2019-20 Phase Three: Executive Summary

2019-20 Phase Three: Executive Summary for Schools

Maxwell Spanish Immersion Elem School
Robert Crawford
301 Woodland Ave
Lexington, Kentucky, 40508
United States of America

Last Modified: 12/07/2019
Status: Locked
Description of the School

Maxwell Escuela de Inmersión en Español is a Spanish language immersion magnet in Fayette County. Since becoming a 50-50 dual-language immersion school in 1990, students at Maxwell have spent at least one-half of the day in the target language (Spanish), and one-half of the school day in English. Instruction of Social Studies is integrated through language art/reading in both Spanish and English. Math and science instruction is primarily provided in Spanish. The school enrollment consists of 560 students. The demographic distribution of students consists of 1.96% Asian, 16.61% African American, 19.28 Hispanic, 50.18% White, and 11.97% Multi-Racial. New students entering kindergarten and 1st grade apply for the program and are accepted through a lottery conducted by the district. Starting in 2nd grade new students are only accepted into the program if they are able to demonstrate a targeted level of proficiency in both English and Spanish. A primary goal of an immersion program is to ensure that students develop functional proficiency in the second language while mastering subject content. The program also seeks to foster cross-cultural understanding, and achievement in English language arts comparable to surpassing achievement of students in English-only programs. Students at Maxwell have the opportunity to learn from a culturally diverse staff. Many of the certified and classified staff members represent a variety of Spanish and Hispanic heritages and bring cultural and language funds of knowledge to the enriching instruction that students receive in the program. Immersion education promotes many benefits. With that noted, the unique structure of an immersion school creates potential challenges in isolating student performance issues. Specifically, analyzing root causes to distinguish between Spanish language acquisition issues as opposed to content conceptual concerns can be difficult. Additionally, providing intervention services through MTSS creates another level of complexity when attempting to maintain fidelity to the division of content among languages within the current program design. The strength of the learning outcomes in an immersion school are connected directly to the overall system and capacity of the staff. As immersion instruction employs specific techniques, the importance that all staff has a foundation becomes essential to the school’s success. Equally important is the concept that English teachers will plan with and support their Spanish partner colleagues to promote a shared vision.

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 mission of Fayette County Public Schools is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society. Maxwell's mission is aligned to our district mission but adds our values as an immersion school. The purpose of Maxwell Spanish Immersion Elementary School is to provide high-quality, bilingual instruction and cultural experiences in a student-centered environment to ensure that students have the academic and social competencies to be successful in future educational endeavors and life. Our mission statement and vision statement were designed by SBDM, staff, and community feedback. Mission Statement: Maxwell Escuela de Inmersión en Español is a learning community committed to: equity, proficiency for all, and Spanish language acquisition, empowering students for success in a global society. Vision statement: We believe: -Setting high expectations and providing support will ensure that all students reach proficiency. -Providing a foundation for learning Spanish
language and culture will prepare each child for a global society. -Receiving an integrated and equitable education is essential for each child. -Learning opportunities at Maxwell should be designed to effectively meet the unique needs of each child. -Decision-making at Maxwell should be centered on what is best for all children. -Maintaining a safe learning environment helps children to excel. -Including multicultural enrichment experiences in the curriculum help each child understand his/her world and aids in the development of relationships through a concern and respect for others.

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.

Notable and unique achievements for Maxwell students include: transitioning to middle school from Maxwell with a foundation for Spanish proficiency, demonstration of value of other cultures, and prepossessing a well-rounded academic foundation. In 2019 Maxwell was honored with being named School of the Year by the Embassy of Spain. This distinction speaks to Maxwell's participation as a member in the International Spanish Academy (ISA) network. The ISA network membership has entrance criteria that requires a highly-developed, student engaging, dual-language immersion course of study. As part of the ISA group, Maxwell has a formal relationship with the Ministry of Education and culture in Madrid, Spain. Through this network and having teachers from countries around the world, our students develop a broad global perspective. Maxwell students continue to score above the district and state in Reading, Math, and Science. For areas of improvement, Maxwell is focusing on Social Studies and Writing across each grade.

Additional Information

CSI/TSI Schools Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

N/A

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Maxwell is focused on building strong community partnerships to positively impact teaching and learning. The Maxwell PTA serves as an invaluable resource for our school and students. Families provide human and fiscal resources to support our immersion program goals and to ensure that all students have what they need to be successful at Maxwell. Family nights are planned collaboratively and are well attended.
2019-20 Phase One: Continuous Improvement Diagnostic

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

Maxwell Spanish Immersion Elem School
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The Comprehensive School Improvement Plan or CSIP is defined as a plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2019-20 diagnostics is as follows:

**Phase One: August 1 - October 1**
- Continuous Improvement Diagnostic for Schools

**Phase Two: October 1 - November 1**
- The Needs Assessment for Schools
- School Assurances
- School Safety Report

**Phase Three: November 1 - January 1**
- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Title I Annual Review Diagnostic

**Phase Four: January 1 - December 31**
- Progress Monitoring

*As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.*

Please enter your name and date below to certify.

Robert Crawford 9/23/19
2019-20 Phase Two: The Needs Assessment

2019-20 Phase Two: The Needs Assessment for Schools

Maxwell Spanish Immersion Elem School
Robert Crawford
301 Woodland Ave
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United States of America

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Status: Locked
Understanding Continuous Improvement: The Needs Assessment

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 (e.g. 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 (i.e. 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. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive 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?

Maxwell has an established leadership team that consists of membership from each grade level, specials, and support services that meets weekly to discuss data and to identify actionable steps for continuous improvement. The work of this group is documented through minutes that are posted on an internal shared site. Plans or next steps identified through the leadership team are reviewed and consultation is provided by the Maxwell SBDM Council. The SBDM Council minutes are formally documented and posted online for the public once they are approved. Additional stakeholder and feedback is obtained through surveys or targeted parent and family meetings. Monthly, the school administration conducts an open forum meeting with families for which continuous improvement is an ongoing topic. Parents are represented on the Council that reviews data as part of the improvement process. In addition to the collective review of data, MTSS data review sessions are conducted prior to each session. Academic and student progress monitoring data are analyzed during these meetings in order to identify next steps in intervention. Additionally, the Student Support Team meets every Monday to discuss individual student concerns regarding behavior, academics, and attendance. The review of data and analysis through these collective processes enables the school to identify key steps for continuous improvement.
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:
- Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:
- Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
- Kentucky TELL Survey results indicated 62% of the school's teachers received adequate professional development.

Current Academic State: 69.4% of students scored proficient in KPREP Reading compared to the state average of 54.6%. 55.4% of students scored proficient in KPREP Math compared to the state average of 48.6%. 37.1% of students scored proficient in KPREP Science compared to the state average of 31.7%. From 2018 to 2019 we observed a 5.9% increase in the number of student scoring proficient in KPREP Writing. The percent of students with disability scoring in the novice decreased in KREP Math by 10% from 2018 to 2019. At a rate of 56.25% the school has maintained a trajectory to be on par for the district's long-term goal of 70% or more of students to be on a path for MAP College Readiness Math. At a rate of 71.25% the school has reached the long-term goal of 70% or more of students to be on a path for MAP College Readiness Reading. At a rate of 79.59% the school has reached the district's long-term goal that 70% or more of our students score at or above the national average MAP RIT score on the spring MAP Math assessment. At a rate of 78.68% the school has reached the district's long-term goal that 70% or more of our students score at or above the national average MAP RIT score on the spring MAP Reading assessment. Non-Academic State: The overall student attendance rate has remained constant at 96% for 2017, 2018, and 2019 years. The rate of behavior out of school suspension for the school was 1.09% for the 2018-2019 year.
Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.

**NOTE:** These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Schools.

**Example:** Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

52.5% of students scored proficient on KRPEP Social Studies as opposed to 76% in 2017. This shows a second year of performance that is below the district and state average. The percentage of Hispanic students scoring novice in KPREP Math increased by 12.3% from 2018 to 2019. The percentage of students scoring novice in KPREP Writing increased by 9.4% from 2018 to 2019. At 45% the percentage of students scoring proficient on KPREP writing is below both the district and state average. At 30% ELL represents the student group with the lowest growth rate for the school as measured by the state’s accountability system. The percentage of ELL students scoring novice on KPREP Reading is 30.8% in comparison to 8.7% for Non-ELL. The percentage of ELL students scoring novice on KPREP Math is 46.2% in comparison to 7.4% for Non-ELL. At a rate of 15.38% the school has not met the long-term goal of the district that more than 50% of all ELL students score a 4.5 or above on the ACCESS test.
Trends

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

An analysis of trends over the past three years (2017, 2018, and 2019) has shown either an increase or relative consistent performance in the overall number of proficient students in the KPREP areas of reading, math, and writing. The percentage of proficient in the area of KPREP Science as shown an increase of the past two years of this new version of the assessment. The overall number of proficient students in social studies has remained constant from last year. However, this reflects a decrease from 2017. While reduction of novice has occurred in many student groups, in the case of KPREP Math the school has the lowest percentage of students scoring novice in a six year history, performance gaps still exist between individual student groups and the all student group.
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

Maxwell has established a series of processes, practices, and conditions to focus resources and efforts toward driving desired. Maxwell has implemented a functioning PLC structure in which grade levels meet weekly to plan, to analyze student data, and to design instructional changes. The process is guided by an immersion protocol document that is utilized across the school and accounts for academic transfer or reinforcement that is individualized for students to ensure that content is not impeded by language development or 2nd language acquisition factors. As part of the Design and Deploy Standards Key Core Work Processes, the school will be focused on analyzing student assignments to ensure that they meet the rigor and intent of the academic standard. Additionally, as part of the instructional design process, staff will be implementing teacher clarity work that seeks to isolate the specific skills and concepts that are embedded within a standard. They will then be able to work through the process of identifying the learning progression needed to build toward the specific learning target. As part of the Design, Align, and Deliver Support Key Core Work Process, Maxwell has implemented structures to support MTSS that includes applying a new process to track student data and to provide individualized student tier plans. The overall school schedule has been modified to implement Max Time to facilitate differentiated instruction for students in order to enable all learners to progress and move beyond their current academic performance level. Maxwell continues to build structures to support the Key Core Work Process of Establishing Learning Culture and Environment. Specifically, the school has prioritized relationships and has implemented several practices, including morning meetings and expanded SEL work, to support our school's PBIS plan. Family engagement practices and opportunities for stakeholders to engage in two-way communication have increased through monthly meetings between the families and the administration. Likewise, the school has implemented an online student learning learning journal to help communicate student learning and progress. Finally, student engagement and other targeted high-yield strategies remain an area of increased focus as the school targets the Key Core Work Process of Design and Deliver Instruction.
**Strengths/Leverages**

Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

**Example:** Graduation rate has increased from 67% the last five years to its current rate of 98%.

Maxwell has increased the percentage of proficient students in reading from 67.1% in 2017 to 69.4% in 2019. The school has increased the percentage of proficient students in math from 53.9% in 2017 to 55.3% in 2019. Maxwell has remained constant in the percentage of student proficient in science the past two years. The school has increased the percentage of students proficient in writing from 17.3% in 2017 to 45.1% in 2019.
2019-20 Phase Three: Closing the Achievement Gap

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Maxwell Spanish Immersion Elem School
Robert Crawford
301 Woodland Ave
Lexington, Kentucky, 40508
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Last Modified: 12/07/2019
Status: Locked
2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Rationale

The Closing the Achievement Gap Report is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the Closing the Achievement Gap Report, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.
I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

Achievement Gap Groups represented in this report reflect both the tested population included in the state accountability assessments and students representing the entire school enrollment that exceed five percent of the total enrollment. For testing analysis, the representation includes group for which data is provided and not withheld for suppression rules as a result of accountable cell size. Reporting groups for Maxwell Elementary vary according to test and may include: Female, Male, African American, Hispanic, Two or More Races, White, Free/Reduced, Disability with IEP, and ELL. The total percentage of representation for each student group is calculated against the overall school enrollment.

ATTACHMENTS

Attachment Name

Achievement Gap Group Identification
II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its achievement gap population.

Maxwell Elementary maintains a commitment to the school's mission that promotes equity, academic content proficiency, and Spanish language acquisition for all students. The spring 2018-19 Family Survey provides evidence that families, students, and the community value the climate and culture of the school. Ratings exceeded the 80% agreement mark in all but one indicator. Overall, 88% of the respondents indicated with a score of 8 or higher on a 10 point scale (with 10 serving as the highest satisfaction mark) that they would recommend the school to friends and colleagues. Maxwell is an International Spanish Academy and has received many accolades for being a high-performing school-wide Spanish immersion school. The school administration and staff collaborate with the PTA and many community partners, including the University of Kentucky, to enrich the educational opportunities for our students. Our community and family partnerships serve to strengthen our core instruction that we provide to all students. Increased efforts for transparency and feedback, including the implementation of family monthly meetings with the administration, seek to support the continuous improvement efforts at Maxwell.

B. Which achievement gaps has the school successfully closed? Use specific data from the previous two academic years when analyzing trends.

While work continues in the area of closing gaps, growth has occurred over the past two years for the KPREP content area of Reading for Hispanic students. Specifically, the percent of proficient and distinguished students increased to 60.9% in 2018-19 from 46.6% in 2017-18. In KPREP Math for 2018-19, the percentage of African American students performing at the novice level reached a historical low of 11.3% as compared to a high novice rate of 26.3% in 2014-15. Likewise, in KPREP Math, the percentage of Two or More Races students scoring proficient and distinguished increased form 64% in 2018-19 to 67.9% in 2019-20. Students of Two or More Races, representing a six year high performance. Of particular growth, 0 students of Two or More Races scored at the novice level.

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has shown improvement. Use specific data from the previous two academic years when analyzing trends.

Maxwell has shown improvements in the school's achievement gap data. In 2018-19 KPREP Reading, the percentage of students scoring novice decreased from the 2017-18 year for the student groups of Female, Male, Free/Reduced. Students with Disability, African American, and Hispanic. 2018-19 KPREP Math noted a decrease in the percentage of novice students from the 2017-18 year for the student groups of Male, Students with Disability, African American, and Two or More Races. In 2018-19 KPREP Science all student groups meeting reporting rules, except Males, experienced a decrease in the percentage of students scoring at the novice level. 2018-19 KRPEP Writing noted increases in the percent of students proficient for the student groups of Female, Male, and African American. In 2018-19 KPREP Social Studies, the percentage of African American students scoring proficient and distinguished increased from 18.1% in 2017-18 to 35%.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed. Use specific data from the previous two academic years when analyzing trends.
While Maxwell made progress in novice reduction for most areas, some opportunities for growth exist in targeted areas. In KPREP Reading, the school experienced a 3.3% decrease in the number of African American students scoring proficient and distinguished. In KPREP Math, the percentage of Hispanic students scoring at the novice level increased by 12%. Additionally, the largest area of student performance at the novice level in any content area exists in Math for ELL students. In KPREP Science, the percentage of African American students scoring at the proficient and distinguished level decreased by 12%. Performance for KPREP Social Studies remained relatively flat for most students groups and remains an area of focus. In KPREP writing the percentage of Hispanic students scoring at the distinguished and proficient level decreased while the percentage of students scoring at the novice level increased.

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

The school is continuing to refine and clearly define a MTSS process which seamlessly combines academic and behavioral considerations to best identify service frequency, intervention programs/strategies, goal measurement, and progress monitoring checks. Similarly, continuous work occurs in the process of conducting item analysis at the Tier 1 instructional level to inform decisions within the context of a dual-immersion education. The condition of content time constraints within the immersion program creates an additional consideration to some learners needing additional academic language support.

F. 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.

The CSIP has been reviewed in SBDM and other public meetings to provide teachers and families with insight into goals and the development of strategies. SBDM, the school's leadership team, and the faculty review the CSIP and provide feedback regarding the progress that has been established and the activities that should occur to move the school forward in closing the achievement gap.

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)

Professional development and a systemic review of both the academic and behavioral supports embedded with the school's MTSS provide a foundation for seeking to address achievement gaps. After analyzing data and identifying supporting key work processes and strategies, the school will deploy systemic supports at the Tier I level that focus on instructional planning and the implementation of research-based engagement strategies and culturally-responsive teaching approaches. Additionally, targeted professional learning experiences are connected to the school's annual priorities which stem from the CSIP and the district's identified areas of focus.
III. Planning the Work

Closing the Achievement Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

By May 2021 the school will increase the percent of African American students scoring proficient in Mathematics from 32.1% to 42.1%. By May 2021 the school will increase the percent of African American students scoring proficient in Reading from 41.5% to 51.5%. By May 2020, increase the percent of African American students scoring proficient in Mathematics from 32.1% to 37.1%. By May 2020, increase the percent of African American students scoring proficient in Reading from 41.5% to 46.5%.

Closing the Achievement 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 the attachment.

ATTACHMENTS

Attachment Name

Measurable Gap Goal
## Attachment Summary

<table>
<thead>
<tr>
<th>Attachment Name</th>
<th>Description</th>
<th>Associated Item(s)</th>
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<tr>
<td>Achievement Gap Group Identification</td>
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<tr>
<td>Measurable Gap Goal</td>
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2019-20 Phase Two: School Assurances

Maxwell Spanish Immersion Elem School
Robert Crawford
301 Woodland Ave
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United States of America

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Status: Locked
1. The Every Study Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rate of “Ineffective” as determined through the local performance evaluation system that meets the requirements established by KRS 157.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Responses to this assurance will be collected in the Kentucky Teacher Performance survey. Responses to each survey question should be based on data from the 2018-19 school year. Once you have completed the survey, return to the 2019-20 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has completed the Kentucky Teacher Performance survey.

- Yes
- No
- N/A
Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- Yes
- No
- N/A

COMMENTS

Maxwell is not a Title I school.

3. If the school is implementing a schoolwide program, the school developed a comprehensive plan with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

- Yes
- No
- N/A

COMMENTS

Maxwell is not a Title I school.

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school’s participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

- Yes
- No
- N/A

COMMENTS

Maxwell is not a Title I school.

5. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

- Yes
- No
- N/A

COMMENTS
Maxwell is not a Title I school.

6. If the school is implementing a schoolwide program, the school developed a comprehensive plan that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

  ○ Yes
  ○ No
  ● N/A

COMMENTS

Maxwell is not a Title I school.

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA.

  ○ Yes
  ○ No
  ● N/A

COMMENTS

Maxwell is not a Title I school.

8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

  ○ Yes
  ○ No
  ● N/A

COMMENTS

Maxwell is not a Title I school.
Title I Targeted Assistance School Programs

9. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

○ Yes
○ No
● N/A

COMMENTS

Maxwell is not a Title I school.

10. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

○ Yes
○ No
● N/A

COMMENTS

Maxwell is not a Title I school.

11. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

○ Yes
○ No
● N/A

COMMENTS

Maxwell is not a Title I school.

12. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

○ Yes
○ No
● N/A
COMMENTS

Maxwell is not a Title I school.

13. If the school is implementing a targeted assistance school program, the school serves participating students
by providing professional development to, for example, teachers, administrators, classified staff, and/or other
school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

○ Yes
○ No
● N/A

COMMENTS

Maxwell is not a Title I school.

14. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section
1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents
of participating students in accordance with Section 1116 of ESSA.

○ Yes
○ No
● N/A

COMMENTS

Maxwell is not a Title I school.

15. If the school is implementing a targeted assistance school program, the school serves participating students,
to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including
but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted
support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

○ Yes
○ No
● N/A

COMMENTS

Maxwell is not a Title I school.

16. If the school is implementing a targeted assistance school program, the school serves participating students
by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance
program, if necessary, to provide additional assistance to meet challenging state academic standards as required
by Section 1115(b)(2)(G) of ESSA.
COMMENTS

Maxwell is not a Title I school.
Schools Identified for Targeted Support and Improvement

17. If identified for targeted support and improvement pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, “evidence-based” is defined in ESSA Section 8101(21).

- Yes
- No
- N/A

COMMENTS

Maxwell is not a Title I school.
18. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- Yes
- No
- N/A

19. The school collects and publicly disseminates, in compliance with Kentucky’s Consolidated State Plan and in alignment with Section 1111(g)(1)(B), data through the School Report Card that addresses students’ access to effective/experienced teachers.

- Yes
- No
- N/A

**COMMENTS**

Maxwell is not a Title I school.

20. The school ensures that, if the Title I application includes funding for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), there is documentation indicating such is needed to improve student achievement. This ensures the use is reasonable and necessary in compliance with the Code of Federal Regulations (CFR), including 2 CFR 200.403 and 200.405.

- Yes
- No
- N/A

**COMMENTS**

Maxwell is not a Title I school.

21. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state certification and licensure requirements as required by Section 1111(g)(2)(J) of ESSA.

- Yes
- No
- N/A

**COMMENTS**
Maxwell is not a Title I school.

22. The school distributes to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that complies with Section 1116(c)-(f) of ESSA and is in an understandable and uniform format as required by Section 1116(b) of ESSA. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

○ Yes
○ No
• N/A

COMMENTS

Maxwell is not a Title I school.
Maxwell’s Comprehensive School Improvement Plan (CSIP)

**Rationale**
School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

**Operational Definitions**

**Goal**: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

**Objective**: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

**Strategy**: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky’s six (6) Key Core Work Processes listed below or another established improvement approach (i.e. Six Sigma, Shipley, Baldridge, etc.).

**Activity**: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

**Key Core Work Processes**: A series of processes identified by the Kentucky Department of Education 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.

- 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

**Measure of Success**: Criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.

**Progress Monitoring**: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

**Funding**: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

**Requirements for Building an Improvement Plan**

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
  - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and growth.
  - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.
Explanations/Directions

**Goal:** Include long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities</th>
<th>Measure of Success</th>
<th>Progress Monitoring</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.</td>
<td>An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky’s six (6) Key Core Work Processes listed above or another established improvement approach (i.e. Six Sigma, Shipley, Baldridge, etc.).</td>
<td>Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.</td>
<td>List the criteria that shows the impact of the work. The <strong>measures</strong> may be quantitative or qualitative, but are observable in some way.</td>
<td>Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.</td>
<td>List the funding source(s) used to support (or needed to support) the improvement initiative.</td>
</tr>
</tbody>
</table>
## 1: Proficiency Goal

**Goal 1:** By May 2021 the school will increase the combined (reading and math) percentage of students scoring proficient/distinguished from 62.35% to 72.35%.

<table>
<thead>
<tr>
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<th>Funding</th>
</tr>
</thead>
</table>
| **Objective 1**  
By May 2020 increase reading proficiency scores from 69.4% to 74.4%  
KCWP 2: Develop a systemic approach for the design and delivery of a high quality instructional program to ensure all students are receiving highly effective Tier I instruction.  
Process – Teachers will apply item analysis in the weekly PLC process, using a data analysis tool, to engage in PDSA activity in order to increase the effectiveness of Tier I instruction.  
Monthly item analysis will target 80% mastery on common formative assessments in reading and math. | | Monthly data analysis | Embedded |
| **Objective 2**  
By May 2020 increase math proficiency scores from 55.3% to 60.3%  
Practice – Teachers will plan for and implement active student engagement strategies with a particular focus on increasing authentic Opportunities for Students to Respond (OTRs.)  
Monthly percentage of instruction observed via the school’s walkthrough instrument will reflect 80% or higher for question 5. | | Monthly review of walkthrough instrument | Embedded |
## 2: Separate Academic Indicator

**Goal 2:** By May 2021 the school will increase the combined (Science, Social Studies, and Writing) percentage of all students scoring proficient/distinguished from 44.9% to 54.9%.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Objective 1: By May 2020 increase all Science proficiency scores from 37.1% to 42.1%.</td>
<td>KCWP1: Develop a systemic approach for the design and deployment of standards for the content areas represented in the separate academic indicator goal.</td>
<td>Process – Ensure regularly-scheduled curriculum meetings to review the alignment between the intent and rigor of the standard to the learning target and assessment measure.</td>
<td>Monthly curriculum meetings in Science, Social Studies, and Writing demonstrate alignment of standards, learning targets, and instruction.</td>
<td>Vertical monthly meetings and PLCs</td>
<td>Embedded</td>
</tr>
<tr>
<td>Objective 2: By May 2020 increase all Social Studies proficiency scores from 52.6% to 57.6%.</td>
<td></td>
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<tr>
<td>Objective 3: By May 2020 increase all Writing proficiency scores from 45.1% to 50.1%.</td>
<td>Practice – Review and conduct curriculum reviews/checks within the PLC process and instruction.</td>
<td>Monthly PLC curriculum reviews and classroom observations via the school’s walkthrough instrument will demonstrate alignment between standards and implemented instruction.</td>
<td>PLCs and monthly walkthrough observations</td>
<td>Embedded</td>
<td></td>
</tr>
</tbody>
</table>


### 3: Achievement Gap

**Goal 3:** By May 2021 the school will increase the combined (reading and math) percentage of African American students scoring proficient from 36.8% to 46.8%

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Objective 1: By May 2020, the school will increase the percent of African American students scoring proficient in Mathematics from 32.1% to 37.1.</td>
<td>KCWP 6: Sustain supports for the establishment of a positive learning culture and environment in which students know that they are safe, and their needs will be met.</td>
<td>Practice – Ensure that classroom plans and instruction incorporate culturally-responsive practices.</td>
<td>The weekly PLC process review and classroom observation, as evidenced through the school’s walkthrough instrument, will demonstrate a focus on culturally responsive practice.</td>
<td>PLCs, CEP, and monthly walkthrough observations.</td>
<td>Embedded</td>
</tr>
<tr>
<td>Objective 2: By May 2020, the school will increase the percent of African American students scoring proficient in Reading from 41.5% to 46.5.</td>
<td>Condition – Ensure that all available resources are deployed to assists students in need, i.e. FRYSC, DPP, Cabinet for Family and Children, etc..</td>
<td>Annual need assessment/survey data will document.</td>
<td>August 2020</td>
<td>Embedded</td>
<td></td>
</tr>
</tbody>
</table>
Goal 4: By May 2021 the school will increase the growth indicator score from 47.6% to 55.0%.

<table>
<thead>
<tr>
<th>Objective</th>
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<th>Measure of Success</th>
<th>Progress Monitoring</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1: By May 2020, increase the school students’ reading growth indicator score from 45.3% to 49.0%.</td>
<td>KCWP 2: Develop a systemic approach for the design and delivery of a high quality instructional program to ensure that all students are receiving highly effective Tier I instruction.</td>
<td>Process – Ensure ongoing professional development in the area of best practice/high yield instructional strategies.</td>
<td>Monthly percentage of instruction observed via the school’s walkthrough instrument will reflect 80% or higher for high-yield strategies.</td>
<td>Monthly walkthrough observations</td>
<td>Embedded</td>
</tr>
<tr>
<td>Objective 2: By May 2020, increase school students’ math growth indicator scores from 48.0% to 51.7%.</td>
<td>Practice – Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can continue to grow.</td>
<td>Individual student portfolios</td>
<td>MAP assessment windows May 2020</td>
<td>Embedded</td>
<td></td>
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</tbody>
</table>