2018 Phase One: Continuous Improvement Diagnostic_09232018_14:25

Phase One: Continuous Improvement Diagnostic

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

Last Modified: 10/01/2018
Status: Open

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Phase One: Continuous Improvement Diagnostic

Continuous Improvement Diagnostic

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

Part I:

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

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

The Maxwell Data Review Committee engaged in a process in which perceptual eProve survey data from various stakeholder groups were analyzed to identify processes, practice and conditions to address for school improvement. Leading into the review session, a series of three surveys, each targeting a specific audience, were distributed electronically for participants to provide direct feedback. The first survey was designed for a student audience and provided learners in grades 3-5 an opportunity to reflect upon the school culture and multiple aspects related to their individual experiences in the school. The survey was loaded onto computers in the media center and they were given class time during library/technology to complete the survey. A total of 150 responses were captured through this process. The survey included a three response option, each with an emoji face to help students identify their response for each prompt. Additionally, three open-ended questions were included to capture the overall opinions and suggestions of the students. The second survey targeted families and was distributed via the weekly newsletter that is sent home to each family. This survey included a five response option and targeted family feedback in the areas of overall school operation, climate, and learning. This survey too included three open-ended questions. The final survey was implemented to capture staff opinions and belief systems in relation to pedagogy and learning. Review of the perceptual data provided a bigger picture of the school and highlighted some areas of success and opportunities for growth. In terms of processes, the data alluded to positive communication structures that exist within the school to share general information and to keep students and families informed. Conversely, the data highlighted a lack of a consistent process for staff to share regular and ongoing feedback regarding the individual performance of students with families. Similarly, the data suggested that the feedback that was largely available targeted students in need of intervention as opposed to feedback to all students. The data also suggested that students were not provided with an ongoing process to provide feedback. This was coupled with a discussion of the committee regarding how that feedback would be incorporated into a process that would allow the information to inform action or change. In addition to processes, the review of the perceptual data highlighted key elements of practice within the school. Specifically, students and parents commented on the positive capacity of teachers, staff, and administration to establish high expectations for learning and to assist students through the learning process. The staff data alluded to the specific instructional approaches employed to engage learners. The review of the survey data highlighted areas of celebration and points of concern as related to the conditions of the school. Families and students alluded to the positive climate, diversity, and global dispositions as crucial components of the school. They highlighted how these factors influenced their positive perspective of the school. Despite the positive school

climate and culture, the data suggested areas for improvement in regards to the physical aspects of the school and the nutritional offerings. Explicitly, students highlighted the cleanliness of the aging building as an area of concern. Additionally, students and families expressed a desire for alternative food options for lunch. The initial finds from the review of the perceptual data will be examined in context with academic performance data and demographic information to identify key areas for improvement as the school actively engages in the continuous school improvement process.

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

Part II:

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

Maxwell continue to engage a variety of stakeholders in the development of the school's continuous improvement plan. Explicitly, the school has existing structures in place to conduct meaningful discussions about data and improvement efforts. As a first layer of development, Maxwell maintains a leadership team that consists of representation from each grade level and the special areas. This group meets weekly and discusses grade-level concerns and collectively engages in decision-making processes. Direct feedback is collected from each grade level as this process occurs. At the next level the school maintains an active SBDM Council that carries forth with those charges that are defined in state regulations. These areas of focus include curriculum, budget, staffing, and school improvement. The SBDM Council will participate in reviewing each aspect of the CSIP development process, including providing direct support and oversight regarding the analysis of and review of data. In addition to the standing leadership structure, the school maintains close relations with the active PTA organization. A specific function of the PTA is to identify families to apply their expertise in volunteering in key aspects of the school. The PTA parent volunteer coordinator maintains a database of parent volunteers who will be solicited throughout the CSIP and data review process to assist with improvement efforts. In addition to the individuals directly involved in analysis work, the school administration conducts monthly meetings with all families to dialogue regarding school improvement work and overall school operations. This venue in conjunction with existing leadership structures provides an ongoing venue to actively engage stakeholders in the school work.

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

eProve diagnostics

2018 Phase Two: The Needs Assessment for Schools_10162018_13:17

Phase Two: The Needs Assessment for Schools

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

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Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

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

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

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

Protocol

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

Maxwell has an established leadership team that consists of membership from each grade level 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 consulted upon by the school SBDM Council. The SBDM Council minutes are formally documented and posted online for the public once they are approved. Additional stakeholder input 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 a data review committee that meets with the school leadership team during select meetings to review data as part of the continuous improvement process.

<u>ATTACHMENTS</u>

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Current State

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

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

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

Current Academic State: -70.4% of students scored proficient in KPREP Reading compared to the state average of 54.6% . 57.9% of students scored proficient in KPREP Math compared to the state average of 48.8%. -37% of students scored proficient in state assessments for science compared to 30.9% at the state average. -We saw a 21.9% increase in the number of proficient students in writing from 2017 to 2018. -51.3% of students in the consolidated student group scored proficient on KPREP Reading. -44% of students in the consolidated student group scored proficient on KPREP Math. -The percent of students entering at kindergarten ready as remained constant at 73% for both the 2017 and 2018 years. Current Non-Academic State: - The overall student attendance rate has remained constant at 96% for both the 2017 and 2018 years. -The number of out of school suspensions decreased from 5 in 2017 to 3 in 2018. Teacher attendance for 2017 was 94.83%. -

ATTACHMENTS
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Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

Example: 68% of gap students scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

-52.7% of students scored proficient on KPREP Social Studies as opposed to 76% in 2017. -48.7% of students in the consolidated student group scored below proficiency in KPREP Reading as opposed to 29.6% of the all student performance. -55.5% of students in the consolidated student group scored below proficiency in KPREP Math as opposed to 48.7% of the all student performance. -70.3% of students in the consolidated student group scored below proficiency in KPREP Science as opposed to 62.9% of the all student performance. -68.6% of students in the consolidated student group scored below proficiency in KPREP Social Studies as opposed to 47.3% of the all student performance. -68.6% of students in the consolidated student group scored below proficiency in KPREP Writing as opposed to 60.8% of the all student performance.

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Trends

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

An analysis of trends over the past two years (2017 and 2019) has shown increases in the overall number of proficient students in the KPREP areas of reading, math, and writing. The overall number of proficient students in social studies has decreased. While the overall percentage of students scoring below proficient in the consolidated student group has decreased between the two years (3.6% -reading and 4.8% - math), a performance gap remains in each content area. School perceptual data from both parents and students speak to a positive school culture and climate. Nevertheless, student response data from the eproves survey indicated that students treating adults with respect scored in the top five lowest areas. The school has been engaged in implementing a PBIS system over the past two years and is continuing to refine the process to ensure consistency.

<u>ATTACHMENTS</u>
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Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

The school has established a series of processes, practices, and conditions to focus resources and efforts toward driving desired change. Maxwell has implemented a functioning PLC structure in which grade levels meet weekly to plan, discuss student data, and implement 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 acquisition factors. Additionally, Maxwell has implemented structures to support MTSS that include implementing a new process to track student data. and individualized student tier plans. Likewise, 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 level. The school has continued to define common behavior expectations through the PBIS plan. Family engagement remains an area of increased focus as planned events and opportunities for stakeholders to engage in two-way conversation have increased through monthly meetings between families and the administration and the implementation of online student learning journals.

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Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

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

- The school has increased the percentage of proficient students in reading from 67.5% in 2017 to 70.4% in 2018. -The school has increased the percentage of proficient students in math from 53.9% in 2017 to 57.9 % in 2018. -The school has increased the percentage of proficient students in writing from 17.3% in 2017 to 39.2% in 2018.

<u>ATTACHMENTS</u>

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Strengths/Leverages

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

2018 Phase Two: School Assurances_10112018_14:27

Phase Two: School Assurances

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

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Phase Two: School Assurances

Introduction

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

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School Assurances

Preschool Transition

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

- ○ Yes
- ○ No
- **● N/A**

COMMENTS

ATTACHMENTS
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Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.

- ○ Yes
- ○ No
- **● N/A**

COMMENTS

ATTACHMENTS
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Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.

- ○ Yes
- ○ No
- **● N/A**

COMMENTS

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

- **● Yes**
- ○ No

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○   N/A

COMMENTS

ATTACHMENTS
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Instructional Strategies

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

○   Yes

○   No

●   **N/A**

COMMENTS

ATTACHMENTS
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Targeted Assistance Activities

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.

○   Yes

○   No

●   **N/A**

COMMENTS

ATTACHMENTS
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7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.

○   Yes

○   No

●   **N/A**

COMMENTS

ATTACHMENTS
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Parent and Family Engagement

8. The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent and Family Engagement Policy.

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

ATTACHMENTS
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Teacher Quality

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

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Title I Application

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

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Paraeducators

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- ○ Yes
- ○ No

- **N/A**

COMMENTS

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Paraeducator Non-Instructional Duties

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.
- ○ Yes
- ○ No
- **N/A**

COMMENTS

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ATTACHMENT SUMMARY

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Comprehensive Improvement Plan for Schools

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

Operational definitions of each area within the plan
Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

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

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

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

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

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

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

Guidelines for Building an Improvement Plan
- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
  For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
  For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency Goal

Goal 1 (*State your proficiency goal):* Increase Proficiency in Combined Reading and Math from 64.15% in 2018 to 82.08% in 2023 as measured by state-required academic assessments.

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
• 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	• KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase Proficiency in Combined Reading and Math from 64.15% in 2018 to 67.75 in 2019 as measured by state-required academic assessments.	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.	Process – Teachers will apply item analysis in the weekly PLC process, using the immersion protocol document, to engage in PDSA activity in order to increase the effectiveness of Tier 1 instruction.	Monthly item analysis will demonstrate an increase in student proficiency on common assessments.		Embedded
		Practice – Teachers will plan for and implement active student engagement strategies.	Monthly average scores in the learning environment of Active Learning will reach 2.50 or greater as measured with the ELEOT.		Embedded

2: Separate Academic Indicator

Goal 2 (*State your separate academic indicator goal):* Increase Proficiency in Combined Science, Social Studies, and Writing from 42.97% in 2018 to 71.49% in 2023 as measured by state-required academic assessments.

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase Proficiency in Combined Science, Social Studies, and Writing from 42.97% in 2018 to 48.67% in 2019 as measured by state-required academic assessments.	KCWP 1: Develop a systemic approach for the design and deployment of standards for the content areas represented in the separate academic indicator goal.	Process - Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.	Monthly curriculum meetings in Science, Social Studies, and Writing demonstrate alignment of standards, learning targets as demonstrated in the development and deployment of aligned common assessment measures.		Embedded
		Practice -Review and conduct cyclic curriculum reviews/checks within the PLC.	Monthly PLC curriculum reviews indicate that aligned curriculum is implemented and that student results demonstrate increase in proficiency on common assessments.		Embedded

3: Gap

Goal 3 (*State your Gap goal):* Increase the percentage of African American students scoring proficient/distinguished in Math from 32.6% to 66.3% by 2023 as measured by state-required assessments.

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* • 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	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)* • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the percentage of African American students scoring proficient/distinguished in Math from 32.6% in 2018 to 39.34% in 2019.	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.	Process-Ensure culturally responsive behaviors are modeled among faculty, staff, and students.	Monthly ELEOT data for Equitable Learning Increase in MAP growth		Embedded
		Practice -Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations.	Weekly PLC process review will demonstrate integration of strategies and approaches from targeted training.		Embedded
		Condition -Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, DPP, Cabinet for Family and Children, etc.	Quarterly needs assessment/survey data will document		Embedded

4: Graduation rate

Goal 4 (*State your Graduation Rate goal*):

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)	Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1					
Objective 2					

5: Growth

Goal 5 (*State your Growth goal*): Decrease the percentage of students classified as less than catch up from 34.5% to 17.25% in combined reading and math by 2023 as measured by state required tests.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*) • 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	Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*) • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Decease the percentage of students classified as less than catch up from 34.5% in 2018 to 31.05 in 2019.	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.	Process -Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Application of ELEOT resources and targeted participation in content specific professional learning.		Embedded
		Practice -Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.	Individual student portfolios MAP growth		Embedded

6: Transition Readiness

Goal 6 (*State your Transition Readiness goal):* The percentage of students meeting the district immersion benchmark for Interpretive Reading in Spanish will increase from 49% in 2017 to 74.5 % or greater by 2023 as measured by district selected assessment (AAPPL).

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* • 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	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 The percentage of students meeting the district immersion benchmark for Interpretive Reading in Spanish will increase from 49% in 2017 to 54.1 % or greater by 2018 as measured by district selected assessment (AAPPL).	KCWP 1: Develop a systemic approach for the design and deployment of standards interpretive reading.	Process -Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.	Development and implementation of reading assessments that align to the grade level proficiency benchmarks.		Embedded
		Practice- Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn.	Development and implementation of formative reading tasks that align to the grade level proficiency benchmarks.		Embedded

Goal 7 (*State your goal*):

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)	Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
• 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	• KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1					
Objective 2					

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Phase Three: Closing the Achievement Gap Diagnostic

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

Last Modified: 12/10/2018
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Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

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

Complete the Achievement Gap Group spreadsheet and attach it.

Achievement Gap Groups represented in this report reflect the student tested population included in the state accountability assessments. This representation includes groups for which data is provided and not withheld for suppression rules as a result of accountable cell size. Reporting groups for Maxwell Elementary include: Female, Male, White, African American, Hispanic, Two or More Races, Free/Reduced, and Disability with IEP. The total percentage of representation within the overall school enrollment is also calculated using the overall student tested population.

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II. Achievement Gap Analysis

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

Maxwell Elementary has a welcoming culture as evidenced by parent, student, and community feedback acquired through recent surveys. 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 collaborates with the PTA and many community partners, including the University of Kentucky, to enrich 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. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

While work continues in the area of closing gaps, growth has occurred over the past three years for the content area of Reading for the African American reporting group. Specifically, the percent proficient and distinguished students increased to 47.8% in 2017-18 from 39.4% in 2015-16. The reporting groups of Female, White, Hispanic, Two or More Races, Free/Reduced, and Disability with IEP all demonstrated growth from the previous year in every content area ,except Social Studies, for which the reporting cell size was met. With the noted gains, a performance gap remains for other areas. Explicitly, the percent of Males scoring proficient and distinguished in Reading has slowly decreased each year. Likewise, the number of students scoring proficient in Social Studies has decreased over the past three years in each reporting group. The percentage of African American students scoring proficient/distinguished in Math has remained constant or flat over the past three years.

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

Maxwell has shown improvements and gains in all groups for specific content areas. In the area of Reading the percent proficient and distinguished increased from the previous year for the following reporting groups: Female, White, African American, Hispanic, Two or More Races, Free/Reduced, and Disability with IEP. In Math, the percent proficient and distinguished increased from the previous year for the following reporting groups: Female, Male, White, Hispanic, Two or More Races, Free/Reduced, and Disability with IEP. in Writing, the percent proficient and distinguished increased from the previous year for the following groups: Female, Male, White, Hispanic, and Free/Reduced. The greatest gains overall occurred in the area of Writing in which every reporting group at least doubled in the percent of proficient/distinguished from the previous year.

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

Maxwell made significant gains for most content areas and for most reporting groups. With that noted, some specific opportunities for growth exist in targeted areas. In Reading, the school experienced a 1.3% decrease from the previous year in the number of Males scoring proficient and distinguished. In Math, the performance for the reporting group of African American remained constant with the previous year at 32.6% proficient and distinguished. The most significant area of regression occurred within the content area of Social Studies as all reporting groups experienced a decrease in the percent proficient and distinguished.

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

Professional development and a systemic review of both the academic and behavioral supports embedded within 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 Tier I that focus on instructional planning and the implementation of research-based engagement strategies and culturally-responsive teaching approaches.

<u>ATTACHMENTS</u>

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F. 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 an RTI process which seamlessly combines academic and behavioral considerations to best identify service frequency, intervention programs/ strategies, SMART goal measurement, and progress monitoring checks. Similarly, continuous work occurs in the process of conducting item analysis at the Tier I level to inform instructional decisions within the context of a Spanish immersion education. The condition of content time constraints within the immersion program creates an additional barrier to some learners needing additional academic language support.

G. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

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 leadership team, and the faculty reviews the CSIP and provides feedback regarding the progress that has been established and the activities that should occur to move the school forward in closing the achievement gap.

III. Planning the Work

Gap Goals

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

Increase the percentage of African American students scoring proficient/distinguished in Math from 32.6% in 2018 to 39.34% in 2019.

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Closing the Gap

Step 1: Download the Closing the Achievement Gap Summary spreadsheet.
Step 2: Complete your findings and answers.
Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

The strategy and actions to support the identified gap goal are included within the plan.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
⊞ Achievement Gap Group	Achievement Gap Group	I
⊞ Closing Gap Summary	Closing Gap Summary	III

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Gap Group/Total number of students	Percentage of Total School Population
Female/138	57.50%
Male/102	42.50%
White/120	50%
African American/ 46	19.20%
Hispanic/43	17.90%
Two or More Races/25	10.40%
Free and Reduced/67	27.90%
Disability with IEP/16	6.60%

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
	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.	Process-Ensure culturally responsive behaviors are modeled among faculty, staff, and students.	Principal, PGES Coach, Teachers, Staff, and Students	Monthly ELEOT data for Equitable Learning & increase in MAP growth	Embedded
Increase the percentage of African American students scoring proficient/distinguished in Math from 32.6% in 2018 to 39.34% in 2019.		Practice-Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations.	Principal, PGES Coach, and Teachers	Weekly PLC Process	Embedded

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Phase Three: Executive Summary for Schools

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Phase Three: Executive Summary for Schools

Executive Summary for Schools

Description of the School

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

Maxwell Escuela de Inmersión en Español is a Spanish language immersion magnet in Fayette County. Since becoming a partial immersion school in 1990, students at Maxwell have spent one-half of the school day in the target language (Spanish), and one-half of the school day in English. Instruction of Social Studies is integrated through language arts/reading in both Spanish and English. Math and science instruction is primarily provided in Spanish. The school enrollment consists of 552 students. The demographic distribution of students consists of 1.82% Asian, 18.48% African American (Black), 18.84% Hispanic, 49.46% White, and 11.40% Multi-Racial/ Other. 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 or 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.

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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. These will be reviewed again to ensure that our school environment and actions match our purpose. 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 that provides well-defined guidelines for behavior helps children to excel. -Including multicultural enrichment experiences in the curriculum helps each child understand his/her world and aids in the development of relationships through a concern and respect for others.

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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 foundation for Spanish proficiency, demonstration of value of other cultures, and possessing a well-rounded academic foundation. Maxwell has the distinction of being an International Spanish Academy (ISA). 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. Additionally, the school is identifying a Spanish language target to increase interpretive reading.

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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.

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