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 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district 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.

Guidelines for Building an Improvement Plan
● There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
● There are 5 required school-level goals:
  For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
  For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
● There can be multiple objectives for each goal.
● There can be multiple strategies for each objective.
● There can be multiple activities for each strategy.
1: Proficiency Goal

Goal 1 - Increase combined proficiency in reading and math from 36.55% to 68.05% in 2023-2024 school year

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- 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

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- KCWP1: Design and Deploy Standards Classroom Activities
- KCWP2: Design and Deliver Instruction Classroom Activities
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- KCWP4: Review, Analyze and Apply Data Classroom Activities
- KCWP5: Design, Align and Deliver Support Classroom Activities
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In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

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<tbody>
<tr>
<td>Objective 1: Increase combined proficiency in reading and math from 36.55% to 42.8% in 2019-2020 (an increase of 6.3%)</td>
<td>KCWP2</td>
<td>Plan strategically in the selection of high yield instructional strategy usage within lessons based on Professional Learning of CHETL and SIOP Including: 1. Construct student-friendly learning targets. 2. Ensure that students understand the success criteria within each learning target. 3. Plan for and implement active student engagement strategies. 4. Use formative and summative evidence to inform what comes next for individual students and groups of students. (Reference: Documenting Evidence Based Teaching Practices under ESSA)</td>
<td>Attendance at Learning Cohort Professional Learning sessions every month</td>
<td>We have held our regular monthly meetings to discuss the book that is leading our professional development this school year around SIOP implementation. Each month teams of 6 educators meet to discuss the shared readings and produce a way to share out their learning with other groups. The dates of the meetings have been: Sept 25, Oct 9, Nov 13, Dec 11, Jan 29, Feb 26 These meetings are ongoing and we will continue through the 18-19 school year. Teams are sharing and presenting their work to other groups to expand and maximize our learning. We are taking this learning into PLC’s and are using the information to plan better activities that meet the diverse needs of our students.</td>
<td>school PD funds</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Evidence of strategies in use during ELEOT</td>
<td>In our ELEOT observations and during the feedback sessions from both</td>
</tr>
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observation data gathering  walkthroughs and administrative observations conversations are directed toward using more KAGAN and SIOP strategies. More than just increasing usage, we are having coaching conversations with effective implementation, thoughtful timing, and ways to maximize each pedagogy.
## 2: Separate Academic Indicator

**Goal 2 Increase SAI from 25.6% to 62.6% by 2023-2024**

<table>
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<th>Practice</th>
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<tr>
<td>Increase SAI from 25.6% to 33% in 2019-2020 (an increase of 7.4%)</td>
<td>Develop a systematic approach in order to <strong>design and deliver core instruction</strong> to ensure at least 80% of students successful in Tier 1 writing</td>
<td>School administration team, principal, assistant principal, school leadership team will research and select high yield instructional strategies to support gap closure initiatives. (1 per grading cycle) to be modeled and shared with teachers in weekly PLCs, with the expectation that teachers will embed high yield instructional strategies into content area instruction. (<strong>Reference: Documenting Evidence Based Teaching Practices under ESSA</strong>)</td>
<td>Monthly review of student writing scores/data at grade level PLC meetings. An increase in student achievement in writing based on school wide writing rubrics</td>
<td>So far this year we have implemented and trained the entire staff on the follow evidenced based pedagogies to impact student learning: <strong>Minds in Motion (MAZE): September 4th</strong> we instantly implemented this program with K-1 and all students with specific learning needs that would benefit. <strong>KAGAN Refresher:</strong> multiple presenters reviewing some of our favorite KAGAN structures. Focus on how to implement correctly to get the higher levels of authentic engagement. <strong>WRITE TOOL:</strong> Staff member lead a school wide training on best practices for writing and how to implement K-5. The training was so popular we had a second session for a more in-depth look.</td>
<td>none</td>
</tr>
</tbody>
</table>
Increase proficiency in combined reading and math for all students in the consolidated Gap Group from 28.25% in 17-18 to 64% in 2023.

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*

- 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

Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)*

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<td>Objective 1: Increase combined proficiency of students in the Gap Group from 28.25% to 35.45 in 18-19 (an increase of 7.18%)</td>
<td>KCWP2</td>
<td>Develop capacity of teachers to determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target?</td>
<td>Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</td>
<td>Attendance at Learning Cohort Professional Learning sessions every month</td>
<td>School PD funds</td>
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We have held our regular monthly meetings to discuss the book that is leading our professional development this school year around SIOP implementation. Each month teams of 6 educators meet to discuss the shared readings and produce a way to share out their learning with other groups. The dates of the meetings have been: Sept 25, Oct 9, Nov 13, Dec 11, Jan 29, Feb 26

These meetings are ongoing and we will continue through the 18-19 school year. Teams are sharing and presenting their work to other groups to expand and maximize our learning. We are taking this learning into PLC’s and are using the information to plan better activities that meet the diverse needs of our students.
4: Growth

Decrease the percentage of Students with Disabilities classified as “Less than Catch up” from 49% to 23% in combined Reading and Math by 2023 as measured by State required tests.

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*

- KCWP 1: Design and Deploy Standards
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<tr>
<td>Decrease the percentage of students with Disabilities classified as Less than catch up from 49% to 43% in 2019-2020 as measured by state required tests</td>
<td>KCWP5</td>
<td>Practice</td>
<td>Principal will monitor progress through 30-60-90 day plan including reporting of grade level data</td>
<td>On top of working with our special education team and implementing new programs to support the learning needs of our SPED students, we have also started an afterschool learning program designed to focus on the whole child and develop the soft skills in education that too often get left out. We have identified kids from KPREP and MAP who are not showing appropriate growth and selected them for the program. SPED students were given top priority for the program.</td>
<td>District co-teaching initiative funding</td>
</tr>
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Horizon Goal:

- Decrease the percentage of Students with Disabilities classified as “Less than Catch up” from 49% to 23% in combined Reading and Math by 2023 as measured by State required tests.

180 Day Goal:
Decrease the percentage of students with Disabilities classified as Less than catch up from 49% to 43% in 2019-2020 as measured by state required tests.

In the first 30 days, we will know we are successful when:

- IEP data is trending upward
- Components of Continuous Classroom Improvement are documented as evidenced by observers
- 95% of teachers are in attendance at Learning cohort meetings
- K students and Students with Disabilities complete the MAZE daily to at least 95% participation

The measures/evidence we will use are:

- Evidence of implementation of components of the Continuous Classroom Improvement in the co-teaching classroom as noted on the implementation checklists
- Evidence of IEP goal data showing upward trend
- Attendance certificates from Professional Learning sessions and Learning Cohorts
- Co-teaching SMART goal data

First 30 days action strategies:

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<tr>
<td>4th grade co-teaching team will be identified and attend a 3 day training on Continuous Classroom improvement (1 classroom teacher, 1 special education teacher, 1 school co-teaching coach, principal) and additional training sessions throughout the year</td>
<td>M. Spottswood, J. Nichols, S. Albornoz, J. Fish</td>
<td>Dec. 2018 Completed</td>
</tr>
<tr>
<td>Coteaching team will set SMART goal for co-teach classroom</td>
<td>Nichols, Albornoz</td>
<td>Sept. 2018 Completed in PLC meetings</td>
</tr>
<tr>
<td>4th grade students with IEPs will participate in a coteaching model - this model includes characteristics of highly effective teaching and learning which will be observed by program facilitators using the implementation checklist</td>
<td>M. Spottswood, M. Cannoy</td>
<td>Aug. 2018 Completed – 3 formal observations held as of 3/27/19</td>
</tr>
<tr>
<td>Build Capacity of teachers through participation in professional learning. Staff small group Learning Cohorts will study High Yield Instructional strategies related to SIOP implementation</td>
<td>J. Fish and staff that attended SIOP conference as well as ESL staff: Participation of certified staff including Special Ed. teacher S. Albornoz</td>
<td>Oct. meeting completed Nov. meeting completed</td>
</tr>
<tr>
<td>Activity</td>
<td>Facilitator(s)</td>
<td>Completion Date</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>----------------------------------------</td>
<td>-----------------------</td>
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| Build Capacity of teachers through participation in professional learning. Staff small group Learning Cohorts will study High Yield Instructional strategies through Jan Richardson’s *Next Step Forward in Guided Reading* facilitated by our Reading Specialist | Debbie Hill will facilitate: Participation of certified staff including Special Ed. teacher K. Golden C. Hall-Volpenheim | Oct. meeting completed  
Nov. meeting Completed |
| Build Capacity of teachers through participation in professional learning. Social Emotional Support Staff (facilitators) Participation of certified staff including Spec ed. teachers C. Hyatt B. Waller | Social Emotional Support Staff (facilitators) | Oct. meeting completed  
Nov. meeting completed |
| Spec. Ed teacher will participate in the REading Recovery and Comprehensive Intervention Model certification cohort to increase skill in reading instruction. | B. Waller | Weekly classes and monthly continuing contact with district admins completed |
| Professional learning and implementation of the Minds in Motion program | C. Hyatt | Sept. 2018 completed |
| Students in Special Ed, and kindergarten will participate in the Minds in motion program daily (other general ed students will also participated on a available basis) | Sped. Team K teachers | Sept. 2018 completed |
| Professional learning for special education teachers at the district monthly special Ed. PLC | Hyatt, Waller, Albornoz, Hall-Volpenheim, Golden | Oct. Meeting completed |

If we are not successful, we will:
In 60 days, we will know we are successful when:

- IEP data is trending upward
- Components of Continuous Classroom Improvement are documented as evidenced by observers
- 95% of teachers are in attendance at Learning cohort meetings
- K students and Students with Disabilities complete the MAZE daily to at least 95% participation
- Co-teaching SMART goal data is trending upward

The measures/evidence we will use are:

- Evidence of implementation of components of the Continuous Classroom Improvement in the co-teaching classroom as noted on the implementation checklists
- Evidence of IEP goal data showing upward trend
- Attendance certificates from Professional Learning sessions and Learning Cohorts
- Co-teaching SMART goal data

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<tr>
<td>Observation of coteach classroom by school coach and district administrators with debrief session to provide feedback for instructional improvement</td>
<td>M. Spottswood M. Cannoy</td>
<td>by Feb. 15</td>
<td>M. Spottswood &amp; M. Cannoy completed Feb. 15</td>
</tr>
<tr>
<td>Special Ed teachers will meet with administrators to review IEP data in EZ med platform to analyze trend data</td>
<td>J. Fish S. Kingsolver</td>
<td>Jan. 30</td>
<td>J. Fish &amp; S. Kingsolver completed January 30</td>
</tr>
<tr>
<td>MTSS process training for the staff, including providing and documenting Tiered intervention and collecting data</td>
<td>J. Fish J. Kehrwald SPS team</td>
<td>By March 15</td>
<td>J. Fish &amp; J. Kehrwald completed March 15</td>
</tr>
<tr>
<td>Continue to build Capacity of teachers through participation in professional learning. Staff small group Learning Cohorts will study High Yield Instructional strategies related to SIOP implementation</td>
<td>J. Fish and staff that attended SIOP conference as well as ESL staff: Participation of certified staff including Special Ed. teacher S. Albornoz</td>
<td>Jan. meeting</td>
<td>J. Fish &amp; S. Albornoz completed January meeting</td>
</tr>
<tr>
<td>Build Capacity of teachers through participation in professional learning. Staff small group Learning Cohorts will study High Yield Instructional strategies through Jan Richardson’s Next Step Forward in Guided Reading facilitated by our Reading Specialist</td>
<td>Debbie Hill will facilitate: Participation of certified staff</td>
<td>Jan. meeting</td>
<td>Debbie Hill completed January meeting</td>
</tr>
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<tr>
<th>Build Capacity of teachers through participation in professional learning. Staff small group Learning Cohorts will study High Yield Instructional strategies related Behavior supports through Ross Greene’s <em>Lost at School: Why our Kids with Behavioral Challenges are Falling through the Cracks and How we Can Help Them</em></th>
<th>Social Emotional Support Staff (facilitators) Participation of certified staff including Spec ed. teachers C. Hyatt B. Waller</th>
<th>Jan. meeting completed Feb. meeting Completed</th>
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<tr>
<td>Continued participation in the Reading Recovery and Comprehensive Intervention Model certification cohort to increase skill in reading instruction</td>
<td>B. Waller -</td>
<td>Jan. meeting completed Feb. meeting completed</td>
</tr>
<tr>
<td>Staff will participate in professional learning related to the Minds in Motion program - C. Hyatt will train the staff Review data related to the Minds in Motion MAZE implementation</td>
<td>C. Hyatt</td>
<td>Oct. 1st Completed Jan. 22 completed</td>
</tr>
<tr>
<td>Administration will attend the KASC academy - Targeting the Disability Gap for Professional Learning of Researched Based practices that meet the needs of Students with Disabilities Professional Learning will be shared/presented to Staff following the Dec. 5th training.</td>
<td>J. Fish</td>
<td>Feb. 30 Strategies will be presented to the staff through PLCs and Dept. meetings</td>
</tr>
</tbody>
</table>

**If we are not successful, we will:**

- In 90 days, we will know we are successful when:
  - IEP data is trending upward
  - components of Continuous Classroom Improvement are documented as evidenced by observers
  - 95% of teachers are in attendance at Learning cohort meetings
  - K students and Students with Disabilities complete the MAZE daily to at least 95% participation
  - Co-teaching SMART goal data is trending upward

**In 90 days, we will know we are successful when:**

- IEP data is trending upward
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- 95% of teachers are in attendance at Learning cohort meetings
- K students and Students with Disabilities complete the MAZE daily to at least 95% participation
- Co-teaching SMART goal data is trending upward
The measures/evidence we will use are:

- Evidence of implementation of components of the Continuous Classroom Improvement in the co-teaching classroom as noted on the implementation checklists
- Evidence of IEP goal data showing upward trend
- Attendance certificates from Professional Learning sessions and Learning Cohorts
- Co-teaching SMART goal data
- Meeting agendas include Professional Learning from the Train the Trainer session and strategies from Targeting the Disability Gap

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<tr>
<td>Staff attendance in <strong>Train the Trainer - Addressing Special Education needs</strong></td>
<td>Hannah Hughes Matt Spottwood</td>
<td>Jan. 30 completed</td>
<td>Strategies will be presented to the staff at Best Practice faculty meeting</td>
</tr>
<tr>
<td>Continue to build Capacity of teachers through participation in professional learning. Staff small group Learning Cohorts will study High Yield Instructional strategies related to SIOP implementation</td>
<td>J. Fish and staff that attended SIOP conference as well as ESL staff: Participation of certified staff including Special Ed. teacher S. Albornoz</td>
<td>Feb. meeting completed March Meeting completed April Meeting</td>
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<td>Feb. meeting completed March meeting completed April meeting</td>
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If we are not successful, we will:

-
5: Transition Readiness

Goal 6 (State your Transition Readiness goal):
Increase the percentage of 5th grade students who are "transition ready" in reading from 52.5% to 76.25% AND in math from 46.8 to 73.4% by the year 2023, as measured by MAP projected proficiency report.

Which Strategy will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

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Which Activities will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)

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- KCWP2: Design and Deliver Instruction Classroom Activities
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<tr>
<td>Increase the number of 5th grade students who are &quot;transition ready&quot; in reading from 52.5% to 57.25% and in math from 46.8% to 52.12% by 2018-2019, as measured by MAP projected proficiency report.</td>
<td>KCWP 5</td>
<td>Develop a systematic approach to review, analyze, and apply data to ensure that students are actively involved in knowing their own data and making decisions about their own learning to impact achievement.</td>
<td>Progress monitoring of individual 5th grade students receiving support will show upward trends toward grade level goals. Increase in % of P/D students as measured by MAP in Winter and Spring sessions.</td>
<td>We have intentionally been working with individual teachers on the power and effectiveness of student data conferencing. The winter MAP test shows an amazing upward trend in student growth and we are averaging 80% student conditional growth scores in reading and in math. We don’t have Spring MAP or KPREP data, but if the trend continues we expect to see incredible results.</td>
<td>none</td>
</tr>
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18-19 Phase One: Continuous Improvement Diagnostic_09192018_14:11

Phase One: Continuous Improvement Diagnostic

Lansdowne Elementary School
Jennifer Fish
336 Redding Rd
Lexington, Kentucky, 40517
United States of America

Last Modified: 10/01/2018
Status: Locked
Phase One: 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.

According to both the TELL and eProve surveys taken by the teaching staff at Lansdowne only 1 or 2 staff members do not agree that we have a strong process and conditions in place for improvement. Reflecting on improvement based on data is one area that although staff agrees we do, we can do better to determine if some of the particular programs or approaches are providing the results that prove we are maximizing student learning. Grouping results for students in intervention programs, G/T programs, ELL programs should be collected to assure the effectiveness of the instruction these students are receiving.

**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.

The school will continue to maintain a leadership committee of staff representing all grade levels and departments for the purpose of reflecting on data and planning any needed school wide initiatives and working on the School Improvement Plan. SBDM members are invited to the SIP planning meetings for full stakeholder input. Systematic Problem Solving team consisting of intervention staff, ELL staff, administration, social work and guidance staff, school psychologist and the Achievement and Compliance Coach will continue to meet regularly to look at individual student assessment data and request for student support based on data as well as school wide individual score data to determine student needs. Student Focused team meetings will continue to be held by the SPS team as well as the regular classroom teacher every 6 weeks to review student data and modify interventions if needed. School wide data will continue to be shared with SBDM members at public meetings that all parents are invited to attend. School Improvement plan and implementation/monitoring will also be shared at these public meetings.

**ATTACHMENTS**
Please be sure to upload the files in the Attachments section at the end of the diagnostic.
18-19 Phase Two: The Needs Assessment for Schools_09202018_11:55

Phase Two: The Needs Assessment for Schools

Lansdowne Elementary School
Jennifer Fish
336 Redding Rd
Lexington, Kentucky, 40517
United States of America

Last Modified: 11/30/2018
Status: Locked
**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?

School leadership team as well as representatives from the PTA board and SBDM council are invited and convene to review the data, and brainstorm drafts of the School Diagnostic documents that require stakeholder input as well as the School Improvement Plan. Draft documents are compiled in the eProve platform and shared with team members for review, additional input and revisions if necessary. This year the team consisted of reps from each grade level, department, administrative team and parent organizations including: J. Fish (principal), M. Spottswood (PGE coach), B. Adams (guidance counselor), E. Johnson (behavior coach), C. Hyatt (Sped dept. chair and SBDM member), W. Dargle (K), L. Haddix (1st), D. Brashear (2nd), K. Woolums (3rd), M. LaRue (4th), K. Derrickson (5th and SBDM member), J. Rodabaugh (special teachers), D. Hill (intervention team), E. Bruner (ESL), J. Haubenreich (SBDM parent), J. Gosper (SBDM parent), A. Habenreich (PTA board), M. Jewell (PTA board), B. Sharp (PTA president) The team reviews MAP data and KPREP data for the last 2 years. Data is broken down by school level, grade level, program, and student ethnicity. Staff Survey of School Improvement and Process summary results are also shared. We have a sophisticated system for periodically reviewing data as an entire school. We start the year off using spring MAP scores to help place kids into extension and intervention groups. This is the initial data that we use in order to ensure that all students are receiving targeted instruction at their level, whether below or above grade level. We then use formative data in our PLC teams to ensure that we are teaching the standards to the level of rigor the standard dictates, and also to ensure that we are meeting the needs of our students. From the analyzed data we will make adjustments to instructional activities and or pacing to ensure we are reaching all students.

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.
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.
- Scores from MAP and KPREP show an inconsistency in results. -68% of F/R students scored Novice/Apprentice in reading on KPREP in 17-18 year -72% of F/R students scored Novice/Apprentice in math on KPREP in 17-18 year -According to the new Science KPREP - 91% of students tested are Novice/Apprentice - Science test has been in development so no scores were collected in 16-17 or 15-16 -KPREP writing scores - 77% of students tested scored Novice/Apprentice in 17-18 year On MAP math - grade K,1, and 5 scored above the 80th %tile in growth for the 17-18 year ON MAP reading - grades 1,4, and 5 scored above the 75%tile in growth for the 17-18 year ESL students in 1st grade MAP reading scored in the 92%tile in growth for the 17-18 year ESL students in 5th grade MAP reading scored in the 99%tile in growth for the 17-18 year 3rd grade MAP math scored in the 36%tile in growth for the 17-18 year 4th grade MAP math scored in the 34%tile in growth for the 17-18 year. African American MAP growth in math was below the 56%tile in all grades except 5th grade which scored in the 89%tile for growth

ATTACHMENTS
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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.

Priorities include: 68% of Free/Reduced students scoring Novice/Apprentice in reading. 77% of students scoring Novice/Apprentice in writing identification as TSI school for students with disabilities - focus on growth for these students

**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?

Continued low scores in writing. Decreasing numbers of students scoring proficient in reading

**ATTACHMENTS**

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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**

The school will focus on designing and delivering instruction in order to improve student achievement scores. But will review and analyze data from different Tier II and Tier III programs to assess the impact of these instructional practices and programs. Student review of data and goal setting may also be part of the SIP as student motivation was also mentioned and discussed by the school team.

**ATTACHMENTS**
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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%.
As students progress from 3rd - 5th grade the % of students scoring Novice decreases. Last year 76.8% of 3rd graders scored novice in math while only 49% of 5th graders scored novice in math. Likewise, % of Novice readers in 3rd grade was 69.6 as compared to only 58.8% in 5th grade. 1st grade growth in reading and math was considered a strength with a growth percentile of 88%tile in reading and an 80%tile growth in math.

**ATTACHMENTS**
Please be sure to upload the files in the Attachments section at the end of the diagnostic.
18-19 Phase Two: School Assurances_10032018_16:38

Phase Two: School Assurances

Lansdowne Elementary School
Jennifer Fish
336 Redding Rd
Lexington, Kentucky, 40517
United States of America

Last Modified: 10/12/2018
Status: Locked
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
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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

School leadership team along with PTA and SBDM parent input completed a review of achievement data on Oct. 17th and conducted a needs assessment. We are school wide Title 1

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

- Yes
- No
- N/A

**COMMENTS**

Summer PD was mandated by the district in new math curriculum. Staff also completed training in PBIS as part of ongoing implementation of Positive Behavior and supports school wide.

**ATTACHMENTS**

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**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**

Tier II and Tier 3 math and reading interventions are researched based curriculum and strategies including AVMR, REading Recovery, CIM, Bridges math, Literacy Footprints guided reading intervention, Second Steps, Superflex, and PBIS strategies and curriculum and used for Social Emotional Learning support. Tier 1 instruction includes Wonders reading, enVisions and Investigations math. Mind Up curriculum in beginning to be implemented this year.

**ATTACHMENTS**

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**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**

Tier II and Tier 3 math and reading interventions are researched based curriculum and strategies including AVMR, REading Recovery, CIM, Bridges math, Literacy Footprints guided reading intervention, Second Steps, Superflex, and PBIS strategies and curriculum and used for Social Emotional Learning support. Tier 1 instruction includes Wonders reading, enVisions and Investigations math. Mind Up curriculum in beginning to be implemented this year.

**ATTACHMENTS**
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**

monitoring of targeted assistance is mandated by the district using FASTbridge. AVMR, CIM and Reading Recovery also have their own progress monitoring

**ATTACHMENTS**

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**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**

School has a Parent Compact and Family engagement policy - revised yearly

**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**

**ATTACHMENTS**

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**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**
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**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.
18-19 Phase Three: Closing the Achievement Gap Diagnostic_10032018_16:45

Phase Three: Closing the Achievement Gap Diagnostic

Lansdowne Elementary School
Jennifer Fish
336 Redding Rd
Lexington, Kentucky, 40517
United States of America

Last Modified: 11/29/2018
Status: Locked
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.

After a deep review of the data, from multiple sources we have identified our students with disabilities to be a focus for our instructional planning and targeted support.

**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.

In this category we are a bit of an anomaly, typically at school's with over 80% poverty rates school culture can often lag. That is not the case of Lansdowne, we have a very diverse population of students that come from every corner of the globe. Our school has a large percentage of refugee students as compared to other schools. While many of our families are poor, and have multiple identified risk factors; they are a proud, hardworking group. Of course with a high poverty rates you see a greater need for mental health issues and other factors beyond the school's control, but for the most part our students want to be here, they love school, they look forward to Monday'. This is evidenced by a decrease in ODR's and a dramatic decrease of students suspended both in and out of school. This did not happen overnight, this has been a strategic and well thought out plan from day one. We knew that we would need to leverage our community and build the trust with them. We have started adult ESL classes that are run by a faith-based group that works inside our building. We have formed partnerships with our ESL department to hold summer school and special refugee summer camps to offer opportunities to our at risk population. We have also recruited parents of students with special needs to work alongside us during the school day to support our work with all students but especially that population. The list could go on, but the fruits of that labor are increases in student achievement. That said, we are never resting and always looking for new and innovative ideas to better support our local community. We will continue to think outside the box until we are a model for the state on how to serve under represented populations.

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.

Change in accountability model does not allow for trend data at this time on KPREP. If we look at other factors, we have a lot to celebrate. Gaps in subgroups have not been closed yet, but we are continuing to make growth in many subgroups. Our ELL population when you look at GROWTH on the MAP assessment has been astronomical, as a school we average in the 79% percentile on ELL student growth in reading and 78% in math. The previous year our growth was even higher. Our Special Education group contains a much lower sample size of and gap closure has been more inconsistent, but we feel some of this is the nature of the group. When a different group of students is compared each year, and the subgroup is small, a wide variety of disabilities and the extent of those disabilities can change the data tremendously.

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

When triangulated our data points huge growth in both reading and math for our ELL population. They are highlights across all grade levels, and in all content areas.

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

When triangulated our data points to a great need for growth in reading for our special education population. In most every other area we have seen growth, we are going to hone in on our students with disabilities in reading.

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).

We have a multi-faceted professional development plan this school year. We have learning cohorts that is individualized for our staff. Most of them are in a SIOP group where we are learning skills that support at risk learning by active engagement in class activities and a way to incorporate language into all content areas. We also have incorporated staff learning focused around best practices for our special needs students and are exposing all students to those high yield strategies. We have a work and partnered with Fayette County on two projects that support students with special needs. Both the Minds in Motion program, and our co-teaching cohort that focuses on push-in (inclusive) special education instruction.

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

Our students with identified special needs are unique and individual. It would be impossible to lump each of their needs into one category. What we can say is that many our students with disabilities have MULTIPLE diagnosis and a host of risk factors that have an impact on their learning. Students with ADHD, OHI, ODD, autism, behavior disorders and developmental delays all have different needs. Creating a schedule for teachers serving multiple grade levels, instructional levels and all types of disabilities can be difficult at times. District staffing based on the number of students and not the intensity of their needs can be a barrier, leaving little time for special ed teachers to work alongside and even coteach with regular classroom teachers. Time to support students in the regular setting while also being able to break special ed instructional groups into manageable sizes and similar needs is another condition that could be hindering the closing of achievement gaps.

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.

School Leadership team - Jennifer Fish (principal), Matt Spottswood (PGE coach), Brenda Adams (counselor), Carol Hyatt (Sped. Dept. chair and SBDM member), Emily Cripps (ESL team lead), Jennifer Rodabaugh (special area rep), Whitney Dargle (K team lead), Lindsey Haddix (1st grade team lead), Diane Brashear (2nd grade team lead), Valerie Byrd (3rd grade team lead and SBDM member), Ashley Wilson (4th grade team lead), Kellie Derrickson (5th grade team lead and SBDM member) also invited PTA board members Brandon Sharp, Megan Jewell, Becky Smith, SBDM parent members John Gosper and Frank Mabsen. District special education admaministrators
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).

By the end of the 2018-2019 school year SWD’s at Lansdowne Elementary (K-5) will increase their growth percentage from 29% to 35% as measured on the Student Conditional Growth Percentage on the Fall-Spring reading MAP test.

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

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.

See attachment for gap group goals.

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.
<table>
<thead>
<tr>
<th>Gap Group/Total number of students</th>
<th>Percentage of Total School Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free/Reduced 500</td>
<td>75.30%</td>
</tr>
<tr>
<td>African American 165</td>
<td>24.80%</td>
</tr>
<tr>
<td>Hispanic 82</td>
<td>12.30%</td>
</tr>
<tr>
<td>Measurable Gap Goal</td>
<td>Strategy Chosen to address goal</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Increase % of F/R students scoring proficient/distinguished in reading from 48.8% to 61.4% by 2017-2018 as measured by state required academic assessments</td>
<td>KCWP2 Develop a systematic approach in order to design and deliver core instruction to ensure that 80% of students are 80% successful in Tier I for Reading and Math</td>
</tr>
<tr>
<td></td>
<td>PRACTICE - curriculum and instructiona support committee will research and select high yield instructional strategies to be modeled and shared with the teachers in monthly PLCs and Best Practice meetings with the expectations that teachers will embed these strategies into instruction</td>
</tr>
<tr>
<td></td>
<td>Curriculum and Instruction committee will create teacher surveys to determine the PD needed, as identified by teachers and use the results to build a plan to support identified areas of growth</td>
</tr>
<tr>
<td>Method of Progress Monitoring</td>
<td>Funding Mechanism and Amount</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>PD offerings and sign in sheets</td>
<td>PD budget, Title I budget, Section 6 carryforward funds</td>
</tr>
<tr>
<td>meeting agendas and sign in sheets</td>
<td>N/A</td>
</tr>
<tr>
<td>suveys and results Professional Development plans</td>
<td>Title I money to support PD plan</td>
</tr>
</tbody>
</table>
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?

We are a large elementary school in urban Lexington, KY. We serve over 600 students from 28 different countries and 30 different languages are spoken in the homes of our students. We have the second highest number of refugee students in all Fayette County, including high school with 4 times the number of students they serve, the only school with more refugees is a high school with nearly 2500 students. 80% of our students come from families of poverty, and over 30% of our students ELL kids. We have a thriving PTA and parent support is high, we offer ELL classes for adults and have partnerships with many local business and faith-based organizations that help support our community. What really makes our school unique is how fast our free and reduced numbers have grown. In the last 4 years our F/R numbers have gone up by 30% and our F/R numbers have over doubled in the last 8 years. This very rapid transition has made our staff become flexible and adaptable to new philosophies and theories on how to serve changing populations.

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.

Our school's purpose is to provide a world class education to all students regardless of the risk factors they come to school with. We believe that your zip code does not predict your course in life. We believe that language barriers can be overcome. We believe that language instruction can be integrated into all content areas to enrich and accelerate learning for all kids not just our ELL students. We believe that some students come to us ill-prepared for school, but do not let that keep us from closing achievement gaps for all students. We embody these beliefs in the decisions and programs in our school. We were the first school in the district to start the Minds in Motion program, a cutting edge program that helps develop the students brain with OT, and other sensory type activities. We have been selected to be a SIOP school and in are in the implementation process. We are also a Kagan School which helps provide authentic engagement activities for students across all content areas. We host summer school for our most at risk populations to provide extended learning opportunities. We host a homework club once a week after school where students can come get support from certified staff members. We believe if we give our students what they need, in a loving supportive environment they can be successful at the next level and beyond.

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.

Achievements are evident by our MAP growth scores in both reading and math K-5. Our ACCESS data for our ELL students has also shown that our second language students are growing at amazing rates and will be well on their way to grade level. Attendance at Title 1 Learning Nights has been on the rise for the last two years even as our F/R population increases. Another highlight this year is the vast reduction in suspension rates both in school and out of school, particularly with our boys of color.

**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.

Our school is an amazing learning community. We host parent ELL classes weekly, we are meeting the needs of students even when that means making tough choices. At Lansdowne we go beyond just looking at test scores, and are moving more toward a philosophy about how we can educate the whole child and meet more than just their educational needs.

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