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

TABLE OF CONTENTS

eProve diagnostics

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.

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 improvment. 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 Improvment 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 requstst 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.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

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

TABLE OF CONTENTS

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 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.

<u>ATTACHMENTS</u>

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 KPREin 17-18year -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

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

e|Prove diagnostics

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

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

Priorities/Concerns

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

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

Trends

e|Prove diagnostics

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

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.

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

eProve diagnostics

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

TABLE OF CONTENTS

eProve diagnostics

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.

eProve diagnostics

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

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
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

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

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

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

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

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

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

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

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

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

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.

Lansdowne Elementary School

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

eProve diagnostics

18-19 Phase Three: Comprehensive Improvement Plan for Schools_10032018_16:40

Phase Three: Comprehensive Improvement Plan for Schools

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

Last Modified: 12/06/2018
Status: Locked

TABLE OF CONTENTS

eProve diagnostics

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.

N/A

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)
📄 18-19 Comprehensive Improvement Plan template	Lansdowne Elementary SIP	
📄 18-19 Evidence based Practices to support SAI goal	description of practices supporting the activity listed in the SAI goal	
📄 18-19 Evidence based practices to support gap goal	best practices - SIOP	
📄 18-19 Evidence based practices to support proficiency goal	Proficiency goal	
📄 Evidence based Practices to support Growth Goal	Co-teaching research	

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

TABLE OF CONTENTS

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.

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.

eProve diagnostics

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 along side us during the school day to support our work with all student 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 to 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 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

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.

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 adaministrators

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 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.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
🔲 18-19 Gap plan	Goals, Strategies, Activities	III
🔲 Gap Groups	This is the first attachment from the report	I

18-19 Phase Three: Executive Summary for Schools_10032018_16:45

Phase Three: Executive Summary for Schools

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

Last Modified: 11/29/2018
Status: Locked

TABLE OF CONTENTS

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?

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

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

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

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

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

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.

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

Lansdowne Elementary School

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

eProve diagnostics