name: St. Louis City Tel: (314) 345-2500

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Rick Sullivan

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

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

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

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals 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 and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|-----------|---------------------|
| 52 | Elementary schools |
| 12 | Middle schools |
| 2 | Junior high schools |
| 18 | High schools |
| | Other |
| 84 | TOTAL |

2. District Per Pupil Expenditure: 12657

Average State Per Pupil Expenditure: 9338

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 4 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	5	15	20	7			0
K	18	15	33	8			0
1	15	25	40	9			0
2	21	27	48	10			0
3	38	37	75	11			0
4	26	50	76	12			0
5	41	34	75	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							367

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
5 % Asian
46 % Black or African American
2 % Hispanic or Latino
 % Native Hawaiian or Other Pacific Islander
46 % White
 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the past year: 1 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	1
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	3
(3)	Total of all transferred students [sum of rows (1) and (2)].	4
(4)	Total number of students in the school as of October 1.	367
(5)	Total transferred students in row (3) divided by total students in row (4).	0.011
(6)	Amount in row (5) multiplied by 100.	1.090

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 36 %

Total number students who qualify: 132

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 2 %

Total Number of Students Served: 9

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>1</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>6</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>16</u>	<u>0</u>
Special resource teachers/specialists	<u>3</u>	<u>6</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support staff	<u>12</u>	<u>0</u>
Total number	<u>38</u>	<u>6</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 23 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	96%	96%	95%	94%
Daily teacher attendance	99%	98%	99%	98%	96%
Teacher turnover rate	0%	0%	0%	1%	0%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	<u>0</u>	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

Kennard Classical Junior Academy (CJA) is a Gifted and Talented Magnet School located in the southern section of St. Louis, MO. Kennard received its gifted designation in 1990 as part of the magnet schools system tied to the city's desegregation plan. Kennard is the only gifted elementary school in the state of Missouri. Our student body consists of both urban and suburban students and includes a full range of socio-economic backgrounds and cultures. Students entering Kennard are placed based on the state criteria for gifted as well as the magnet lottery system.

Kennard CJA's goal is first to improve student achievement by providing challenges that promote intellectual, social, emotional, and creative excellence. We nurture and promote an appreciation of diversity and individuality. We work diligently to instill self-confidence and a sense of empowerment in our students. We recognize that when students know they have a voice and are taught how to use that voice responsibly and productively they learn to become productive, accountable members of society.

The teaching staff of Kennard is very well qualified to address the needs of our students. We are proud to say we currently have 95% of our teaching staff with gifted certification and 98% with advanced degrees. Kennard also is one of a very few schools that has five National Board Certified teachers on staff. Kennard has a 23 to 1 student/teacher ratio with support and resource staff for the students with a variety of special needs that accompany giftedness.

The Kennard philosophy is "Children First" and our motto is "Together We Can." We believe these two phrases express first what we consider to be most important and second the importance of a united effort among the students, the school and the home. In the spirit of "Together We Can", Kennard is supported by the community and has been the beneficiary of several grants from the Kingshighway Neighborhood Association to create a more attractive and welcoming environment.

The interior of the school has been painted with murals of the ocean and the rainforest which serve as environmental teaching tools. These murals were painted by parents and students with help from Washington University students and Presbyterian Youth Leadership Council volunteers. The entrance hall houses the Kennard "claim to fame" trophy case containing many plaques, certificates, articles and trophies. Our hallways are filled with student projects and samples of student work. The Kennard "Tiger Pride" is reflected though out the school. Our school bustles with activities.

Kennard boasts an attendance rate of 96% which we believe is in large part due to our outstanding parent involvement and caring staff. We also believe our students enjoy the diversity of the learning environment and the challenge of being the best they can be. Walk through the corridors of Kennard and you may see students conversing in Spanish, preparing a power point presentation, becoming live exhibits in a history museum, or operating a bake sale for charity. Wednesday afternoons students choose an enrichment club that most interests them. Some of the choices include: Engineering, Manners, Leadership, Quilting, Writing, Newspaper, etc. Some of the after school extracurricular activities at Kennard include Boy Scouts, Girl Scouts, art and instrumental music lessons, and chess club. Students also perform in at least one school production which may include the Winter Program, The Black History Program or the 5th grade Opera. We do our best to provide the opportunity for students to explore and expand their knowledge base through shared learning experiences.

At Kennard truly, "Children are the focus of all our efforts."

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Kennard CJA's third thru fifth grade students participate in the Missouri Assessment Program (MAP), our state-wide standards-based performance assessment. The MAP requires students to show what they know through a series of multiple choice, constructed response and performance event questions based on Missouri's Show Me Standards. These students are assessed on the Grade Level Expectations (GLEs) in Communication Arts and Mathematics. Our fifth grade students are also tested in Science. Scores are given in four achievement levels to describe student performance: Below Basic, Basic, Proficient and Advanced. Students who score "Basic" demonstrate partial mastery of prerequisite knowledge and skills. Students who score "Proficient" demonstrate solid academic performance and competency and are considered to be meeting the standard. Students who score "Advanced" demonstrate superior performance.

Kennard has met Annual Yearly Progress (AYP) for each of its four subgroups (Total, Black, White, F/R Lunch) along with the state proficiency target each year since the inception of the MAP and NCLB. All students have been included each year. Kennard consistently scores in the top 10% of schools in Missouri. Although, all subgroups scored well above the annual proficiency target, there still exists an achievement gap between Black and White students.

In 2008, the annual proficiency target for Communication Arts was 51%, and Kennard students scored 83% in the Proficient or Advanced levels. The state's average was 48%. However, the Black/White ratio of Percent Advanced or Proficient was 75 to 93, leaving us with a gap of 18%. Over the last six years, the gap has been as large as 51% (2003) and 36% (2005). In the last three years Communication Arts scores have raised consistently and the gap has closed but it has fluctuated (15.2%, 22.2% and 18.3% respectively). The trend data per grade level for the five years coincides with the total school trends with the exception of the third grade scores which increased 10% from 2007 to 2008 when the school-wide scores only improved 3% for the same years.

The annual proficiency target in Mathematics was 45%, and Kennard scored 78% in the Proficient or Advanced levels. The state's average was 47%. In Mathematics, the Black/White ratio was 68 to 88, leaving us with a gap of 20%. Since 2003 scores have hovered around 77% in the top two performance levels but the gap has fluctuated considerably. During the last five years the gap has been 12.7%, 29.3%, 25%, 31.5%, and 20.4% from 2004 to 2008 respectively. Third grade scores fluctuated minimally during the last three years, while fourth grade declined and fifth grade improved each year.

The web site where the information on the state assessment system may be found is <http://www.dese.mo.gov>. A quick link to see the school's demographics can be found at <http://dese.mo.gov/planning/profile/building/demo1151155030.html> Kennard's specific information can be found at <http://www.dese.mo.gov/planning/profile/apr/ayp1151155030.html> A quick link to the State of Missouri's averages: <http://dese.mo.gov/planning/profile/apr/ayp000000.html>

2. Using Assessment Results:

Analyzing testing data is a regular and integral part of professional responsibility. We do this as part of school-wide professional development (PD) and during grade level team meetings, using Professional Learning Communities (PLC) guidelines. Individuals also look at data to improve classroom practice. We use a variety of data to study and disaggregate, from these sources: MAP, Terra Nova, district benchmark data,

teacher made formative assessments, writing samples, projects, and daily assignments. We utilize item analysis and identify specific areas in which our students struggle and compare this with what is being produced in class. This information informs instruction and guides every step of the education program.

All students scoring below proficient are identified and given Individualized Assessment Plans (IAP) to ensure students get targeted interventions to keep track of and improve student achievement. Teachers, with the help of our instructional coach, are becoming better at differentiating instruction as a result of tracking individual achieving. Formative and summative assessments are considered means by which the teacher can assess the effectiveness of his or her teaching strategies.

We have used data to adapt our math program significantly—offering a variety of classes to challenge and support the wide range of math ability of our students. This year the fourth grade and gifted resource teachers have developed fluid groups based on units of study where group membership, specific teachers, and the area of focus change as students' scores are analyzed on pre and post assessments.

We are still very concerned with our fluctuating achievement gap. We have tried many strategies and are still looking for root causes. We have rejected many interventions and theories for not providing substantial results. Based on student survey and anecdotal data, we are now looking at strategies to build stronger inter-relationships and trust particularly with our African American males.

3. Communicating Assessment Results:

Kennard CJA is very proud of its high parent involvement and effective communications among parents, students, and the community. The Parent Teacher Organization (PTO) holds Open House after the MAP scores are released in August where the principal reviews the school results and explains the data. Monthly meetings are also held where information and student work such as science fair projects or performances are shared. Student achievements are highlighted annually during awards assemblies.

Students receive an eight-page detailed report card that outlines student progress four times per year. Students who are not achieving at expected levels will also receive interim progress reports monitoring their growth. Students are also issued planners to record projects, homework, and due dates. It becomes a daily avenue of communication between teachers and parents documenting student's daily behavior and/or academic progress as needed. Most classrooms have list serves for regular email communication and many also have web sites. Formal parent/teacher conferences are held bi-yearly. However, parent conferences are scheduled as needed. Individual test report data are sent to parents as available. Our open door policy encourages parents to visit Kennard whenever they have the opportunity, and many parents volunteer in classrooms regularly. Kennard is especially proud of the high number of attendees for our annual Grandparent's Day—almost 200 with one coming from India—where students showed off their daily work.

We communicate through print, multimedia resources, verbal communiqué, and through the participation in club memberships and competitions. The district highlights student accomplishments at monthly board meetings, in newsletters, and on the district cable station and website. At the district level, an annual report to the community is compiled.

Performance data is displayed on bulletin boards in the front hall for all members of the community entering the school to view. A more detailed analysis is also posted in the Teacher's lounge.

4. **Sharing Success:**

Kennard works hard to share its successes with other schools. We share our successes through college partnerships and with pre-service educators. We work with many colleges in hosting student teachers and arts collaboration students, as well as providing opportunities for gifted internships. Any students wishing to observe gifted classrooms are welcomed into our school. We host evening and summer college courses where staff members and other teachers share strategies and successes. Staff and students from other schools frequently request the opportunity to observe classroom instruction and dialogue with staff about best practices.

We are very pleased to have been selected as a host school for the 2009 National Association for Gifted Children Conference which will be held in St. Louis this November. We anticipate hundreds of visitors to grace our halls and experience our unique school. We are proud to provide student-led tours to individuals, families, and groups who visit.

Our teachers showcase our academic excellence by attending and presenting at conferences at the local and state levels. Kennard teachers have been honored as Teachers-of-the-Year and have been recognized on the local, state, and national levels, including five who have achieved national board certification. We participate regularly in activities such as magnet school open house, gifted school recruitments, and in other informational events.

Our students also share their successes by corresponding with pen pals from other countries and providing insight and inspiration. They also perform speeches and dialogs at local meetings such as the St. Louis Black Clergy Coalition and the Boys Scouts of America.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Kennard CJA follows the Connect, Learn, Explore, Apply, Respond (CLEAR) Curriculum in all subject areas which is directly connected to the Missouri Show Me Standards. The Grade Level Expectations give teachers specific skills that should be mastered at each grade.

Students work with curriculum content, as well as textual and research materials. Teachers use integrated curriculum units especially designed for gifted students developed by the Center for Gifted Education at the College of William and Mary.

Kennard staff is currently developing a gifted curriculum specific our school which will connect seamlessly with McKinley Gifted Middle School. To date we have developed a curriculum framework that incorporates big ideas at each grade from relationships and patterns to connections and change.

Reading, writing, and higher-order thinking skills are reinforced across the curriculum. Students learn organizational skills using Cornell note-taking system and school-wide agendas. Every detail is designed with gifted students' growth and development in mind.

Language Arts: Using the Open Court reading series (preschool thru 4th grade) and Prentice Hall (5th grade) as a base, teachers design units around common themes in literature that connect to the Big Ideas. Students write daily and participate in writing workshops at least twice a week, keeping a working binder of their writing pieces and a writing portfolio of their published pieces.

Mathematics: The Mathematics curriculum is inquiry based and focuses on problem solving and being able to explain and write about the mathematics process. Kennard uses the math programs of Investigations (preschool thru 4th grade) and MathThematics (5th grade). Students excelling in math take pre-algebra in our RMP classes. Mathematical thinking is enhanced through utilizing math-related technology for data collection, analysis, and application.

Science: The inquiry method is infused throughout the science curriculum. Scientific experimentation and the scientific method enhance the content of Scott Foresman/Pearson textbook series. A particular strength of the Kennard science program is its ability to unify concepts and promote rigorous inquiry. Each activity has a portfolio component and each grade level has a concept and skill inventory for student self assessment. Students attend science labs twice a week with our science specialist in collaboration with the science taught in the classroom.

Social Studies: National social studies themes are connected to the integrated curriculum units and are taught in context of real life situations, beginning with studies of the individual and family and broadening to Missouri, the United States and ancient civilizations. This year we layered the Olympics and the Presidential election into the curriculum. We collaborate with Junior Achievement to provide context to teaching economics. Our students are very altruistic and politically engaged and regularly address issues affecting our neighborhood, city, state and nation.

Foreign Language: Students attend Spanish class twice a week, where they learn to speak and listen to the Spanish language. Students are taught the necessary vocabulary and conversational skills needed to begin using Spanish as a second language in the most practical ways.

Visual and Performing Arts: The music and art curriculums both focus on theory as well as practice. Students attend both twice a week. Music includes both instrumental and vocal music with units on Opera, keyboarding, and composition using computer software. Visual art students learn about art fundamentals while creating two and three dimensional multicultural art projects using wet and dry media while focusing on the elements and principles of visual art.

Physical Education: Emphasis is placed upon improving students' fitness and health. Activities change every five weeks to maintain motivated and healthy students. High expectations are set to meet physical and behavioral standards. Students participate in a variety of exercises, skill building activities, team sports, and healthy choice activities.

2a. (Elementary Schools) Reading:

Kennard follows the district-wide Open Court Reading program which provides the information and resources necessary for teaching systematic, explicit skills instruction centered on quality literature selections. Guidance is offered for all students – those who are reading above grade level, on level, and below level. Teachers make use of suggested techniques, as well as their knowledge of best practices, to differentiate and meet the specific needs of each student. Children read from anthologies, trade books and leveled readers. Kennard utilizes the Developmental Reading Assessment (DRA) to identify and monitor students' reading process throughout the school year. Students are evaluated during this process to verify comprehension, phonemic awareness and the ability to communicate what they have read. The DRA provides teachers with data that assists them in making critical decisions about instruction such as placing students in dynamic groups according to skill and proficiency level which helps children to become independent and successful readers.

Students are provided varied opportunities to read independently. Activities include the Dr. Ben Carson Reading Room, a place where students can lounge around on bean bags and read just for pure enjoyment; Mark Twain Reading Club culminating with a trip to Hannibal, MO; and our inviting school library which is open before and after school hosting a variety of special activities such as breakfast and a book, Dr. Seuss Read-a-thon, etc. Children often give book reviews over the public address system.

We attest to the reciprocal nature of reading and writing; therefore, the two are embedded in all that we do. Students begin reading their own creations through using writing portfolios and showcase their pieces created through the writing process. Writing assignments are often generated from genre studies, thematic units and current events.

3. Additional Curriculum Area:

Kennard has developed a strong mathematics program that focuses on the needs of the highest to the lowest achievement levels of our students. Using *Investigations* (preschool thru 4th grade), teachers assist students in building a strong conceptual foundation through use of manipulatives and problem solving. Teachers focus on an area of content, in depth, providing two to five weeks for students to develop and practice ideas across a variety of activities and contexts that build on each other. The units address the learning needs of real students in a wide range of classrooms and communities, allowing teachers to differentiate instruction. There is also a strong emphasis in the fourth grade on long-term integrated projects.

MathThematics (5th grade) uses a module approach that builds and spirals through themes such as Statistical Safari, Mind Games, etc. It provides students with problem solving skills for real-life situations.

The Resource Math Partnership (RMP) is a program for the highest achieving math students taught by the gifted resource specialist, including opportunities for students to participate in area math competitions. In fifth

grade, the emphasis is on algebra and higher level problem solving. The schedule is organized so that all math is taught in small groups, allowing for more individual attention and differentiation.

In fourth grade, students who demonstrate mastery on unit pretests are selected to meet daily in smaller groups with the gifted resource specialist. However, grouping is flexible and the students change at the end of each unit. For third graders, there are weekly pullout classes for advanced math students to further accelerate and enrich problem solving strategies. For those students whose giftedness may not include mathematics, small group support classes are offered. These classes are arranged to flow with current schedules and focus on mathematical thinking and concepts that provide a strong foundation for mathematical reasoning.

4. Instructional Methods:

Gifted learners display vast differences in how they learn and how their giftedness manifests. We employ two main approaches to address this diversity. The first is differentiation within the classroom. As part of our work with professional learning communities, teams focus on the following questions: What do we want students to know? How will we know when they learn it? What will we do if they haven't learned it? What will we do with those who already know it?

To be proactive, teachers use a variety of strategies to introduce and reinforce skills, processes and content, such as including a variety of activities from various modalities, learning styles and intelligences (multiple intelligence theory). Activities are also designed to include student choice, as well as individual, pair, and cooperative learning strategies. The use of curriculum compacting is used when students have already mastered content, so that the child may explore an academic project of their choice.

When a child has not mastered the content and/or process, teachers may re-teach, give additional time, change the strategy, provide additional scaffolding, etc. Learning activities we have found most effective include simulations, journaling, science note-booking, learning centers, as well as class discussion and group/individual projects and student presentations.

Our second approach to differentiation is outside the classroom. We have two gifted resource teachers who work specifically with students, according to their Individual Academic Plan (IAP) to provide classes at higher rates of acceleration or in a more in-depth study, such as RMP classes, school newspaper, etc. These specialists also work with students who need more scaffolding in specific areas. These groups are fluid and often change as students master the work. Lastly, we provide venues for students to achieve at higher levels in areas that interest them such as Wednesday clubs, lunch time chess, student council, etc.

5. Professional Development:

As committed life-long learners, the administration, teachers and staff at Kennard view professional development (PD) as an integral part of their responsibilities. The district included nine PD days in the school calendar. At the beginning of each school year, Kennard teachers formulate individual PD plans in collaboration with the principal. Teachers seek out training from district sponsored workshops, advanced level college classes and by locating helpful new resources. We also have five National Board certified teachers who have participated in the highest level of PD through self reflection.

In addition, our school selects a professional development focus that directly links to our School Improvement Plan. For the last two years, our focus has been writing across the curriculum. All staff (including support staff) have read books from leading authors such as Linda Dorn and Stephanie Harvey, participated in book and article discussions, analyzed student writing, scored writing pieces using the school adopted rubric, attended workshops on a variety of writing topics as well as with programs such as Step Up to Writing and Six + 1 Traits of Writing, and visited a school to see writers' workshop in action. Teachers have exceeded both the state and the district mandates for professional development hours. Our Curriculum Coach also

provides staff with PD on topics such as Graphic Organizers, Cooperative Learning, Cornell Note Taking, etc. Beginning teachers receive mentoring and specialized trainings in Differentiation by Sandra Page, brain-based learning strategies by Marcia Tate, and Classroom Management by Fred Jones.

The principal's PD focus has been in conjunction with earning her Doctorate Degree in Organizational Leadership where her dissertation is on underachieving gifted African American males. She shares articles and research with staff as they are constantly looking for ways to support any underachieving gifted students.

6. School Leadership:

Kennard's motto, Together We Can, describes the foundation for our school leadership. As a constructivist leader with an emphasis also on moral leadership, the principal creates an environment in which staff and parents construct and revisit annually the philosophy, mission, and vision to guide our work. Although the principal prefers to grow and nurture staff, parents, and students as a collaborative and cohesive team; she is a relentless advocate for students in all venues affecting student achievement and development. She has an open door policy and facilitates the flow from individuals to committees to the leadership team to inform decision making.

Approximately thirty committees and activities have been developed to contribute significantly to the overall positive culture of the school with the focus on student achievement and total child development. Most committees are self selected based on individual strengths and interest. These committees range from School Climate and Discipline to Enrichment and Black History. Teachers also assume roles in areas ranging from Assessment Coordinator and Teacher-in-Charge to School Newspaper Editor and Science Fair Coordinator.

Each grade level has a team leader who facilitates team meetings and acts as a liaison in leadership meetings. In weekly team meetings, using PLC guidelines, team leaders facilitate looking at formative and summative assessments, analyze student work, and plan for next steps. Team leaders are also selected for each content area. They represent us at the district level in securing needed resources, evaluating curriculum materials, and keeping communication lines open. The leadership team meets as needed to keep policy current including the update of the School Improvement Plan.

We have a very active Parent Teacher Organization that works collaboratively with the principal and teachers to provide a cohesive relationship that focuses on filling the gaps of needed resources and support to provide the best gifted education available for our students.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: MAP

Edition/Publication Year: 2003

Publisher: MDESE

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	82	78	77	0	0
% Advanced	40	40	40	0	0
Number of students tested	75	75	75	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

I submitted data pages on monday to the person mentioned on voice mail. I am hoping that those have been submitted and will take the place of the above take that is not completely accurate or complete.

Subject: Reading
Edition/Publication Year: 2003

Grade: 3 Test: MAP
Publisher: MDESE

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	82	80	78	67	67
% Advanced	30	30	30	30	30
Number of students tested	75	75	75	75	75
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

I emailed the data pages to the person referenced on your voicemail for technical assistance. She said she would enter these for me. I just found out at 10:30 CST that we are not listed as submitting our application. I am completing one page above but it is not completely accurate nor complete. I will call tomorrow to try to address this problem.