

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Ms. Tricia Heller-Johnson
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Lookout Mountain School
(As it should appear in the official records)

School Mailing Address 15 West Coral Gables Drive
(If address is P.O. Box, also include street address.)

City Phoenix State AZ Zip Code+4 (9 digits total) 85023-3601

County Maricopa County

Telephone (602) 896-5905 Fax (602) 896-5920

Web site/URL http://lookoutmountain.wesdschools.org/ E-mail tricia.heller@wesdschools.org

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* Mr. Paul Stanton E-mail paul.stanton@wesdschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Washington Elementary School District Tel. (602) 347-2600

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 Mrs. Tee Lambert
(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. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. 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.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
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 (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 27 Elementary schools (includes K-8)
 - 5 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 32 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	21	8	29
K	80	69	149
1	84	76	160
2	61	70	131
3	71	68	139
4	63	83	146
5	70	88	158
6	78	66	144
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	528	528	1056

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 3 % Asian
 - 4 % Black or African American
 - 19 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 68 % White
 - 6 % 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 2018 - 2019 school year: 9%

If the mobility rate is above 15%, please explain:

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, 2018 until the end of the 2018-2019 school year	59
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	36
(3) Total of all transferred students [sum of rows (1) and (2)]	95
(4) Total number of students in the school as of October 1, 2018	1006
(5) Total transferred students in row (3) divided by total students in row (4)	0.09
(6) Amount in row (5) multiplied by 100	9

6. Specify each non-English language represented in the school (separate languages by commas):
Spanish, Vietnamese, Arabic, Armenian, Bengali, Bulgarian, Hindi, Russian, Serbian

English Language Learners (ELL) in the school: 3 %
31 Total number ELL

7. Students eligible for free/reduced-priced meals: 27 %
 Total number students who qualify: 287

8. Students receiving special education services: 8 %

87 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>4</u> Autism | <u>1</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>6</u> Other Health Impaired |
| <u>19</u> Developmental Delay | <u>27</u> Specific Learning Disability |
| <u>3</u> Emotional Disturbance | <u>26</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 13

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	49
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	3
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 29:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	96%	96%	96%	96%	95%
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 2019.

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

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.

The mission of Lookout Mountain Elementary is engagement, enrichment and excellence; because we all grow up here.

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

PART III - SUMMARY

All schools in the Washington Elementary School District are committed to achieving excellence for every child, every day, and every opportunity. Lookout Mountain has always had an excellent reputation nestled in an established community. The faculty and staff work to maintain the standards of excellence and longstanding traditions that are institutional at Lookout Mountain School. As a team, the faculty and staff positively influence the school culture by working with all stakeholders to nurture and sustain a climate of trust and respect in our school. This is done by maintaining an award-winning Parent-Teacher Organization (PTO), an active Dads-on-Duty, and maintaining business partnerships in the community.

The school's curriculum fully aligns with Arizona State Standards. Lookout Mountain School provides students the opportunity to experience a high-quality education with a focus on academic achievement in a positive, nurturing setting through a focus on the Community of Caring values of respect, responsibility, caring, trust and family. During the current school year, Lookout Mountain effectively implemented Positive Behavior Interventions and Supports (PBIS) based on the common school and community expectations of "Be Safe, Be Respectful, Be Responsible."

Instructional faculty and support staff meet the needs of students through a variety of grade-level groupings and a pullout or inclusion model for students receiving services in learning disabled resources, reading intervention and gifted education. Art, Music, and Physical Education are provided to all students. Several data points are used to support student growth. The first type is observable data collected during walk-throughs and formal observations. The second set of data is academic and behavioral data collected through assessments and referrals.

The Lookout Mountain community is set apart by our outstanding Art, Music and PE programs on our campus. Holding community events such as an annual Veteran's Day assembly where over 300 veterans are recognized with artwork from students and a concert from our student choir, to our annual Evening of the Arts celebration where every student on campus performs or displays artwork, we show the sense of community pride that comes with being a student at Lookout Mountain. Every student who attends Lookout Mountain will have experience with instrumental music such as keyboarding, ukuleles, recorders, orchestra and band, as well as clay art projects every school year. In addition, we don't just provide one Field Day, but hold an annual Field Week focused on fitness and outdoor activity. These type of community events and activities bring our students and community together, creating a well-rounded child.

During walk-throughs and observations, evaluators meet with teachers citing specific examples in collected documentation. This has allowed for purposeful feedback with ongoing supports to directly increase student achievement.

Academic and behavioral data is reviewed on a weekly basis during grade level morning data meetings. Each morning the administration and instructional coach meet with a grade level to evaluate up to date data and student work. This also includes behavior referrals and documented observable behaviors. With the information obtained from the collaborative data discussions, teachers create Response To Intervention (RTI) Action plans for all students to include remedial and enrichment supports so that every child has the opportunity for growth.

Based on the assessment data and the student needs, teachers implement RTI Action plans during a daily 40-minute RTI class period. The plans include the following attributes: 1. Identify the standard; 2. Analysis of the data; 3. The instructional plan for intervention; and 4. How the students will be reassessed.

As a result of the focus on intervention planning through the use of intervention plans students have had the opportunity to participate in flexible, skill based reading and math intervention and enrichment groups, providing a significant impact on student growth.

There is a sense of pride, trust and family that is apparent in all that occurs on this campus from our academic performance to exceptional parental support through volunteering and fundraising. Lookout

Mountain feels like a family where we appreciate each other and work together for the good of the whole. There is a trust among the staff that our administration is there to provide constant support and will engage staff in crucial conversation when consensus building. The same level of trust is apparent in order to build relationships among staff and community. All stakeholders have a voice in decision making through a work-team approach in facilitating site-based management. We learn and encourage differing perspectives and value others' opinions.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

At Lookout Mountain our faculty, staff, students and families share a commitment to high expectations for academic achievement for all of our students. We also share a core belief that learning is child-centered and that engaging students in collaborative, experiential learning motivates them to succeed. One characteristic that describes our overall approach to curriculum and instruction is enthusiasm for learning. Everyone at Lookout Mountain shares a common core belief that learning can be engaging and fun and bring out the best in everyone.

1b. Reading/English language arts

Lookout Mountain excels at teaching students to develop reading, writing, listening, and speaking skills in a developmental continuum from kindergarten to sixth grade. Our teachers design standards-based lessons with research-based instructional strategies for the development of phonemic awareness, phonics, fluency, vocabulary, and comprehension. In our classrooms, you will see teachers engaging students in authentic experiences with meaningful text, with the use of differentiated scaffolds, so that each student accesses rich and meaningful text at their instructional and independent reading levels. Our teachers embed writing instruction and practice into all content areas as a means for students to develop their thinking and express their feelings. We focus on reading and writing for meaning that is relevant and engaging to students.

At each grade level, teachers work collaboratively to develop and utilize Common Formative Assessments (CFA) to inform instruction and target interventions, as needed for individual students. Our teachers utilize CFA data to drive instructional planning and to determine next steps for Academic Intervention and Enrichment, with the goal of closing gaps for struggling students and increasing growth for high achieving students.

In kindergarten through 3rd grade, our Academic Intervention Specialist works with teachers on a weekly basis to target specific reading skill gaps for students. The Academic Intervention Specialist teaches daily Tier 2 and Tier 3 intervention groups in a Literacy Lab setting. Specific phonics and reading skills are taught for three weeks, then reassessed on the fourth week to note progress. Targeted intervention groups are then rotated based on the results of the week four assessment.

Each class at Lookout Mountain has a 90-minute, uninterrupted reading instructional block, including 45 minutes of whole group core instruction and 45 minutes of small group differentiated instruction. Our core reading program includes a variety of research-based instructional materials and strategies, including "95% Group" for Phonemic Awareness and Phonics, "Heggerty" for daily reading routines, "Harcourt" for core instruction and leveled reading, "Act Now" for connecting reading with writing with text evidence, "Learning A-Z" for leveled reading materials, and "MobyMax" for online reading practice and individualized interventions.

Each class at Lookout Mountain also has a 45 minute writing and grammar block where "Step Up to Writing" curriculum is utilized. Students are assessed at least once per quarter using the online SchoolCity Suite assessment tool. Students are included in analyzing their writing and setting individualized goals through writing conferences with teachers.

1c. Mathematics

Lookout Mountain is at the forefront of making the shift in math education towards inquiry-based teaching. Our teachers design standards-based lessons for mathematical inquiry and problem solving which develop students' conceptual understanding and critical thinking. As enthusiastic advocates of inquiry-based teaching, Lookout Mountain teachers emphasize the student's role in the learning process. Rather than the

teacher telling students what they need to know, students are encouraged to explore the material, ask questions, and share ideas. In this way, Lookout Mountain students gain confidence in their ability to think mathematically.

Lookout Mountain offers advanced math courses one grade level above for our 3rd-6th grade students who qualify for gifted instruction or excel in standardized testing. In addition, students with specific learning deficits receive an additional 45-minute math resource session and/or a 60-minute push-in support from our Special Education teacher for students to receive additional supports in a small group setting.

Teachers meet collaboratively with the school Instructional Coach at least once every six days to analyze data and plan for math intervention and enrichment based on results. At each grade level, teachers work collaboratively to develop and utilize Common Formative Assessments (CFA) to inform instruction and target interventions, as needed for individual students. Our teachers utilize CFA data to drive instructional planning and to determine next steps for Academic Intervention and Enrichment, with the goal of closing gaps for struggling students and increasing growth for high achieving students. In addition, students take a beginning, middle, and end-of-year summative assessment online that provides teachers with benchmark data to align instructional units to student needs. These benchmark assessments are an indicator of student progress toward success on the state assessment, AzMERIT.

1d. Science

Lookout Mountain is committed to preparing our students for the 21st Century. Science and STEAM content is at the heart of this commitment. Our teachers incorporate technology and inquiry in their science lessons. We are shifting to phenomenon based science lessons built around story lines that incorporate thinking skills, content, and scientific practices. Lookout Mountain embraces this shift by being open to innovation. Our technology teacher-leaders work closely with district Education Technology leaders to gain and share new knowledge at Lookout Mountain and throughout the district. This includes a Chromebook laptop for every student in 2nd-6th grades, and 12 Chromebooks in each K-1 classroom.

Lookout Mountain students thrive beyond the classroom. Our staff embraces a 21st Century enrichment program focused on STEAM innovation. This program highlights have included building hydraulic powered robots, “Escape-the-Room” challenges, coding, and 3D printing. Lookout Mountain is committed to quality and innovative science and STEAM instruction as evidenced by the enthusiasm of our teachers and students for all things STEAM.

Two highlights of the science program at Lookout Mountain include our annual 4th grade science fair, and our annual 6th grade trip the the Catalina Island Marine Institute in California.

The master schedule at Lookout Mountain includes mandatory daily science instruction. Students are assessed daily through teacher observation of hands-on science activities. Through higher-level Depth of Knowledge (DOK) questioning, teacher are able to keep anecdotal notes on student progress and achievement in science.

In addition, Lookout Mountain 4th graders participate in the Arizona Instrument to Measure Standards annual assessment at the end of each school year. This assessment provides summative results of the science instruction that students have received from kindergarten through 4th grade. As teachers prepare students for this annual science assessment, they utilize a summative Arizona mimic assessment in January from our online SchoolCity Suite to determine instructional gaps for the whole class or individual students. There are opportunities during our Response to Intervention (RTI) block in which students are given targeted science interventions as determined by weekly formative assessments, as well as the mimic assessment from January.

1e. Social studies/history/civic learning and engagement

The Lookout Mountain social studies program prepares students for college, career, and civic life. Our teachers design instruction based on an inquiry model, interdisciplinary application with other content areas

and the integration of arts and humanity. Lookout Mountain teachers utilize compelling and supporting questions to enhance each unit or lesson. They guide students to determine the primary resources to answer those questions. This means the teacher is no longer the provider of knowledge but rather the facilitator of student thinking. Students learn and apply standards-based skills and practices for democratic decision-making within an historical context.

Lookout Mountain is known for their interactive living history days, including 2nd grade Pioneer Day and Butter Making, 3rd grade simulation of Ellis Island - Coming to America, 4th grade living history wax museum, 5th Grade Revolutionary War Musical, and 6th grade Greek and Roman Day. In addition, our 6th graders participate in mummifying Cornish game hens to learn about the mummification process.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

The KidSpace early childhood enrichment program at Lookout Mountain supports the District's mission of helping each child develop positive self-esteem as well as nurture intellectual, physical and social growth. Young learners develop respect for others and the natural environment and learn to relate to other individuals peacefully. They also leave prepared to have a joyful appreciation of the rich diversity of people that each child encounters.

The program provides experience for the development of the whole child, including emotional, social, physical and intellectual growth. Early childhood enrichment teachers strengthen the care and guidance provided by the parents. They enhance and extend the learning opportunities from the school day in a creative hands-on learning environment. For children of this age, the KidSpace program provides opportunities for discovering and practicing skills, accepting responsibility, and being with adults who are good role models. KidSpace staff help children discover talents and gain confidence.

2. Other Curriculum Areas:

Through Extra-curricular opportunities at Lookout Mountain, students develop skills, like resiliency and grit, to help them master their craft to do well academically. They develop self-confidence and improved cognition, as well as their ability to deepen their knowledge of culture and self understanding.

Visual and Performing Arts:

All students attend a visual art class and a music class of their choice twice every six-day rotation. Music class choices include General Music, Choir, Band, or Strings. Our music and art departments pride themselves on several events throughout the school year. These events include concerts, art shows, and a culminating Evening of the Arts each May. Our students are encouraged to express themselves and take risks in creating art and playing music.

Physical Education/Health/Nutrition:

All students attend Physical Education classes twice every six-day rotation. Our Physical Education classes incorporate Health and Lifelong fitness. In addition, our district nutrition services department comes to our school to teach lessons for healthy eating. Also, the Lookout Mountain sports program includes Cross Country for all students in grades PK-6, Boys and Girls Basketball for 5th-6th grade, and Co-Ed Soccer for 5th-6th grade. Through our sports program, students practice sportsmanship and collaboration in a team setting, and they have the opportunity to compete against their peers from other schools in the district.

Technology/Library/Media:

Each homeroom class is scheduled to check out books from our Library three times per month. Students are also encouraged to engage in learning through other media outlets such as Raz-Kids and Moby Max. With one-to-one technology in grades 2-6, teachers have been trained and have implemented Google Classroom

into their daily instruction. They have also learned to incorporate other online learning programs such as PearDeck, Kahoots, and Google Meet to enhance instruction.

Other Curriculum Programs:

Lookout Mountain's Enriched Academic Program (LEAP) services over 100 students who have qualified in one or more areas of giftedness—verbal, quantitative, and non-verbal. The program provides learning experiences designed to add depth and complexity to the regular curriculum combined with appropriate acceleration and expansion. In LEAP, students are continually encouraged to become global thinkers, innovative problem solvers, and expert communicators via engaging, integrated, and challenging curricular units of study. The afternoon enrichment program incorporates STEAM (Science, Technology, Engineering, Art, and Mathematics) topics and literature studies with overarching themes such as economics, architecture, inventions, cultures, law, and change over time. Students are also encouraged to exhibit the habits of a scholar while researching and presenting both cooperative and independent projects. For those qualifying quantitatively, the pacing of the math curriculum is accelerated one year. Most importantly, assistance is provided for students to recognize their strengths, needs, and individuality while achieving their potential and contributing to the overall school community.

Lookout Mountain is also very proud of their active Student Council in which elected members from 4th-6th grades participate in leadership and community service activities around campus. Student Council members, supported by two committed teachers, hold annual fundraisers for the Leukemia and Lymphoma Society and the American Heart Association. In addition, they hold a very successful food drive each February. They also support school-wide functions as volunteers for Evening of the Arts, Kindergarten Registration, Veteran's Day Ceremony, and back-to-school nights.

3. Academic Supports:

3a. Students performing below grade level

At Lookout Mountain, all teachers utilize Common Formative Assessment (CFA) data to drive instructional planning and to determine next steps for academic intervention and enrichment, with the goal of closing gaps for struggling students. Teachers create Response To Intervention (RTI) Action Plans for Low Achieving students based on math and reading skills that need to be retaught during daily intervention periods. Grade level teams collaboratively review, discuss and seek understanding of student assessment data as the basis for planning targeted interventions for struggling students.

Lookout Mountain has a full time Academic Intervention Specialist (AIS) and an Instructional Coach who work with each team of teachers to target specific learning deficits to include in their action plans. In addition to classroom interventions, the AIS, along with one paraprofessional, provide Tier III targeted intervention for over 45 K-3 students on a daily basis.

Lookout Mountain's Child Study Intervention (CSI) Team meets twice per month and includes one teacher from each grade level, the AIS teacher, two special education teachers, the School Instructional Coach, the Behavior Support Advocate, and Administration. This team approach is established to closely track research-based interventions for students who are not responding to typical Tier II and Tier III interventions. The team collaborates with homeroom teachers to create intervention tracking sheets, including additional supports and ideas for interventions. This data tracking can be used as the pre-referral process for special education.

3b. Students performing above grade level

Lookout Mountain teachers create RTI action plans for high achieving students based on data from math and reading assessments with the goal of providing enrichment and advanced learning experience that support these students in continuing to grow and learn at their level. Teachers identify resources to support and enhance the learning for high achieving students. Our grade level teams utilize their scheduled Professional Learning Community (PLC) time for vertical team collaboration with the grade level above to determine

best enrichment ideas to build capacity and promote the success of our high-achieving students. Teachers differentiate instruction on a daily basis to meet the specific, unique needs of our above grade level students.

3c. Special education

Lookout Mountain provides supports for students qualifying for special education services from preschool to 6th grade through a variety of different delivery models. The Special Needs Pre-School program provides morning and afternoon sessions in a self-contained setting. Resource teachers provide instruction for kindergarten through 6th grade students through push-in and pull-out services as well as behavioral support through check-in and small group supports during Lunch Bunch. Push-in services allow students to remain with non-disabled peers while receiving instruction on grade-level standards from both the general and special education teachers in a co-teaching model. Special education teachers are able to further differentiate and provide specially designed instruction based on students' individual needs through small group pull-out instruction. This allows students to work on their Individualized Education Program (IEP) goals and further develop the skills needed to close achievement gaps. Social-emotional and behavioral interventions and supports are provided through a check-in/check-out process to monitor, process, and develop strategies for success with students individually throughout the day as needed. Additionally, small group intervention is offered through Lunch Bunch which provides opportunities for direct specialized instruction, modeling, and role-playing tailored to meet the students' needs as well as develop community and a sense of belonging. All students participate in district and state assessments as well as informal data collection and assessments to monitor students' individual growth and to drive instructional needs. Special education teachers participate in grade level planning with general education teachers and work to analyze student data to prioritize and develop instructional practices as well as ensure student accommodations are being provided with fidelity.

3d. ELLs, if a special program or intervention is offered

Lookout Mountain consistently provides English Language Development to English Language Learners. Once the school identifies a student as needing additional English language support, the teacher writes an individualized plan to ensure student progress in reading, grammar, oral English conversation, vocabulary, and writing. Teachers then deliver instruction designed to accelerate English language acquisition. Grade level teams use assessment data, multiple district approved resources, and instructional strategies aligned to the English Language Proficiency Standards to plan academic interventions for English language learners.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At Lookout Mountain, we believe in child-centered educational experiences. Our faculty, staff, families and community partners build a network of support for students to succeed academically and socially. This school year, we focused on implementation of Positive Behavioral Interventions and Supports (PBIS) as our school wide strategy for building a positive climate and culture with students. We invest in building student leadership with a thriving Student Council. We also continue to focus on our Community of Caring values of respect, responsibility, caring, trust, and family through monthly buddy activities between upper grade and lower grade students.

Everything we do at Lookout Mountain is student-centered. We welcome our upcoming kindergartners to a Lion Hunt each spring. We engage our students with a Step into Kindergarten, Fly into 1st Grade, and Soar into 2nd Grade summer program to acquaint them with what the upcoming school year will look like. Classroom and school pride is established from the very beginning of the school year. Students wear a class t-shirt with their class motto and school PBIS Expectations of "Be Safe, Be Responsible, Be Respectful."

Social and Emotional support is provided through the utilization of Sanford-Harmony curriculum that addresses specific needs. Each class at Lookout Mountain has implemented a "Cool-Down" corner as part of the Sanford-Harmony program, allowing students to go to another classroom for a quiet place to process their feelings. We address each child with dignity and respect, assuring that we hear their side of the story. We feel it is important to process through every discipline situation and discuss alternative behaviors to ensure the best outcome.

Through our PBIS program, we regularly celebrate the achievements of our student body as they display positive behavior expectations around campus. We hold students accountable for positive behavior by rewarding them individually with daily tickets that they can place in a prize drawing each Friday. Student tickets are then placed into a large bin for a quarterly drawing for larger prizes. Whole classes also have the opportunity to earn coins around campus for displaying positive behavior. When the class earns forty coins, they are awarded with a spin on a large prize wheel where they earn a whole class prize such as a popcorn party, fine dining on the stage with table cloths and candles, pajama day, and other fun prizes.

2. Engaging Families and Community:

One of our Community of Caring Values is Family. At Lookout Mountain, we treat each other as family, like a pride of lions, family is everything to Lookout Mountain. We provide multiple opportunities for staff, families, community members, faith-based organizations, and businesses to come together to enhance our school culture.

Lookout Mountain maintains a highly active volunteer program. Over thirty parent and community volunteers assist teachers daily with tasks, such as making copies, reading with students, or assisting with technology. We have an actively involved faith-based group that volunteers regularly for projects on campus such as Love Our Schools Day where they cleaned and sanitized every classroom, worked on landscaping, and painted our lion mascot statue. Each week we welcome several retired community members who come on campus to read or provide tutoring for students.

Lookout Mountain's Parent-Teacher Organization is actively involved in our school community on a daily basis. They raise funds to support teachers with classroom supplies and technology. They are an integral part in recognizing staff members and showing appreciation to our teachers on regular basis. Each year, they hold a huge community Fall Festival with over 1,000 people in attendance. Our neighboring junior high and high school students make a point to schedule time each year to volunteer for the Fall Festival, running games and activities for younger students.

To encourage parent participation on our campus, we provide multiple opportunities for parents to come on

campus. Outdoor dining is a daily opportunity for parents to have lunch with their child. In addition, we hold several annual activities where parents are encouraged to join their student on campus such as band/strings/choir concerts, classroom activities, sporting events, drama productions, field week, Read Across America, Veteran's Day assembly, annual lunch-time carnival, field trips, Geography Bee, and Spelling Bee.

We also coordinate with our neighboring apartment complex each year to provide a back-to-school backpack drive, as well as after-school programs for this student population.

The school pursues business partnership opportunities including participating in the district's educational foundation's annual Bowl-a-Thon, the Kiwanis Walk-a-Thon, and fostering multiple business relationships with local stores and restaurants. The community and staff participate in education advocacy such as communicating with legislators and congress to support public education. Leadership recognizes student and staff accomplishments through Super Kids/Staff, PBIS assemblies, and Academic Achievement Awards.

3. Creating Professional Culture:

Administration, teachers, and staff members all contribute to creating a professional culture. We hold each other accountable and treat each other as professionals with shared core beliefs about the profession of teaching. The school's leadership provides support to ensure that the teachers feel valued and respected. One example of this support includes the organization of schedules and facilities to ensure that teachers are prepared with needed materials. The Administrative team is well-rounded with their experience, and the staff knows that they can ask for assistance and support at any time.

At Lookout Mountain we hold each other accountable to the highest of standards. We believe that each of us have a moral responsibility to act as professionals at all times and in all situations. It is also our responsibility to develop and maintain relational trust among all stakeholders. There is trust and respect among the staff, and we treat each other as a family. Administration and staff show appreciation to each other by trusting each individual's professional judgment. Staff members take initiative to build effective, close relationships with each other, and we begin every staff meeting with celebrations of the excellent accomplishments of our teachers. No one at Lookout Mountain acts as if they are above any one else's duties. For example, anyone would be willing to wipe cafeteria tables, cover duties, or stand in the blazing Arizona sun to monitor students on the playground.

Administrators at Lookout Mountain are intentional in building relationships with teachers and other staff members, getting to know them at a personal level. There are also moments when school leadership nurtures beyond their professional obligations to tend to the personal needs of teachers. For example, teachers know if they need an extra fifteen minutes to get to school due to an appointment, there are team members and administrators to cover their class.

Professional development at Lookout Mountain is directly aligned to our School Improvement Plan. Teachers are required to participate in a minimum of ninety-minutes per week in collaborative planning and data analysis. Students are released early every Wednesday, allowing teachers to participate in two hours of professional development and collaboration each week that is directly aligned to our school-wide goals.

4. School Leadership:

Lookout Mountain has strong school leadership because of the administration's commitment to lasting relationships with the staff and the community. Both administrators grew up in the school district in which they now serve. Their commitment to the students of Lookout Mountain stems way back to their own roots. Through leading with an open mindset, there have been notable, positive changes over the years.

School leadership is more than just the building Principal. Leadership is a collaborative approach that involves everyone doing their part to ensure the success of our school. Everyone at Lookout Mountain has the collective responsibility to ensure the policies, and procedures on our campus are efficient and maintained so that student safety is a number one priority. Every staff member is empowered to address any

student or adult, redirecting as needed, knowing fully that leadership will support this directive. Students at Lookout Mountain feel safe so that they can focus on learning and achieving academic success.

The Principal and Assistant Principal at Lookout Mountain believe that one key component to school success is building and fostering teacher-leaders on campus. We promote others to lead, facilitate, model their expertise, and share ideas with their colleagues. Administrators build collaborative teams that respect one another and work for a common goal. The Administrator's at Lookout Mountain believe that their main job responsibility is to generate passion, purpose, energy and intrinsic motivation for all staff members.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The one practice that has had the most impact in driving Lookout Mountain toward success is the social and emotional relationships built and sustained over the years. Building and maintaining relationships is the most instrumental factor to our school's success. Within our school, we build belonging. "You Belong - once a Lion, always a Lion!"

The staff-to-staff relationships at our school are tight knit, and they truly mirror the school's mission statement of growing up together. We truly are a family. There is very little transition within the staff. We have several teachers who grew up in the community and have returned as teachers, and about 15 teachers who choose to reside in the community. If you were to ask a staff member why they stay at Lookout Mountain, they will tell you that it is because they feel respected, appreciated, and they are treated as professionals.

Lookout Mountain prides itself on the love of the community, and the people who live here. We believe that humans are hard-wired with an innate need to connect with others. When asking a former student what made Lookout Mountain special, he replied, "It feels like home."

Research shows that students who feel safe and supported by adults at school are better able to learn. We post our teachers and other staff at critical locations around campus to ensure that each child is greeted and welcomed with a smile each morning. Student car doors are opened for them, and there is always a staff member ready to greet them at the gate. Treating students and their families with dignity and respect at all times cultivates trust within our school community and assures parents their child is in a safe place to learn and grow.

Not only do we create a community within our school, but more importantly there is a community built in each and every classroom. Lookout Mountain teachers embrace individuals for who they are. The positive relationships that teachers build with students truly have the ability to empower and unleash untapped potential. When students' mental, emotional, and physical needs are met, they are more likely to love school, and they learn more.

Relationships and instruction are not an either-or proposition, but rather an incredible combination that increases engagement, motivation, and test scores, and decreases absenteeism and discipline issues.