Phase One: Continuous Improvement Diagnostic_18-19

Phase One: Continuous Improvement Diagnostic

Cassidy Elementary School
Rhonda Fister
1125 Tates Creek Rd
Lexington, Kentucky, 40502
United States of America

Last Modified: 09/27/2018
Status: Open

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Phase One: Continuous Improvement Diagnostic

Continuous Improvement Diagnostic

Rationale: The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

Differentiated professional Learning for teachers will be the priority based on TELL and eprove survey information. Looking at student needs from assessment data, and with new curriculum programs and more technology available to students, we want to ensure the most effective strategies are being used to enhance student learning for all populations served.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Part II:

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

We have sent eprove surveys to students, staff, and families this fall. We have an effective school improvement team already in place. It is representative of all stakeholders. We will use that team to guide the continuous improvements needed. Meetings are scheduled monthly after school to accommodate schedules. PLCs meet weekly to monitor student progress and adjust curriculum and services. We will monitor effectiveness by using ongoing survey and academic data.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

Phase Two: Cassidy The Needs Assessment for Schools_18-19

Phase Two: The Needs Assessment for Schools

Cassidy Elementary School
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1125 Tates Creek Rd
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Last Modified: 10/26/2018
Status: Open

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Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

Rationale: In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/ district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Data results are reviewed often by Cassidy Staff. Teachers analyze and review data during PLCs weekly, also by the MTSS/PBIS team every 4-6 weeks. The leadership team, PTA board and SBDM Council meet monthly, using data results as needed to guide decisions. Minutes are kept for each of the stakeholder groups listed. Data from KPREP, MAP, FAST and other formative assessments are analyzed and curriculum is adjusted to increase learning results for all students. Current goals are established by looking at trend data, using the SWOT tool and protocol.

<u>ATTACHMENTS</u>

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Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:

-32% of gap students scored proficient on KPREP Reading.

-We saw a 10% increase among gap students in Reading from 2017 to 2018.

-34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

-Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.

-The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

According to 2017-2018 KPREP results we met target thresholds in proficiency, other academic indicators, and growth for our total population. 34.3% of students scored at the highest level in reading, 31.4 scored at the highest level in math. Students with disabilities scored below the state threshold in the category of Other Academic Indicators (Science, Social Studies, Writing). Of disability students 24% scored P/D in reading and 27.5% P/D in math, with 25.75% combined reading and math. ELL students- 47.8% scored P/D combined reading and math, Free/Reduced Lunch- 48.4% scored P/D combined reading and math.

<u>ATTACHMENTS</u>

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Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

Example: 68% of gap students scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

Students with disabilities- In the category of Other Academic Areas students with disabilities scoring at proficient/distinguished levels were 9% in Science, 36% Social Studies, and 18% in Writing Overall score of 48.7 compared to the state threshold 52.6

ATTACHMENTS
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Trends

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Over the past two years the number of students with disabilities scoring P/D has decreased slightly. We have focused our professional learning on highly effective teaching and learning strategies. We have shown growth in overall novice reduction yet still have sub-groups not meeting growth and proficiency targets. We are doing more culturally responsive trainings and continuing to tweak our PLC processes.

<u>ATTACHMENTS</u>

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Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

We will focus our work around delivery of instruction. Specifically, we want to improve on the following practices/processes: teachers determining most appropriate and effective high yield strategies for reaching students with disabilities, improving student cognitive engagement, clear system for students taking responsibility for their own learning, students involved in knowing where they are in their progression of learning, and effective strategies that work best for them.

ATTACHMENTS
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Potential Source of Problem

Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

Fall 2018 Teacher, Parent, and Student Survey results,: the highest scoring question shows staff describing their colleagues as Caring, Fun, & Consistent. Staff describe their interactions with other teachers in school as Supportive, Respectful, & Collaborative. The most recent parent survey results show above 90% of families are happy with Cassidy overall.

<u>ATTACHMENTS</u>
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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
📄 Needs Assessment Document	We used the KDE needs assessment tool to identify our current state and next steps for improvement.	
📄 Parent Survey	Survey Results	
📄 Student Survey	Survey results	
📄 Teacher Survey	Survey results	

Cassidy Phase Two: School Assurances_18-19

Phase Two: School Assurances

Cassidy Elementary School
Rhonda Fister
1125 Tates Creek Rd
Lexington, Kentucky, 40502
United States of America

Last Modified: 09/26/2018
Status: Open

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Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.

- ● **Yes**
- ○ No

○   N/A

COMMENTS

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Instructional Strategies

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

    ○   Yes

    ○   No

    ●   **N/A**

COMMENTS

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Targeted Assistance Activities

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.

    ●   **Yes**

    ○   No

    ○   N/A

COMMENTS

Master Schedule

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.

    ●   **Yes**

    ○   No

    ○   N/A

COMMENTS

MTSS process,

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Parent and Family Engagement

8. The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent and Family Engagement Policy.

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Teacher Quality

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

All staff are highly qualified

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Title I Application

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

ATTACHMENTS
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Paraeducators

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Paraeducator Non-Instructional Duties

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

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Phase Three: Cassidy Comprehensive Improvement Plan for Schools 2018-2019

Phase Three: Comprehensive Improvement Plan for Schools

Cassidy Elementary School
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1125 Tates Creek Rd
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Last Modified: 12/12/2018
Status: Open

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Phase Three: Comprehensive Improvement Plan for Schools

Comprehensive Improvement Plan for Schools

Rationale: School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan:

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the six Key Core Work Processes designed to systematically address the process, practice or condition that the school will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Measure of Success: The criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: Is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

You may enter an optional narrative about your Comprehensive Improvement Plan for Schools below. If you do not have an optional narrative, enter N/A.

We are working with district special education support to provide job embedded training on high yield strategies for all teachers and and administration, plus Continuous Classroom Improvement training for a systematic approach to improvement to ensure high quality instruction in all subject areas measured by 80% of students scoring P/D, and a co-teaching model for a focus group of teachers. See Phase 3 & 4 Workbook attached.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
📄 Documenting Evidence-based Teaching Practices	Evidence based documentation for teaching practices including high yield strategies, co-teaching, and continuous classroom improvement.	
📄 Goals Phases 3 & 4	Goals and activities for proficiency, gap, separate academic indicator, growth, and transition.	

Phase Three:Cassidy Closing the Achievement Gap Diagnostic 2018-2019

Phase Three: Closing the Achievement Gap Diagnostic

Cassidy Elementary School
Rhonda Fister
1125 Tates Creek Rd
Lexington, Kentucky, 40502
United States of America

Last Modified: 12/12/2018
Status: Open

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Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

While ELL and Students who qualify for free and reduced lunch groups are larger than our students with disabilities group, those groups are making greater progress toward proficiency according to trend data. Thus our focus group is students with disabilities.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its gap population.

Cassidy utilizes the PLC framework and approaches student learning as a team effort. Leadership team works with each grade level and all support staff to ensure student placement can accommodate for individual learning needs prior to the start of school. Cassidy provides opportunities for parents and families to become involved and create partnerships such as: Kindergarten Kickoff, Open House, Orientation Night, New Student Orientation, Family Fun Nights, etc... We work with PTA to ensure a variety of one and two way communication avenues are available. Our Cassidy App is our newest way to push out information in a timely fashion. We provide interpreters or translators as needed to reduce barriers and increase parent involvement. Surveys results describe a very welcoming culture and high level of overall satisfaction with the school performance. PTA, parent and community partnerships are a key to the continued success of our school.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

Over the past few years our trend data for all gap populations shows growth with decreases in the percentage of students scoring novice. Percentages have dropped for Combined Reading and Math scores for free/reduced lunch students from 54.4% P/D in 2016-2017 to 47% P/D in 2017-2018, Percentages increased for English language learners reading and math combined scores from 37% P/D in 2016-2017 to 51% P/D 2017-2018. Percentage P/D for students with disabilities reading and math combined score was 25.5% in 2017-2018, with no prior score due to numbers accountable.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

We have shown improvement with ELL and Free and Reduced Lunch Students by decreasing the % of novice over the past several years. See Attached Needs Assessment Tool for more information.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

Students with disabilities scored below the state threshold in the content areas of science, social studies, and writing. See Attached Needs Assessment Tool for more information.

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.
(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

In collaboration with district special needs support staff, all teachers and administration will receive training in highly effective strategies and continuous classroom improvement for a systematic approach to improved learning. Plus one co-teaching team of special education and general education teachers along with administration will be trained and will implement co-teaching. Extended School Services will be offered in the spring semester. We will offer extended reading and/or math instruction for our target gap populations who are scoring below proficiency based on student identified needs.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

F. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

We have strong systems in place for PLCs, MTSS and RTI. All support staff and general education staff meet regularly to analyze student data, then make adjustments to curriculum and services as needed to impact learning. Our focus will be on ensuring high quality instruction and support while students are in general ed. classrooms by providing job embedded professional learning on high yield strategies.

G. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

The leadership team is comprised of teachers from all grade levels, special education, special areas, RTI specialists, G/T teacher, FRYSC, counselor, and administration. This team along with the SBDM council systemically monitors data and contributes to the improvement planning process. See Needs Assessment Document attached for names and roles.

III. Planning the Work

Gap Goals
List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

Increase proficiency for students with disabilities in writing from 18% to 25% by 2023. See attached needs assessment document and gap group ID attached. We are working with district special education support to provide job embedded training on high yield strategies for all teachers and administration, plus Continuous Classroom Improvement training for a systematic approach to improvement to ensure high quality instruction in all subject areas measured by 80% of students scoring P/D, and a co-teaching model for a focus group of teachers.

ATTACHMENTS

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Closing the Gap
Step 1: Download the Closing the Achievement Gap Summary spreadsheet.
Step 2: Complete your findings and answers.
Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

KCWP2: Implement a system for delivering high yield strategy instruction in order to ensure that all students are receiving highly effective instruction at appropriate levels of rigor, All teachers will receive training in high yield evidence based strategy instruction on a monthly basis. Implementation of high yield strategies will be monitored by school administration through the instructional planning tool, walkthrough data and on a strategy checklist. Administration will monitor process through 30-60-90 day plan. (IAKSS support team already developed a plan and checklist to serve as a starting point for this year's work.)

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
Achievement Gap Group ID Spreadsheet	Identifies gap groups, numbers, and percentages for 2017-2018.	III
Documenting Evidence-based Teaching Practices	Evidence documenting support for teaching practices including high yield strategies, co-teaching, and continuous classroom improvement.	III
Goals and Activities Phases 3 & 4 Workbook	Goals and activities for proficiency, separate academic indicator, gap, growth, and transition.	III
Needs Assessment Document	Data analysis and trend data.	III

Phase Three: Cassidy Executive Summary for Schools 2018-2019

Phase Three: Executive Summary for Schools

Cassidy Elementary School
Rhonda Fister
1125 Tates Creek Rd
Lexington, Kentucky, 40502
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Last Modified: 11/09/2018
Status: Open

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Phase Three: Executive Summary for Schools

Executive Summary for Schools

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Cassidy Elementary School is located in Chevy Chase neighborhood. It was built in 1935 by the federal Works Progress Administration on land that once belonged to renowned Kentucky statesman Henry Clay. Additions to the building were built in 1956 and 1987 with the latest renovations completed in 2010. Cassidy embodies the true feel of a neighborhood school. Many families grew up attending Cassidy and now have their children and grandchildren enrolled here. Our student population continues to grow. We presently serve 735 students in grades K-5. Our population includes 75% White, 6% Asian, 7% Hispanic, 7% African-American, and 5% Other. 30% of our students qualify for free and reduced lunch, 11% are English Language Learners, 8.2% are students with special needs, and 22.6% qualify for gifted/talented services. Our parents, PTA, and community members volunteer countless hours each year to support the work of our teachers and staff. With their support, Cassidy's tradition of excellence in education continues to shine. Our state test results continue to show high levels of academic student achievement each year. Our challenges include being a non title 1 school serving a large student population with lots of diversity of needs.

ATTACHMENTS

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School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission for Cassidy is "Every Child a Proficient Learner and Good Citizen." This mission becomes reality through the daily motto of "Work Hard, Be Kind". Every staff member, student, and most guests who enter our building can recite this motto. Every decision we make focuses on what is right for our students. From our PTA to our School Based Decision Making Council, we ensure decisions honor our high expectations for students while challenging them to reach their fullest potential. Our vision is to provide a safe, loving climate where exciting, relevant learning takes place for all students. We want to prepare students to excel in a global society. The staff is empowered to create and maintain an environment of high expectations for all students. We provide the knowledge and critical thinking skills necessary for making effective decisions to be successful. We believe all children can learn and deserve an equitable education; that education should be designed to meet the unique needs of each child; our school community provides opportunities for students to be successful, maximizing academic achievement and building social character to ensure success for the future. Cassidy students have many opportunities to participate in performance and project based events. We organize 20 or more community service projects each year, some of which support programs such as UK Children's Hospital, United Way, God's Pantry, and Toys for Tots. Students at all grades can participate in the state PTA Reflections contest and school science fair. Fifth graders host Colonial Days and an Entrepreneur Fair. We have many children who participate in academic teams, our district run program and the Governor's Cup competitions. Students may also choose to participate in Battle of the Books

teams and have brought home top honors the past several years. Extra curricular activities available to Cassidy students include: Spanish Club, chorus, Recyclers, academic teams, STLP Student Technology Leadership Program, Kindness is Power, Yearbook, Science Club, Art Club, Children's Theatre, Tennis Club, Slot Car Racing, Yoga, Girls on the Run, and Safety Patrol. Some of our traditions include hosting an annual Variety Show and an Alumni Night where we name a Hall of Honor recipient.

ATTACHMENTS

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Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Cassidy has long been known for a tradition of excellence in education. Our program provides high quality instructional programs for children in grades Kindergarten through fifth along with in-depth reading, writing, science, social studies, problem solving and critical thinking instruction incorporated across all areas of the curriculum. Students are scheduled for art, music, guidance, media, physical education, science lab, and Spanish. Our media center provides a realistic approach to learning through the use of technology. Research, reading, and writing are incorporated into units of study as students use the variety of technology, resources available through the media center and into the classrooms. Every classroom is equipped with SMART technology. In addition we have one to one Chromebooks grades 1-5, with several mobile labs including laptops and Ipads.

ATTACHMENTS

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Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

We take pride in our intentional culture of success created daily by positive interactions between staff and students, students and students, high expectations, teamwork, and parent and community involvement. Cassidy is proud of our positive working conditions, focus on a safe learning environment, and high student achievement. Our outstanding PTA supports the many school events by providing avenues for parents to partner with the school staff. With thousands of volunteer hours logged annually the list of activities range from reading with students daily to face painting at our annual Fun Day event. The PTA hosts monthly events and provides a constant flow of communication about what is happening at Cassidy each week. With the use of our Cassidy App, staff, students, parents and community members can stay abreast of the many ways we are working hard and being kind daily.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

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