

Phase One: Continuous Improvement Diagnostic_09242018_13:50

Phase One: Continuous Improvement Diagnostic

MT. Washington Elementary
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9234 Hwy 44 E
Mount Washington, Kentucky, 40047
United States of America

Last Modified: 10/29/2018
Status: Open

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Phase One: Continuous Improvement Diagnostic

Continuous Improvement Diagnostic

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

Part I:

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

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

Using the School Quality Factors survey, we chose Impact of Instruction and Efficacy of Engagement. Our teachers and parents are proud of the long tradition of academic success. In order to continue that success, we must investigate the impact of our teachers' instruction both in summative and formative assessments. Through the use of PLC, the teachers can further discuss what they will do with students who have mastered the skill and those who will need assistance in developing into mastery, (questions 3 and 4 of the PLC process). The effectiveness of the student/teacher/parent engagement easily is married to the impact of instruction. A survey from eprove was given to all teachers covering these two areas was given in the form of a Google survey. We also used a rubric called the missing piece of the diagnostic puzzle and we focused on the area of Communication: two way communication with parents and school. Parents that are involved in PTA and SBDM were asked to complete the survey. Teachers of the SBDM and team leaders were also asked to complete the rubric. Communication was chosen to analyze areas of strengths and weaknesses.

ATTACHMENTS

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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.

As a school we will engage stakeholders, by asking for their input on the surveys, offering parents the opportunity to be a part of the analysis of data and the development of the CSIP. The committee will consist of 2 primary teachers, 2 intermediate teachers, and a special ed. teacher. The school counselor, instructional coach, FRC and assistant principal will also be included on the committee. For parent participation, we start by asking the PTA and SBDM parents to participate. The parents will be called and invited to join the team with a follow up email reminding them of the first meeting. The plan will be developed by the committee during a day time meeting once the data is collected. The initial meeting will be a day long meeting and then will have the team analyze and develop goals. Once the plan is developed the team will meet quarterly in the evening. The purpose of these meetings will be to review the plan and decide what kinds of data

we would like to collect to analysis for the next meeting. Each member will have a role: facilitator, timekeeper, secretary, communication (stakeholders and staff), data collector, and historian. The first meeting will be to set norms and clarify their purpose on the committee. After that , the meetings will be to analyze data and access where we are in achieving our goals. Committee members will share the meeting minutes and goals with all stakeholders.

ATTACHMENTS

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Phase Two: The Needs Assessment for Schools_10052018_09:50

Phase Two: The Needs Assessment for Schools

MT. Washington Elementary
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Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

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

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

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

Protocol

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

PLCs meet once a week. ILT meets once a month. SBDM meets monthly. Faculty reviews data and provides feedback, almost monthly. Parents received data from report cards each 9 weeks and from KPREP as soon as it is available. All meetings are documented with an agenda/ minutes. During any of the listed meetings above the data is presented by the principal and then shares several guiding questions for the groups to explore. Scores and the CSIP are available on websites for other parents interested.

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Current State

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

Example of Current Academic State:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

We are currently in the "other" group. Our strongest scores were proficiency and academic indicators. Growth was closest to the cut score, only 1.5 points away for everyone, 1.2 away for free/reduced lunch, and 1.4 away for IEP. Our percentage of proficient/distinguished students were higher than state percentages. +10.4 for reading and +5.9 for math. This data was taken from 2017-18 KPREP scores. The number of behaviors is in par from the previous year, as PBIS proves to be a strong factor in this outcome.

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.

Our novices increased from the previous year, and our proficient and distinguished scores dropped from the previous year. There is also a concern for the students with IEP, just making the threshold in one area, growth. They did not make the threshold in the Proficiency Indicator 53.4 (needed 60.5) nor the Separate Academic 40.5 (needed 52.6).

ATTACHMENTS

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Trends

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

MWES school's scores for the past several years have been higher compared to the district and state scores. But the school itself has a flux in it's scores. Math scores in proficient/distinguished have risen to have 2016:47.1, 2017: 54.6 and 2018: 54.7. The reading scores in proficient/distinguished have remained pretty steady with 2016: 66.8, 2017: 68.6 and 2018: 65. The last trend we examined were the writing scores have fluxed 2016: 45.7, 2017: 50 and 2018; 44.1. This trend shows an increase and a fall, it is hypothesized that cohort of students in 2017 enjoyed and excelled at writing. Behaviorally the number of referrals have remain steady, with more boys receiving them than girls.

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

We will focus on KCWO #5: Design, Align and Deliver Support. Our Focus/Guiding question will be "What will we do if they know it already, don't know it, or need other support?" The discussion was about how do we help move the students that need more support, our IEP and RTI students. The goal is to create a system where students have the time and support to reach proficiency.

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%.

Novice and apprentice reading and math scores are lower than the state and district averages. The Reading for MWES was novice: 11.6 and apprentice: 22.8 compared to state (20.3 and 25.1) and district (21.8 and 24.7). The math for MWES was novice: 14.4 and apprentice: 30.9 compared to the state (18.9 and 32.7) and district (19.6 and 32.6). IEP reading scores trending down in N/A and up in P/D from previous year. The number of N/A is 59.4 and P/D is 40.5. The math scores show N/A at 75.6 and P/D at 24.3. The writing scores at N/A is 90 and P/D at 10.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Phase Two: School Assurances_10052018_09:52

Phase Two: School Assurances

MT. Washington Elementary

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9234 Hwy 44 E
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Phase Two: School Assurances

Introduction

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

School Assurances

Preschool Transition

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

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

The FRC coordinator works with the preschool program to create appropriate transition plans/activities for our students and their families.

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

ATTACHMENTS

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

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

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

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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

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

ATTACHMENTS

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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

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

ATTACHMENTS

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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

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 2018 Master Schedule	teacher schedules and full day interventionist schedule	11, 12
 3 hr interventionist	part time interventionist position schedule	11, 12
 CSIP	2018 CSIP plan	7
 FRC expectations	This document shows the FRC's job description.	1
 Needs assessment	This is the needs assessment completed in Phase II.	3
 PD plan	The 2018-2019 PD plan	2
 sbdm parent policy	This is a screen shot of the website, and the parent involvement.	8

Phase Two: School Safety Report_10042018_09:55

Phase Two: School Safety Report

MT. Washington Elementary

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Phase Two: School Safety Report

School Safety Diagnostic for Schools

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition to the drills required in KRS 158.162, 922 KAR 2:120 applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, the principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

If the answer is "no," please explain below.

Please note that the school council or, where applicable, the principal in each school is also required, pursuant to KRS 158.164, to establish, in consultation with local law enforcement, lockdown procedures; however, you are not being asked to certify that here.

Yes. This plan has been shared with the SBDM, district officials as well as local law enforcement.

ATTACHMENTS

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

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

If the answer is "no," please explain below.

Yes. Local first responders received them in September.

ATTACHMENTS

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

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

If the answer is "no," please explain below.

Yes

ATTACHMENTS

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

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

If the answer is "no," please explain below.

Yes

ATTACHMENTS

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

5. Was the school's emergency plan reviewed at the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

If the answer is "no," please explain below.

Please provide the most recent date of review/revision of the school's emergency plan in the district.

Yes. As a new principal, I do not have documentation but the safety plan was reviewed at the end of last year. More adjustments were made when I attended a training (7/11)with the counselor and custodian and we made a few adjustments as to the where and how the exit signs were hung. This was shared with the SBDM council twice (August and Sept. meetings)

ATTACHMENTS

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6. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

If the answer is "no," please explain below.

Please provide the date the school completed this discussion.

Yes, there was a sign in (8/7) that documented the attendees for the discussion.

ATTACHMENTS

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

7. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?

If the answer is "no," please explain below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.

Yes.

ATTACHMENTS

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

8. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?

If the answer is "no," please explain below.





Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.

Yes, there is documentation to support that.

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)
 Drill dates	list of all the planned emergency drills	7
 SBDM agenda	shows discussion of safety plan	5
 SBDM agenda Aug	Shows discussion of safety plan	5
 Safety Plan Sign in 8/7	Sign in for review of safety drills	6

Phase Three: Comprehensive Improvement Plan for Schools_11072018_10:52

Phase Three: Comprehensive Improvement Plan for Schools

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Phase Three: Comprehensive Improvement Plan for Schools

Comprehensive Improvement Plan for Schools

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

Operational definitions of each area within the plan:

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

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

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

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

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

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

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


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

Please see attached.

ATTACHMENTS

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 2019-2020 CIPS	CSIP plan written by the committee.	

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 gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic and 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 organization needs 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 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 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
- 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 (State your proficiency goal): Increase the combined reading and math percentage of proficient/distinguished students from 77.9% to 79.5% by 20

Which Strategy will the district use to address this goal? (<i>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.</i>)	Which Activities will the district deploy based on the strategy or strategies chosen? (<i>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.</i>)	In the following chart activities, the person of the activity or activity the activity or activity
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> KCWP1: Design and Deploy Standards Classroom Activities KCWP2: Design and Deliver Instruction Classroom Activities KCWP3: Design and Deliver Assessment Literacy Classroom Activities KCWP4: Review, Analyze and Apply Data Classroom Activities KCWP5: Design, Align and Deliver Support Classroom Activities KCWP6: Establishing Learning Culture and Environment Classroom Activities 	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring I
Objective 1 MWES will increase the reading percentage of proficient/distinguished students from 65% to 68.2% by the spring of 2019.	KCWP 2: Design and Deliver Instruction Addressing this process ensures the core instructional process is provided to all students utilizing evidence-based strategies.	Guided Reading instruction shall target fluency and comprehension.	Diagnostic Reading Assessment (DRA), Measure of Academic Progress (MAP) Formative Unit Assessments	DRA (Winter 2019, Spring 2019) MAP (Winter 2019, Spring 2019) Formative Unit Assessments
	KCWP 4: Review, Analyze and Apply Data Data will be monitored consistently through collaboration with principals. This will provide support and/or address needs through the analysis of data.	Professional Learning Communities (PLC) to have time to analyze data and develop groupings to meet the needs of students Teachers will be given time during staff meetings to vertically analyze student performance on On-Demand writing tasks and develop next steps for instruction.	Student growth in DRA, MAP, and Unit Assessment data On-Demand Writing Scrimmage Analysis	Monthly PLC meeting in Fall 2018 and Spring 2019
Objective 2 MWES will increase the math percentage of proficient/distinguished	KCWP 2: Design and Deliver Instruction Addressing this process will provide teachers access to	Instruction shall target Mathematical Practices with a focus on problem solving.	MAP and Formative Assessments	MAP (Winter 2019, Spring 2019) Daily for Formative Assessment

students from 54% to 56% by the spring of 2019.	strategies to increase quality of math instruction. KCWP 4: Review, Analyze and Apply Data Data will be monitored consistently through collaboration with principals. This will provide support and/or address needs through the analysis of data.	Professional Learning Communities (PLC) Teachers once a month will meet to discuss math instructional needs to evaluate math instruction for effectiveness to ensure students are receiving the rigorous and aligned math curriculum.	Student growth in MAP and Formative/ Summative Assessment data	Monthly PLC meeting m Jan 2019 - Dec 2019.
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2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal): Increase the combined separate academic indicator (science, writing and social studies) percentage from % to 70% by 2021.

Which Strategy will the district use to address this goal? (<i>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.</i>)	Which Activities will the district deploy based on the strategy or strategies chosen? (<i>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.</i>)	In the following characteristics, the person completing the activity or activity plan will be responsible for the activity or activity plan
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring
Objective 1 MWES will increase the writing percentage of proficient/distinguished students from 44.1% to 46% by spring 2019.	KCWP 2: Design and Deliver Instruction Addressing this process will provide teachers access to strategies to increase quality of writing instruction.	Implement a curricular plan using research-based resources to assist in vertically aligning standards and curriculum.	Curriculum-Based Measurement (CBM)	Winter 2019, Spring 2019
	KCWP 4: Review, Analyze and Apply Data Data will be monitored consistently through collaboration with principals. This will provide support and/or address needs through the analysis of data.	Professional Learning Communities (PLC) The PLC will allow teachers time to analyze grade level performance on writing tasks and develop strategies to meet the needs of the students.	Student growth Curriculum-Based Measurement (CBM)	Winter 2019, Spring 2019
		Teachers will meet to vertically analyze student performance on on-demand writing tasks and develop next steps for instruction.	On-Demand Writing Scrimmage Analysis	Spring 2019, Fall 2019

<p>Objective 2</p> <p>MWES will increase the social studies percentage of proficient/distinguished students from 50.9 % to 52% by spring os 2019.</p>	<p>KCWP 2: Design and Deliver Instruction</p> <p>Addressing this process will provide teachers access to strategies to increase quality of writing instruction.</p>	<p>Staff meetings/ PD days will give teachers time to address the needs of the curriculum.</p>	<p>Pacing guides and standards</p>	<p>This will be done at the t end of each unit/set of str</p>
	<p>KCWP 4: Review, Analyze and Apply Data</p> <p>Data will be monitored consistently through collaboration with principals. This will provide support and/or address needs through the analysis of data.</p>	<p>Professional Learning Communities (PLC) The PLC will allow teachers time to analyze grade level performance on writing tasks and develop strategies to meet the needs of the students.</p>	<p>Common Formative Assessments</p>	<p>At the middle and end of of standards</p>

3: Gap

Goal 3 (State your Gap goal): Decrease the reading and math novice percentage of special education students from 11.6% and 14.4% respectively to 10%

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.)	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.)	In the following chart activities, the person of the activity or activity the activity or activity
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> KCWP1: Design and Deploy Standards Classroom Activities KCWP2: Design and Deliver Instruction Classroom Activities KCWP3: Design and Deliver Assessment Literacy Classroom Activities KCWP4: Review, Analyze and Apply Data Classroom Activities KCWP5: Design, Align and Deliver Support Classroom Activities KCWP6: Establishing Learning Culture and Environment Classroom Activities 	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring
Objective 1 MWES will decrease the novice reading percentage for all students in the GAP group from 11.6% to 10% by spring 2019.	KCWP 2: Design and Deliver Instruction Addressing this process will provide teachers access to strategies to increase quality of reading instruction.	Teachers will be trained during a PD to learn how to implement the Expanding Expression Tool in the classroom. This strategy will enable regular classroom teachers to provide high quality instruction to our special learners.	Measure of Academic Progress Vocabulary strand (MAP)	Winter 2019, Spring 2019
Objective 2 MWES will decrease the novice math percentage for all students in the GAP group 14.4% to 10% by spring 2019.	KCWP 4: Review, Analyze and Apply Data Data will be monitored consistently through collaboration with principals. This will provide support and/or address needs through the analysis of data.	Teachers will use NWEA to review the learning continuum. They will determine the skills needed to increase RIT in the numbers and operations strand of Math MAP.	Measure of Academic Progress Numbers and Operations strand (MAP)	Winter 2019, Spring 2019

4: Graduation rate

Goal 4 (State your Graduation Rate goal): Not Applicable to MWES

Which Strategy will the district use to address this goal? <i>(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.)</i>	Which Activities will the district deploy based on the strategy or strategies chosen? <i>(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.)</i>	In the following chart, list the activities, the person responsible for the activity, and the activity or activity
<ul style="list-style-type: none"> • <u>KCWP 1: Design and Deploy Standards</u> • <u>KCWP 2: Design and Deliver Instruction</u> • <u>KCWP 3: Design and Deliver Assessment Literacy</u> • <u>KCWP 4: Review, Analyze and Apply Data</u> • <u>KCWP 5: Design, Align and Deliver Support</u> • <u>KCWP 6: Establishing Learning Culture and Environment</u> 	<ul style="list-style-type: none"> • <u>KCWP1: Design and Deploy Standards Classroom Activities</u> • <u>KCWP2: Design and Deliver Instruction Classroom Activities</u> • <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u> • <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u> • <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u> • <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u> 	
Objective 1		
Objective 2		

5: Growth

Goal 5 (State your Growth goal): MWES will increase the overall growth indicator from 17.3 to 20 by the year 2021.

<p>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.)</p> <ul style="list-style-type: none"> • 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 	<p>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.)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart activities, the person of the activity or activity the activity or activity</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring
Objective 1 MWES will decrease the number of students with disabilities scoring novice and apprentice in reading and mathematics from 65.7% to 60.7% by Spring 2019 as measured by KPREP.	KCWP 4: Review, Analyze and Apply Data Data will be monitored consistently through collaboration with principals. This will provide support and/or address needs through the analysis of data.	Professional Learning Communities (PLC). The PLC's will analyze data and develop strategies and groups based off of data.	Diagnostic Reading Assessment (DRA), Measure of Academic Progress (MAP) Formative Unit Assessments, Curriculum-Based Measurement (CBM)	DRA (Winter 2019, Spring 2019) MAP (Winter 2019, Spring 2019) Formative Unit Assessment Monthly PLC Meeting
	KCWP 5: Design, Align and Deliver Support Addressing this process helps ensure that math data is monitored and evaluated to inform modifications to curriculum and instructional practices.	Intervention support to meet every student's needs The PLC will take time to assist in meeting the interventions. During the PLC, teachers will have the opportunity to discuss students whom they are tracking interventions. Teachers can then develop and deliver more support to students in need.	Diagnostic Reading Assessment (DRA), Measure of Academic Progress (MAP) Formative Unit Assessments, Curriculum-Based Measurement (CBM)	DRA (Winter 2019, Spring 2019) MAP (Winter 2019, Spring 2019) Formative Unit Assessment CBM progress-monitoring bi-weekly, or monthly)
Objective 2 MWES will increase the number of Free and Reduced	KCWP 4: Review, Analyze and Apply Data	Professional Learning Communities (PLC). The PLC's will analyze data	Diagnostic Reading Assessment (DRA), Measure of Academic	DRA (Winter 2019, Spring 2019)

Lunch students scoring proficient and distinguished in mathematics and reading from 52.2% to 55%	Data will be monitored consistently through collaboration with principals. This will provide support and/or address needs through the analysis of data.	and develop strategies and groups based off of data.	Progress (MAP) Formative Unit Assessments, Curriculum-Based Measurement (CBM)	MAP (Winter 2019, Spring 2019) Formative Unit Assessment Monthly PLC Meeting N.
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6: Transition Readiness

Goal 6 (State your Transition Readiness goal): Increase the combined (reading and math) percentage of students who are transition ready from elementary 2021 as measured by MAP.

Which Strategy will the district use to address this goal? (<i>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.</i>)	Which Activities will the district deploy based on the strategy or strategies chosen? (<i>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.</i>)	In the following chart activities, the person of the activity or activity the activity or activity
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring
Objective 1 MWES will increase the percentage of students who meet Reading MAP transition benchmark (215) in elementary school from 14% to 60% by spring of 2019.	KCWP 6: Establishing Learning Culture and Environment Addressing this process will assist students in having their individual needs met, and share in their growth through goal setting.	Students will be involved in a Goal Setting Day to help make students aware of their middle school ready benchmark MAP score. Students will develop individual plan for success to reach the transition ready benchmark for both Winter and Spring 2019 MAP assessments. Students will attend a grade-level celebration if their grade's identified transition ready percentage is reach on Spring 2019 MAP assessments.	Increased Percentage Transition Ready Students on MAP Assessment Data	MAP (Winter 2019, Spring 2019)
Objective 2	KCWP 6: Establishing Learning Culture and Environment	Students reaching transition ready benchmarks will be displayed on a Slideshow shown throughout the building. These students will also receive recognition from middle school principal at a school-wide assembly.	Increased Percentage Transition Ready Students on MAP Assessment Data	MAP (Winter 2019, Spring 2019)
		Students will be involved in a Goal Setting Day to help make students	Increased Percentage Transition Ready	MAP (Winter 2019, Spring 2019)

MWES will increase the percentage of students who meet Math MAP transition benchmark (226) in elementary school from 46 % to 65% by spring of 2019.	Addressing this process will assist students in having their individual needs met, and share in their growth through goal setting.	<p>aware of their middle school ready benchmark MAP score. Students will develop individual plan for success to reach the transition ready benchmark for both Winter and Spring 2019 MAP assessments. Students will attend a grade-level celebration if their grade's identified transition ready percentage is reach on Spring 2019 MAP assessments.</p> <p>Students reaching transition ready benchmarks will be displayed on a Slideshow shown throughout the building. These students will also receive recognition from middle school principal at a school-wide assembly.</p>	Students on MAP Assessment Data	MAP (Winter 2019, Spring 2019)
		Increased Percentage Transition Ready Students on MAP Assessment Data		

Goal 7 (State your goal):

[illegible]

Phase Three: Closing the Achievement Gap Diagnostic_11072018_10:53

Phase Three: Closing the Achievement Gap Diagnostic

MT. Washington Elementary
Julie Leston
9234 Hwy 44 E
Mount Washington, Kentucky, 40047
United States of America

Last Modified: 12/28/2018
Status: Open

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II. Achievement Gap Analysis 4

III. Planning the Work 6

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Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

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

Complete the Achievement Gap Group spreadsheet and attach it.

See attached

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.

The school climate and culture as it relates to the GAP population, fosters effective instructional strategies, sound interventions, and data-based decision making. GAP students are identified and strategies are implemented to support these students academically. Educators continuously seek methods to meet the needs of the students.

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.

Free and reduced reading: we have not closed our gaps as of now; however, we continue to work toward closing the gap between novice and apprentice. We increased proficient and distinguished by 5.9% from the previous year. We would like to focus on pushing our novice/apprentice students into the proficient/distinguished categories in both math and reading.

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

Free & Reduced: Reading scores increased proficient and distinguished from 55.2% to 61.1%. Writing - we reduced our novice percentage by moving those students to the next achievement level. Math - the percentage of students achieving proficient/distinguished went from 40.3% to 43.3% Special Education: Reading scores in the proficient/distinguished categories went from 33.3% to 42% . Math scores in the proficient/distinguished category increased from 16.7% to 25.77% .

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

Free and reduced writing - the novice apprentice combined score was 75.7% in 17-18; whereas in 16-17 the percentage was 64.7% This indicates that our percentage of novice and apprentice increased which indicates regression. The special education novice subgroup in math went from 29.2% to 37.1% which also points to regression.

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).

Teachers will use collaborative planning focusing on writing instruction. Teams will be provided 12 PD hours to focus on writing standards and plan intentional lessons focused on meeting the needs of all students. This will include the GAP population. The ESS instructional tutor will work with small groups of students as well as individuals to provide support in a variety of academic areas. Teachers will have additional opportunities to attend various writing PDs throughout the year. Teachers will also be able to attend professional development Ed Camps sessions (a variety of sessions to choose based on their own instructional needs). This will include topics on special education strategies and concepts.

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.

In the area of writing we did not have a vertically aligned curriculum. We also had a minimal variety of differentiated interventions. Human capital is also limited. Mt. Washington Elementary receives no Title 1 funding; therefore, we are somewhat limited with how we can best utilize our instructional support staff. Scheduling around core instruction, related arts, lunch and so on often creates obstacles for pulling students to work in small groups or one on one with special education and instructional support staff. Another barrier for many families is the limited amount of resources offered to families including those that deal with mental health.

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.

Our staff is continually engaged in high quality professional learning. Our school wide focus is on writing. Training will be provided via PD plan, Bullitt Days, etc. Successful implementation will be measured by CBMs, PLCs, handwriting analysis, on demand, common assessments, etc. SBDM Council ILT/ABRI PTA Student Led Conferences (students and parents) Jacey Smothers (FRC - attendance/family barriers) Julie Leston (principal - creates Bullitt Day and faculty meeting agendas)

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).

See Closing the Achievement Gap Summary (named Measureable GAP Goals in the attachment section)

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 Closing the Achievement Gap Summary Spreadsheet aka. Measurable MAP 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)
 MWES Achievement Gap Group Identification	Mt. Washington Elementary School	I
 Measurable GAP Goals	Measurable GAP Goals for reading and math	III

Phase Three: Executive Summary for Schools_11072018_10:54

Phase Three: Executive Summary for Schools

MT. Washington Elementary

Julie Leston

9234 Hwy 44 E

Mount Washington, Kentucky, 40047

United States of America

Last Modified: 12/04/2018

Status: Open

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Phase Three: Executive Summary for Schools

Executive Summary for Schools

Description of the School

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

Mt. Washington Elementary School (MWES) is located in Mt. Washington, Kentucky. This beautifully remodeled building has an enrollment of 620 students and over 70 staff members. Mt. Washington is located in Bullitt County, the school district includes 13 elementary schools, 6 middle schools, and 3 high schools, the Bullitt Advanced Math and Science (BAMS) Center and the Career Readiness Center. The district is located directly south of Louisville, KY and is the Commonwealth's seventh largest school district. On average spending per pupil is \$8,902 per school year. The student/teacher ratio is 18:1. The educational qualifications of the teaching staff includes 23% having a BA, 65.1% having a M.A, 12% having a Rank 1 certification and 2 National Board Certified teachers. The community is growing quickly as many new houses are being built. In the last three years over a hundred new homes and gone into new developments. The community is proud of their elementary school, and boasts almost ten thousand hours of volunteer hours in the 2017-2018 school year. A unique challenge that all of the schools located in Mt. Washington have is the quickly growing population and how to accommodate the students and families needs. Attached is the school report card indicating the demographics of MWES.

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.

The School's purpose statement, in short, is "Every Child- Everyday". The vision statement is "to empower all members of our learning community to strive for excellence as they develop into successful, engaged, lifelong learners." The mission statement is "to provide all students the opportunity to participate in engaging, rigorous and collaborative learning activities. Our learning community will work to equip students to become reflective, lifelong learners, and successful leaders of the 21st century." Our school fully embraces the Positive Behavior Interventions and Supports (PBIS) school wide expectations of: Be Respectful, Be Responsible, Be Cooperative, Be Your Best. Students are reminded daily and praised for following the Braves Expectations. They are rewarded with a clip chart (also school wide) and Braves "Bucks". The clip chart helps the students to self monitor their behavior, as well as encourages them to continue their success. The Braves Bucks are also used to encourage the students to continue to make the best choices. Students then make decisions about spending or saving their bucks. We embody our vision/mission statements with programs such as Character Education, WIN (What I Need) time, RtI (Response to Intervention), PLCs (Professional Learning Community), collaborative teaching with special education teachers, and collaborative teaching with our gifted and talented teacher. To help meet the 21st century technology demands our school has a 1:1 ratio of Chromebooks for intermediate students, 2:1 for primary and interactive boards in all classrooms. We also engage students in school wide goal setting 3 times per year. To meet our leadership goals for students we offer a plethora of extracurricular activities for students at all grade levels.

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.

Mt. Washington has been very proud of their students' academic performance on the KPREP tests. In the 2016-2017 testing cycle, the school attained a Distinguished rating. The 2017-2018 KPREP scores gave us a rating of "Other", which is the desired rating from the state. Recently, our school received recognition from the US Department of Energy for making great strides in energy conservation. Our yearly attendance rate consistently exceeds 95%. Our volunteer hours have increased each year. During the 2017-2018 school year, our volunteer hours were nearly 10,000. We often receive grants to supplement student learning, particularly in the area of technology, arts, and humanities. MWES has a supportive Family Resource Center who assists our staff, students, and families by diligently removing barriers to student achievement. We also implement the national Watch D.O.G.S. program, which invites male father figures into the building to serve as role models for our students. Areas of improvement: In the summer of 2018, our school developed a team to become Trauma Informed Care (TIC) trained which ties in to our SEL (Social Emotional Learning/Character Education) focus. The team will continue to provide training to the entire school staff related to TIC. Improving our instruction is always at the forefront of our minds. We will continue to partner with our ABRI (Academic and Behavioral Response to Intervention) liaison to improve strategies for increasing student engagement. Writing is our school wide focus area for improvement. In the spring of 2018 our school formed a committee to analyze our writing curriculum and make recommendations based on their findings. As a result we now have an action plan that addresses our writing curriculum vertically and cross curricularly. We also want to be sure our students are prepared for the ever changing world of technology. In terms of budgeting we will continue to devote funds to purchase more technology in the hopes of having a 1:1 ratio school wide. A final area of improvement is to develop more effective ways to monitor the effectiveness of our programs both academic and behavioral.

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.

There is no additional information.

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)
 demographics	This is a sample of the demographics at Mt. Washington Elementary School.	

