

U.S. Department of Education
2016 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Debra Bell

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Ludlow-Taylor Elementary School

(As it should appear in the official records)

School Mailing Address 659 G Street NE

(If address is P.O. Box, also include street address.)

City Washington State DC Zip Code+4 (9 digits total) 20002-4305

County District Of Columbia

Telephone (202) 698-3244 Fax (202) 698-3250

Web site/URL http://www.ludlowtaylor.org E-mail andrew.smith2@dc.gov

Facebook Page
Twitter Handle https://www.facebook.com/LudlowTaylor/ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date _____

(Principal's Signature)

Name of Superintendent*Ms. Kaya Henderson E-mail kaya.henderson@dc.gov
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name District of Columbia Public Schools Tel. (202) 442-5885

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. John-Paul Hayworth
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

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

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 79 Elementary schools (includes K-8)
 - 14 Middle/Junior high schools
 - 21 High schools
 - 0 K-12 schools
- 114 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	55	51	106
K	22	19	41
1	36	25	61
2	25	29	54
3	18	28	46
4	21	24	45
5	8	15	23
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	185	191	376

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 64 % Black or African American
 - 5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 25 % White
 - 5 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 7%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	15
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	9
(3) Total of all transferred students [sum of rows (1) and (2)]	24
(4) Total number of students in the school as of October 1, 2014	340
(5) Total transferred students in row (3) divided by total students in row (4)	0.071
(6) Amount in row (5) multiplied by 100	7

6. English Language Learners (ELL) in the school: 5 %
19 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Spanish, French

7. Students eligible for free/reduced-priced meals: 99 %
Total number students who qualify: 375

8. Students receiving special education services: 18 %
65 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

<u>24</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>10</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>11</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>4</u> Multiple Disabilities	<u>4</u> Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 2
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	24
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	10
Paraprofessionals	14
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	94%	93%	90%	95%	92%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes No X

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

Create a community of life-long learners using a standards-based, data-driven, rigorous instructional program encompassing the arts and science as a vehicle to ensuring academic success.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Within DCPS, schools are classified as either a "neighborhood school" or a "destination school."

Neighborhood schools are elementary or secondary schools assigned to students based on his or her address. DCPS gives families a single application and a single lottery that matches all students and all participating schools.

PART III – SUMMARY

Ludlow-Taylor Elementary School (LTES) is a Washington, DC cornerstone with a rich history that mirrors that of the great city where it resides. Originally two schools, Zachary Taylor Elementary was established in 1891 and William Ludlow Elementary in 1904. Barely more than one block apart in distance, Zachary Taylor was named for the Mexican-American War hero and more widely recognized 12th President for less than a year before his untimely death in 1850. William Ludlow earned the naming of a school after him following a two-year term on the DC Board of Commissioners. Prior to that, he was on General Sherman's Union staff in the Civil War, promoted to Major General in the Spanish-American War, and led a scientific exploration examining Yellowstone National Park. For more than 50 years, the two schools co-existed on the perimeter of DC's Capitol Hill neighborhood, just south of H Street NE, which was a major commercial hub of DC traversed by streetcars. However, the riots in 1968 following the assassination of Dr. Martin Luther King devastated the neighborhood. Businesses moved to the suburbs, leaving vacant, burned-out buildings behind. In 1969, the two schools were combined creating LTES. Today LTES has 375 students in Pre-Kindergarten (K) 3 & 4 and K through grade 5. Despite being situated in a neighborhood where the median home value is more than \$700,000, LTES is proud to maintain a student population that is diverse in racial, socioeconomic, physical and academic abilities, including 18% of students who have special needs. LTES is committed to its vision to create a community of life-long learners using a standards-based, data-driven, and rigorous instructional program that encompasses the arts and science as a vehicle to ensuring academic success. With more than 40% of students enrolled in the free and reduced lunch program, LTES is a DC Public Schools (DCPS) Title 1 high poverty designated school. LTES employs several key strategies to encourage and challenge all students to develop to their full potential. Our teachers employ a holistic approach to student testing preparation that focuses on analyzing data to help students overcome academic obstacles as well as preparing students to effectively manage their emotions in a test environment. LTES is proud to be considered academically competitive among area schools without a Title 1 designation. Our commitment to educate the whole child has fortified our tradition of academic excellence, making LTES one of only five DCPS to exceed our target reading and math scores. Our students learn from award-winning expert instructors who have full mastery of the Common Core curriculum. 55% of LTES teachers have earned the Highly Effective designation outperforming the DC average of 35%. To help ensure we develop and grow the best teachers for our students, we employ a robust onboarding program for new teachers that include components such as peer mentoring and regular one-on-one check in meetings with our leadership team. So that we can better accommodate individual student growth and development, we prioritize a variety of investments to support learning. This includes maintaining a student to instructor ratio in grades K-5 lower than the 20:1 DCPS allocation and having aides in classrooms at the PK-3 & 4 through K grade levels. LTES employs two reading specialists for grades K-2 and 3-5 who specialize in small group differentiation to support reading comprehension. Student development is enhanced outside the formal classroom through instructor-led specials that take place during the school day, including our FreshFarm FoodPrints program. To support learning beyond the classroom, LTES students are exposed to cultural learning opportunities through the John F. Kennedy Center for the Performing Arts artist in residence program as well as field trips to local Smithsonian museums. Students are also provided with opportunities through our wide array of after school clubs and activities led by our very own teachers and instructors as well as with local external partner organizations. Our partnerships with local Duke University Alumni and the non-profit Everybody Wins support student development academically and socially. Many of our teachers provide individualized instruction to students before and after school going above and beyond what is asked of them and also maintain open communication with parents and caregivers via text, email and picture-site sharing to help reinforce student learning at home. We have a strong partnership with our parent community and work hand-in-hand with our PTA and Local School Advisory Team to help ensure student success. Our building underwent modernization in 2013 allowing us to design a physical space that supports our Reggio-Emilia and Arts Integration approaches to instruction and learning. At LTES our motto is "where excellence is the norm" and we strive to achieve this everyday with every person who comes through our doors including our students, their parents and caregivers, our teachers, staff and members of our vibrant neighborhood community in Northeast DC.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The instructional team at LTES has increased academic achievement by promoting higher-order thinking with real life application. Instructional strategies are integrated across curriculums that focus on achieving learning by doing and empowering students to make their own meaning of the world as they work toward solutions. Reading instruction at LTES follows a balanced literacy model emphasizing phonemic awareness, enhanced vocabulary, as well as comprehension skills and inquiry response. Our Common Core aligned closed reading instruction is authentically development by teachers using DCPS Cornerstones, READ Tennessee, and supplemental materials from ReadWorks.org. In the lower grades, teachers use Foundations to support phonemic awareness and decoding skills to increase student reading competency. All staff, with an emphasis on new teachers, receives individual reading strategy coaching by Scholastic to increase opportunities students have to engage with complex text across curriculums. Many LTES teachers have served as DCPS model teachers for guided or close reading. Direct instruction is provided in small groups utilizing Reading Specialists and Special Education teachers to ensure differentiated instruction. Writing is incorporated in the literacy block, providing students an opportunity to respond to their reading while learning appropriate usage, sentence formation and mechanics. LTES' partnership with the non-profit Everybody Wins sponsored by Kaiser Permanente connects over 100 students with lunchtime reading mentors enabling positive adult social interaction and creating lifelong readers. Math instruction at LTES is based on the Common Core aligned DCPS Cornerstones adopted Go Math program. Students use Junior Great Books and can learn at an accelerated pace through online programs. Rigorous math instruction focus on number sense, computation, and problem solving with performance tasks from EngageNY. Math instructors use manipulatives to develop conceptual understanding. Small groups during guided math allows for differentiated student instruction. LTES utilizes technology to create student pre-and-post assessments, diagnose needs, inform learning groups, track mastery and inform differentiated instruction. Students use ST Math, a game based visual learning program that uses space-temporal reasoning to increase concept mastery. The ST Math program enables students to use higher-order thinking to increase skill understanding with self-paced progression. The i-Ready Math diagnostic assessment tool provides teachers insight on specific hurdles in mathematical understanding for each student. With multiple data points, LTES teachers create multiple opportunities for students to excel using performance tasks and Exit Tickets to ensure they receive an appropriate amount of learning rigor on a daily basis. LTES science instruction follows DC Scope and Sequence, which uses four units to organize and provide opportunities for student exploration and instruction. Each classroom is equipped with science kits from The Lawrence Hall of Science Kidz program to provide hands-on learning opportunities. To offer multiple exposure points for students to become excited about science, we also employ other curriculums such as Engineering is Elementary by Technological Literacy. To reinforce the science curriculum, students are exposed to articles on science concepts in language arts as a reading comprehension strategy. During reading instruction, teachers use guided reading text that correlates to science unit topics. Through the FreshFarm FoodPrints program, students experience hands-on earth science learning that integrates gardening, cooking and nutrition at our onsite school garden. Social Studies and History instruction at LTES leverages technology to provide students enriched curriculum that incorporates triangulation of multiple text as well as visual materials. Using DCPS Cornerstone Units as a template, instructors research videos and supplemental reading materials to provide multiple paths to understanding complex historic and cultural topics. Project-based learning is employed to ensure students an opportunity to delve deep into learning topics. In guided reading, teachers use guided reading text correlated with social studies unit topics. LTES is proud to offer fully inclusive Communication and Education Supports classrooms, and Early Learning Supports and Intensive Learning Supports classrooms. LTES Licensed Special Education teachers have expertise in Autism, Intellectual Disabilities, Multiple Disabilities, Speech/Language Impairment, and Specific Learning Disabilities. LTES has a Speech Language Pathologist, licensed Social Worker, Occupational Therapist, Physical Therapist, Adaptive Physical Education Teacher, Psychologist, Vision Specialist, and Mobility Specialist as well as access to additional DCPS Central Office coaches. LTES special needs services focus on educational advancement in the least restrictive environment with emphasis on providing all students access to an educational and social environment. LTES nurtures Pre-Kindergarten (Pre-K 3 and 4) students through a Reggio Emilia approach that provides rich academic and social-emotional learning activities and

experiences to prepare students for success in kindergarten and beyond. With small class sizes and dedicated classroom aides, the Pre-K program has grown to include over 100 students with many families waitlisted. Pre-K students take part in LTES specials and school-wide activities connecting them to the LTES community and contributing to successful adjustment in Kindergarten. LTES is proud to provide Pre-K programming which enhances our reputation as a primary neighborhood choice school in a system that provides families many options for educating their children.

2. Other Curriculum Areas:

Special subjects provided weekly to students from Pre-K3 through fifth grade include art, music, library, computer lab, music, Spanish, and health and physical education. Additional non-core curriculum is also offered through the After School Program. Art is instructed by a highly-regarded professional Haitian-American artist and taught in English with some French Pre-K3 through second grade. LTES achieves academic rigor through art by engaging students in large scale collaborative projects which are exhibited gallery style in the hallways of LTES. Music is incorporated to motivate, inspire, and expose students to different forms of art and culture. In the upper grades, math, science, and social studies are integrated into the curriculum. Students K-5 sculpt and make pottery using an in-studio kiln. Mosaics, watercolor, and other mediums encourage development of spatial awareness, visualization and perspective. Library provides every student with access to a rich literature selection. The library is undergoing modernization to a genre-based classification that will make books easier to find and access and drive increased student circulation. Students in grades 3-5 use computers to research class projects and are offered computer coding certification. Younger students enjoy reading aloud and following along on the SMART Board (SB) with the librarian and special guest readers. Paper and Follet e-books are constantly added to the library collection through fundraising efforts, grants, and federal funds. LTES has an impressive one-to-one technology to student ratio that includes laptops, tablets, and desktop computers. An experienced educator, our Computer Lab teacher has increased student computer-based programming using ST Math, Reading A-Z, i-Ready, and Starfall. As a result, students are comfortable using Microsoft Word and Power Point to complete assignments and presentations. To help students prepare for short answer response computer-based assessments, they learn to type using the Typing Agent program. Computer Lab provides students with opportunities to fuel their curiosity for learning using today's latest technology. Computer Lab curriculum also includes the study of deconstructed computer parts and components as well as our Careers in Technology guest speaker series that exposes students to opportunities in the field of technology. Music at LTES challenges students to utilize their whole brain. A practicing professional jazz musician, LTES' music teacher uses Jazz, America's classical music, developed by African-Americans using both European and African traditions, to instruct music through a framework of cultural acceptance. Sharing his real-life experiences, students are exposed essential life skills such as reward through risk taking and the importance of a sound work ethic. Students perform live concerts and sing accompanied by their classmates on keyboard, drum and guitar. Through daily morning musical arrangements to lunchtime jam sessions, a love of music is fostered throughout the hallways of LTES. In the World Languages classroom, students learn Spanish and expand their minds to accommodate a whole new way of thinking. Spanish class looks very different depending on the audience with Pre-K and kindergarten classes singing, dancing and interacting in an immersive setting, while students in upper grades tackle increasingly complex vocabulary and communicative tasks such as expressing their culinary preferences while learning about traditional Spanish and Mexican cuisine. Students interpret vocabulary to describe how something tastes or learn that the same word can mean something totally different. Through World Languages class, students learn to grapple with and enjoy the wonderfully frustrating task of learning a foreign language. Health and physical education (PE) at LTES is based on the ideal that health and wellness are a basic human right. Gross and fine motor skills, spatial awareness, self-regulation, accepting responsibility, and collaborating with a group are among the learning experiences PE provides. An example of an age appropriate cornerstone activity is with second grade students who learn to ride bicycles and proper helmet use. Each child learns safety skills, map reading, and directions with support and guidance from the instructor and school volunteers. PE utilizes multiple spaces including our indoor multipurpose room as a gymnasium, onsite dance studio, athletic field, playgrounds as well as numerous nearby parks and natural spaces in the neighborhood. Children learn basic games and movement with favorite activities including games with a large parachute, field hockey, and running races. Other athletics and team sports are offered through our after school program as well.

3. Instructional Methods and Interventions:

In order to help each student achieve his or her full potential, LTES teachers and staff employ a variety of instructional methods, including: reflective, inquiry, strategic, differentiated, paced, hands-on, project-based, collaborative, small-group, one-on-one, literacy-based, and technology-infused. Teachers follow Common Core Standards using DCPS provided scope and sequence with materials focused on inquiry based higher-order thinking skills from literature and lexile level appropriate materials. Instructors scaffold DCPS guided questions making learning attainable for all students. Students work together cooperatively and techniques to create classroom communities are used to foster academic risk taking and celebration of hard work. The foundation of LTES student success is consistency in instructional excellence. LTES teachers are highly committed, with a majority having taught in the school over 10 years. Teachers collaborate through horizontal and vertical planning, sharing methods and practices for specific students, groups, and standards. Students are provided rigorous daily instruction and the level of work expected is clearly communicated to create a sense of shared understanding between student and teacher, which drives a positive student response. LTES prioritizes investments in Reading Specialists who facilitate student interventions during Guided Reading. Using groups and inquiry, students work on skills at their own level to solidify grade level foundational skills. Many students move from the lowest levels as a result of the small group instruction using the Response to Intervention (RTI) model to identify best practices for deficiencies. Instructors lead multiple initiatives to respond to differentiated student needs. To reinforce student mastery and the highest levels of academic success multiple interventions take place during the school day and during the LTES After School Program. Using data, student needs are addressed during guided reading where the classroom teachers, Reading Specialists, Language Experience Approach and Special Education teachers work with students at their instructional levels. Teachers utilize Foundations, Junior Great Books, Scholastic Quick Reads and novels housed in the Scholastic Book Room. Students in grade K-5 are provided 1 to 1 access to a laptop or tablet to manipulate standards-based individualized instructional programs like ST Math, E Storia and i-Ready. To provide differentiated instruction, students rotate between direct and computerized instruction in math. Literacy teachers use Smartboards to share videos from sites such as Discovery Education to reinforce standards-based learning. To increase employment of a variety of instructional methods, all classrooms including the library and technology lab have Smartboards in addition to the classroom assigned technology.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

Analyzing student data is a critical aspect of instructional practice at LTES and allows us to identify and increase academic success for all students. LTES utilizes various assessments to ensure a well-rounded data composite to inform instructional decisions. All assessments are Common Core aligned and high in rigor to ensure results are predictive of end of year results. We use DIBELS and Foundations to assess phonemic awareness and TRC to assess retell and basic reading comprehension skills. Teachers use ANET to create standards based end of unit assessments in reading as well as math. This includes a typed response to literature preparing students for end of year exams. The math component is also skills-based and aligned to DCPS instructional units with data compared to i-READY data, providing teachers with a clear picture of student math understanding. These exams are administered three times annually at the beginning, middle and end of the year, before DCPS standardized exams. These assessments allow teachers to directly align their instruction to yield better analytical data outcomes further ensuring students are appropriately identified for small groups and enrichment. The 2014-2015 school year was the first year the Alternate Assessment to PARCC called the NCSC was given. 15 special needs students took the NCSC with 5 students meeting and 1 student exceeding expectations. Informing stakeholders of assessment results is imperative to ensure students have the full support of the school staff and most importantly their parents and caregivers. Conferences are held once assessment data has been analyzed to ensure teachers have an opportunity to effectively communicate student data and progress. Open communication with parents using data and work samples aides in ensuring parents understand what is expected of students. Teachers are encouraged to provide parents with activities and strategies to assist their children with learning at home. LTES leverages the technology afforded through online assessments by providing parents with specific student assessment responses. Recognizing technology has dramatically altered how students are assessed today as compared to when their parents were in school, teachers also provide parent-friendly assessment-based standards instruction. To help our students reach their full potential, we feel it's important to ensure parents and caregivers, in addition to teachers and staff, understand student assessment outcomes.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The culture at LTES is based on the principle of respect and academic excellence. Thanks to our outstanding Academic Leadership Team (ALT) and highly effective and engaged teachers and staff, our Student Satisfaction Survey rate is 89%. At LTES, we emphasize the importance of the individual student's role in his or her education. This includes having LTES students involved in creating and maintaining the culture and our four school rules. The positive learning environment we create for students at LTES is evidenced by a typical morning that might include: our music teacher playing the keyboard in the school lobby as students, parents, and community members enter school; the Dean using Brain Quest teasers as a fun way to engage students while they are eating breakfast in our multi-purpose room; our Pre-K students enjoying supervised outdoor playground free time before class starts; and small groups of parents gathering in the Parent Resource Center who are volunteering on various school committees. At LTES we are proud of our school's rich history, vibrant and diverse student body, and active and engaged parent population. Proximity to our nation's capital and urban neighborhood setting provides the LTES with unique opportunities that serve to further enhance the student learning experience. Our parent community is actively involved in supporting LTES teachers and staff. The PTA has established a funding request process that provides teachers and staff with access to additional resources that benefit student learning or the LTES community. The PTA also organizes several teacher appreciation initiatives throughout the school year. Our school's upcoming outdoor space renovation will further support student academic, social and emotional growth. The project includes a DC River Smart School outdoor greening project and a one million dollar grant for a new playground from the DC Mayor.

2. Engaging Families and Community:

At LTES we define success not only by our instructor and student achievement but also through the overall satisfaction and involvement of our students' parents and caregivers. Parents are strongly encouraged to be an activate participant in their child's education and are involved in decision-making through a variety of ways including our Parent Teacher Association (PTA) elected Executive Committee (EC) and members as well as our Local School Advisory Team (LSAT) which advises on annual budgeting and planning. Families are invited to share their time and talent to support LTES in a way that works for them. The PTA community is actively engaged as a partner to ensure the LTES vision is aligned to student and family needs. The PTA EC meets with the Principal bi-weekly and the PTA Committees provide support on numerous initiatives including fundraising, retention and recruitment, marketing and communication, building and grounds, and school-wide family events. The PTA provides fiduciary support, manages grant-based opportunities and facilitates partnerships across the DC community to benefit the school. As a direct result of the inclusive relationship and commitment to engaging our community LTES has a wait list of prospective families who would like their children to attend LTES. The community understands the LTES teacher and staff commitment to education and is an active advocate in support of our programs. Our After School program encompasses the arts and is well attended by almost 60% of LTES students. Families are invited to sign-up to receive the PTA's weekly e-newsletter and communicate daily through a listserv. We offer daytime and evening Open House for potential LTES families that includes a guided tour to showcase our building and instructional practices. We quietly provide LTES families in need with food through our Thanksgiving food drive, hand-me-down school uniforms and winter clothing among other giving initiatives for those in need. Among our adult learning offerings for parents is Open Books, an interactive reading support workshop for parents in grades Kindergarten through fifth grades facilitated by LTES literacy staff. We have partnerships with area nonprofit organizations including Everybody Wins reading mentors, FreshFarm FoodPrints, and the Duke University Alumni Association, among others. Our parents and community members are invaluable members of the LTES family whose assistance with funding, marketing, and hands-on volunteer support enables LTES to achieve its vision.

3. Professional Development:

At LTES, we believe that as elementary school educators, we play an important role in creating a lifelong educational foundation for our students. As a result, the expectation for every educator at LTES is high. As individuals, we must be highly competent, flexible, willing to change, and constantly striving to learn. Teachers at LTES become instructional experts as a result of the differentiated, hands-on training they receive when they join LTES and our commitment to ongoing professional development and on-the-job training for all LTES staff. Highly effective designated teachers are selected to serve as classroom models through our Learning Lab series facilitated by our Instructional Coach. New teachers observe in the classroom with specific areas of focus identified tied to their individual professional growth and advancement. This enables us to provide new teachers with on-the-job training throughout the school year. LTES has several professional development learning groups organized by skill level as well as subject. The Principal leads a book club, utilizing Teach Like A Champion 2.0 for new teachers to underscore expectations on engagement, classroom climate, instruction, procedures and incorporation of best practices. The Instructional Coach leads new teachers through guided reading instruction using Jan Richardson's Next Steps to Guided Reading to reinforce rigor and best practices during guided and close reading. Teachers are instructed using NCTM's 5 Practices for Orchestrating Productive Mathematic Discussions as well as Matthew Reif's M-2 for grades K-2 classrooms and M3 for grades 3-5 classrooms. New teachers visit classrooms of our in-house teacher leader experts based on their areas of development identified from informal and formal evaluations. LTES teacher leader experts are selected from grades 3-5 because they bring a wealth of knowledge from their personal DCPS professional learning communities (PLC's). According to the DCPS Impact evaluation, 83% of the instructors at our school are effective, higher than the district, with 55% performing at the highly effective range, proving our in-house professional development model and rigorous staffing process ensures our instructors among the best across DCPS. LTES teachers use the train-the-trainer model to ensure they grow and stay current with the latest research based strategies and programs. Three days a week, staff members are provided research and study collaborative time to ensure they remain current on research-based best practices so that LTES can achieve its vision of development the full potential of each student.

4. School Leadership:

The LTES Academic Leadership Team (ALT) is responsible for ensuring achievement of the LTES vision. The ALT is comprised of seven members, including: the Principal, dean, head instructional coach, special education chair, early childhood chair, a kindergarten through second grade level representative, and a third through fifth grade level representative. The ALT works to ensure LTES is successfully executing an integrated and consistent approach to student instruction. The ALT strives to develop teachers who employ a variety of instructional methods as situationally appropriate. The ALT examines all components of the student learning experience through the lens of rubrics for English/reading, writing and mathematics. The ALT meets weekly, employs a strengths, weaknesses, next steps method for discussion, and records meeting notes. This process enables LTES to compare, over time, the success of our instructional strategies to student progress. The Principal and ALT grade representatives discuss with each grade level instructor team, the ALT's findings to ensure decisions and next steps are clearly understood by all stakeholders. New and proposed LTES initiatives are considered initially by the ALT. Frequently at LTES monthly staff meetings, ALT members hold interactive small group discussions with staff on timely or relevant topics. Coordination and planning is vital to the success of the grade level instructor teams and they are provided with one dedicated planning day per quarter. Kindergarten through second grade teachers meet by grade level to plan while third through fifth grade teachers meet by departmental area of focus which is either: English/language arts/social studies or math/science. DCPS scope and sequence is used as a baseline for planning and the Cornerstones initiative encourages planning with specialists from the arts which also supports our school vision.

Part VI – INDICATORS OF ACADEMIC SUCCESS

LTES has a track record of exceeding DCPS reading and math benchmarks and has been recognized as a Reward School for having 80% or above or being in the top 5% across DCPS, with an index composite score of 81.83% (10.83% index score growth from year previous). Although reading scores declined below 50% in 2010-2011, students bounced back the next year with an increase of 15%. In 2013-2014 grades 3-5 were assessed using the year end DC CAS academic measure scoring over 75% proficient or above in math (48% growth) and 71% proficient or above in reading (49% growth). In 2015, the PARCC Assessment was introduced and was the first time students were administered a test online as well as questioned using the new Common Core State Standards (CCSS). Expecting a test score decline as a result of the new exam, LTES scores were no exception. However, LTES was recognized as one of five schools that exceeded DCPS proficiency expectations in both math (41% or above) and reading (25% or above) scores. With 65 (18%) of students with special education needs ranging from autism and mental retardation to speech and learning impairment combined with the high number of economically disadvantaged students LTES serves as a Title 1 designated high poverty school, our student test scores remain comparable to schools with less challenging student populations. A key differentiator that contributes to LTES student testing resiliency across a multitude of test frameworks and curriculums is our holistic approach to student test preparation. In addition to robust data analysis to help students overcome academic obstacles, LTES teachers and staff are specially trained to prepare students to effectively manage the complex socio-emotional component of a test environment. Teachers and staff coach students through test environment reactions they may experience. Examples include, students wetting themselves, hiding under desks, refusing to enter testing rooms, fear of technology, among others. Students are exposed to pseudo-testing environments, including frequent opportunities to gain comfort with the required technology, ahead of assessments enabling them to overcome their fears and develop test environment resilience before the actual assessment day. Parents are encouraged to ensure students to adhere as much as possible to their normal routine, eat a balanced meal the day of testing and obtain a normal night's sleep the night before. This holistic commitment to educate the whole child has fortified the LTES tradition of academic excellence.