



# 2022-2023 Dixie Magnet Continuous Improvement Diagnostic

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

**Dixie Elementary Magnet School**

**Cynthia Bruno**

1940 Eastland Pkwy

Lexington, Kentucky, 40505

United States of America

## **2022-23 Phase One: Continuous Improvement Diagnostic for Schools**

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 2022-23 diagnostics is as follows:

### **Phase One: August 1 - October 1**

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

### **Phase Two: October 1 - November 1**

- The Needs Assessment for Schools
- School Assurances

### **Phase Three: November 1 - January 1**

- Comprehensive School Improvement Plan

### **Phase Four: January 1 - December 31**

- Professional Development Plan for Schools (Due May 1)
- 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. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.***



## 2022-23 Phase One: Executive Summary for Dixie Magnet

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## 2022-23 Phase One: 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?

Currently our school has a total enrollment of 517 students. Dixie has a somewhat transient population; however, enrollment has historically hovered somewhere between 500-540 students not including pre-school. The school is quite diverse. Our demographics include: 45% white, 10% two or more races, 16% Hispanic, and 29% black. Our staff demographics do not match our student demographics. Currently we have 80 ELL students. More than 13 languages are spoken at the school and we have students from more than 12 countries. We try to meet the needs of all students at Dixie. Further, we have a large population of students living in poverty, approximately 52%. We receive Title 1 funding as a result. Our population of students with disabilities is approximately 14%. We work hard to meet the needs of the variety of learners in our school and classroom. The district has implemented a language line so that we can speak with parents in their native language. Further, we invite Swahili and Spanish interpreters to all of our after school events, conferences and open houses. We want all of our students to be able to participate in these events. We try to provide for our families needing assistance through our FRYSC and school Social Worker. We have a weekly backpack program for more than 100 of our students. Our parents speak positively regarding the school's culture and climate as do our teachers. Some of our ELL students are newcomers who have fled their native lands and are in the US as refugees. Some of these students have never had formal education, others have had a limited or interrupted education. English acquisition is on-going as most of these students never spoke English prior to entering the US. EL students are mostly comprised of students from South/Central America who speak Spanish and those from West Africa who speak many dialects, mostly Swahili. These students are immersed into our classrooms and receive services from ELL staff members. Our Family Resource Center Coordinator works closely with many ELL families to provide support outside of school as most no longer receive assistance from the Kentucky Refugee ministry. These services include, but are not limited to, clothing, food, school supplies, and job placement help for parents. We have excellent parent involvement in terms of attending events at the school. We often have well over 300 people in attendance events. Most of our teachers have 100% of parents participating in parent/teacher conferences.

### 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.

In the 2017-2018 school year the staff at Dixie created a Design Thinking Team with the goal to develop a new mission and vision for Dixie. The work was completed at the end of the 2018-19 school year. The new mission and vision include the following: Mission Statement: Dixie Magnet Elementary, where all students learn at high levels through personalized learning.

Through our personalized learning model students have unique experiences that foster academic, social, and emotional growth, as well as instill self-confidence and cross-cultural understanding. In partnership with our families and community, our goal is to empower students to be leaders and a positive force in our changing world. In the 2021-22 school year we restarted our work towards the mission and vision focused on personalized learning and in the 22-23 school year we are implementing Project Based Learning experiences in kindergarten through fifth grade. Dixie bases all decisions on the school mission and vision. This will be displayed throughout the school. Students are expected to exemplify our mission and vision.

### 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.

Over the last three years, student attendance continues to improve and increase. During the 2015-16 school year, attendance was at 95.5%. It increased to 95.85 for 2016-17, and 96% for 2017-18 to over 96% for the 2018-19 school year. This year, our attendance continues to hover at 96%. Behavior at the school has improved dramatically. Our behavior referrals continue to decrease as well. In 2016-17 we had close to 600 behavior incidents. We cut that almost in half to 347 for the 2017-18, to 280 for the 2018-19 school year. Behavior continues to decline during the 2021-22 school year. Our parent contacts have increased over time as well. During the 2016-17 school year we had just over 12,000 parent contacts. We increase that number to 18,579 for the 2017-18 school year and over 25,950 contacts for the 2018-19 school year. Our parent attendance at Title 1 events continues to increase every year as well. For example we had 371 parents attend our Orientation during the 2017-18 school year, and we had 420 attend during the 2018-19 school year. Dixie was named a Blue Ribbon School as well. Finally, our free and reduced lunch students continue to see improvements and are scoring above both our state and district averages. Dixie is currently nearing 53% free and reduced lunch students. Our numbers of novice students continues to decline among our students with disabilities, free and reduced lunch students, Hispanic and ELL students, while our number of proficient students is increasing. This is while we continue to see an increase in our numbers of free and reduced lunch students.

### Additional Information

**CSI/TSI (including ATSI) 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.

n/a



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2022-23 Phase Two: The Needs Assessment for Schools

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**Cynthia Bruno**  
1940 Eastland Pkwy  
Lexington, Kentucky, 40505  
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## **2022-23 Phase Two: The Needs Assessment for Schools**

### **Understanding Continuous Improvement: The Needs Assessment for Schools**

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment 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).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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 to 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.

#### **Protocol**

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

We will engage the faculty in reviewing, analyzing and applying data results through our Instructional Leadership Meetings. These Instructional Leadership Team meetings are scheduled for every other Monday. The team includes grade level and special area team leaders as well as administrators. We also schedule more frequent meetings when necessary, specifically to discuss the CSIP and its development and implementation. We also involve other parents and teachers through our SBDM. SBDM is comprised of four teachers, 3 parents and the principal. SBDM meetings are held minimally monthly on the second Monday of the month. The CSIP is a monthly agenda item as well. Further, we will focus on our academic challenges during our MTSS meetings where we discuss student growth and recommend Tier 2 and Tier 3 interventions for students falling below grade level. We also analyze MAP, Kentucky Summative Assessment (KSA), and formative assessment data with each of these groups.



## Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

Reviewing student data in reading and math since 2018-19 school year the percentage of students scoring proficient and distinguished fell from 56.8% in the 2018-19 school year to 41% in the 2021-22 school year. There was one year without data (2019-20) due to COVID. In math there was a decrease from 59% in 2018-19 to 29.4% in 2020-21, but in the 2021-22 school year the percentage of students scoring proficient and distinguished grew to 37%. With the change in the rating system that Kentucky uses for the state assessment there is no data reported for science and writing. In the 2018-19 school year 51.3% of students scored proficient or distinguished, but that number fell to 20% in the 2021-22 school year.

Other than math, the plan was unsuccessful. This is due in part to the change in standards for science and social studies. There were many interruptions to the 2021-22 school year due to COVID. This data helps us to understand the needs of our students and the intentional focus on state standards to ensure that all students will learn at high levels.

## Trends

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

### Example of Trends

- The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

With the participation rate for KPREP down significantly due to COVID, the scores for the 20-21 school year are difficult to compare to the 18-19 school year. In each content area (excluding Social Studies since it was not administered for 20-21) the percentage of proficient/distinguished scores fell. In 18-19 56.8% of students scored P/D, compared to 20-21 where 43.1% of students scored P/D. Students scoring P/D in math fell from 59% in 18-19, to 29.4. Science went from 22.3% P/D to 17.9%, and Writing On Demand went from 44.7% to 40.6% of students scoring P/D.

## Current State

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

### Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

### **Example of Non-Academic Current State:**

- Teacher attendance rate was 84% for the 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Dixie Magnet's overall 21-22 KSA score was a 52.1. In reading & math we scored medium with an indicator score of 56.1. 41% of students scored P/D in reading and 37% of students scored P/D in math. The indicator score for science, social studies, and combined writing was 43.7. In science 33% of students scored P/D, social studies 20% of students scored in the P/D category and in combined writing (editing/mechanics & on-demand writing) 40.6% of students scored either proficient or distinguished.

For reading white students outperformed other student groups with 58% of white students scoring proficient or distinguished. Forty percent of students who are classified as 2 or more races scored P/D, and 32% of students who classified as economically disadvantaged scored P/D in reading. Our highest percentage of novice students in reading were our hispanic students, with 53% of hispanic students scoring novice in reading.

For math, overall 37% of students scored proficient or distinguished. Again, white students outperformed other student groups, with 49% of white students scoring P/D. Forty-four percent of students who are classified as 2 or more races scored P/D, and 29% of students who classified as economically disadvantaged scored P/D. Our students who receive special education services were our highest student group scoring novice at 71% followed by hispanic students at 53% novice.

### **Priorities/Concerns**

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

**NOTE:** These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

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

Dixie's greatest area of weakness is the difference in performance levels when comparing all students to our hispanic students. We have been identified as a TSI school (Targeted Support and Improvement) for this area. In reading and math, 53%

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of hispanic students scored novice compared to 41% overall for reading and 37% for math.

### Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

**Example:** Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

One of the greatest strengths in our 21-22 school year data was how students feel about school as reported in the Quality of School Climate and Safety survey. For the question, "My school is a caring place", 98% of students agree or strongly agree. When asked "Adults from school work hard to make sure students are safe", 99% of our students agreed or strongly agreed. The culture and climate at Dixie is something we have always known to be a strength, and now there is data from our students that show they feel cared for and feel safe at our school. Now that we have a strong culture as our foundation we will work towards being intentional about the systems and structures we put into place in order to ensure that all students will learn at high levels. That begins with our reading instruction. In the fall of 2021, we worked weekly with teams of teachers with a focus on small group reading instruction. We saw an increase in reading levels, specifically at the primary level. This work will continue into the 22-23 school year.

We are also working towards becoming a Professional Learning Community. Grade level teams meet as professional learning teams weekly to identify essential standards, create summative and common formative assessments that are aligned with the standards identified and discuss best practices. Teachers bring assessment data to the meeting where the team is able to identify students who have mastered the standard, students who need additional support and then work together to create a plan for students that will either extend the learning or reteach in order for students to reach mastery. Through this process we are able to intentionally track individual student learning, including our hispanic students. Working as a collaborative team, we will use our collective knowledge and skills to ensure high levels of learning for all students at Dixie.

### Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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](#)

Utilizing implementation data, perception data, and current policies and practices:

- a. Complete the [Key Elements Template](#).
- b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, 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.

**NOTE:** These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

n/a

# Dixie Magnet Elementary Comprehensive School Improvement Plan 2022-2025

## Comprehensive District Improvement Goals Reading and Math (by Spring 2025)

### State Assessment

- Less than 15% Novice in reading
- Less than 15% Novice in math
- Greater than 60% P/D in reading
- Greater than 55% P/D in math
- Increase or decrease by 7% if already <15% N or >55/60% P/D

### MAP (K-8)

- 100% grow in reading and math
- 60% meet growth projection in reading
- 55% meet growth projection in math
- Increase or decrease by 7% if already <15% N or >55/60% P/D

### State Assessment Results in Reading

- By 2025, Dixie Magnet Elementary will increase Reading proficient and distinguished level to 60% as measured by KSA. Current level is 41%.

### State Assessment Results in Math

- By 2025, Dixie Magnet Elementary will increase Math proficient and distinguished level to 55% as measured by KSA. Current level is 37%.

### State Assessment Results in Science

- By 2025, Dixie Magnet Elementary will increase Science proficient and distinguished level to 60% as measured by KSA. Current level is 33%.

### State Assessment Results in Social Studies

- By 2025, Dixie Magnet Elementary will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 20%.

### State Assessment Results in Combined Writing

- By 2025, Dixie Magnet Elementary will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 12%.

### English Learner Progress

- By 2025, Dixie Magnet Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 57.8.

Quality of School Climate and Safety

- By 2025, Dixie Magnet Elementary will increase the quality of school climate and safety index to an indicator score of 80 as measured by KSA. Current indicator score is 77.

Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023, Dixie Magnet Elementary will increase P/D in Reading to 48%.	By 2024, Dixie Magnet Elementary will increase P/D in Reading to 54%.	By 2025, Dixie Magnet Elementary will increase P/D in Reading to 60%.
By 2023, Dixie Magnet Elementary will increase P/D in Math to 43%.	By 2024, Dixie Magnet Elementary will increase P/D in Math to 49%.	By 2025, Dixie Magnet Elementary will increase P/D in Math to 55%.

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
By 2023, Dixie Magnet Elementary will increase P/D in Science to 42%.	By 2024, Dixie Magnet Elementary will increase P/D in Science to 51%.	By 2025, Dixie Magnet Elementary will increase P/D in Science to 60%.
By 2023, Dixie Magnet Elementary will increase P/D in Social Studies to 34%.	By 2024, Dixie Magnet Elementary will increase P/D in Social Studies to 47%.	By 2025, Dixie Magnet Elementary will increase P/D in Social Studies to 60%.
By 2023, Dixie Magnet Elementary will increase P/D in Combined Writing to 28%.	By 2024, Dixie Magnet Elementary will increase P/D in Combined Writing to 44%.	By 2025, Dixie Magnet Elementary will increase P/D in Combined Writing to 60%.

Achievement Gap Objectives		
Year 1	Year 2	Year 3

By 2023, Dixie Magnet Elementary will decrease novice in Reading to 26%.	By 2024, Dixie Magnet Elementary will decrease novice in Reading to 20%.	By 2025, Dixie Magnet Elementary will decrease novice in Reading to less than 14%.
By 2023, Dixie Magnet Elementary will decrease novice in Math to 27%.	By 2024, Dixie Magnet Elementary will decrease novice in Math to 20%.	By 2025, Dixie Magnet Elementary will decrease novice in Math to less than 14%.

English Learner Progress Objectives		
Year 1	Year 2	Year 3
By 2023, Dixie Magnet Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 57.8.	By 2024, Dixie Magnet Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.	By 2025, Dixie Magnet Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.

[Special Considerations for Targeted School and Improvement \(TSI\), Additional Targeted School and Improvement \(ATSI\), and Comprehensive School and Improvement \(CSI\)](#)

### Year 1 Focus Areas

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading Math English Language Learner	PLC implementation	Grade levels will meet weekly to answer the 4 PLC Questions: <ul style="list-style-type: none"> <li>- What is it that we want students to learn (essential standards)?</li> <li>- How will we know they've learned it? (Create common formative assessments and summative assessments aligned to essential standards)</li> <li>- What will we do if they don't learn</li> </ul>	Common formative assessment data  Summative assessment data  ACCESS  MAP	Title 1 Title 2

		<p>it? (intervention)</p> <ul style="list-style-type: none"> <li>- What will we do when they learn it? (Enrichment and extension)</li> </ul>	KSA	
Reading	Small group reading instruction	Once a month grade levels will meet with administration and support staff to review current reading data. Plans will be created for students that fall below benchmark or for those not making growth.	Reading Instructional levels KSA	Title 1 Read to Achieve grant KyCL grant
Science Social Studies Writing	Project Based Learning	PBL Units will be implemented twice a year (fall and spring semester). Each unit will have a focus on science and/or social studies with an emphasis in writing	District common assessments KSA	Title 1 Title 2
<b>Progress Monitoring</b>				

### Year 2 Focus Areas

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading Math English Language Learner	PLC implementation	<p>Grade levels will meet weekly to answer the 4 PLC Questions:</p> <ul style="list-style-type: none"> <li>- What is it that we want students to learn (essential standards)?</li> <li>- How will we know they've learned it? (Create common formative assessments and summative assessments aligned to essential standards)</li> <li>- What will we do if they don't learn it? (intervention)</li> <li>- What will we do when they learn it? (Enrichment and extension)</li> </ul>	<p>Common formative assessment data</p> <p>Summative assessment data</p> <p>ACCESS</p> <p>MAP</p> <p>KSA</p>	Title 1 Title 2
Reading	Small group reading	Once a month grade levels will meet with administration and support staff to review	Reading Instructional levels	Title 1 Read to Achieve



	instruction	current reading data. Plans will be created for students that fall below benchmark or for those not making growth.	KSA	grant KyCL grant
Science Social Studies Writing	Project Based Learning	PBL Units will be implemented twice a year (fall and spring semester). Each unit will have a focus on science and/or social studies with an emphasis in writing	District common assessments  KSA	Title 1 Title 2

### Year 3 Focus Areas

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading Math English Language Learner	PLC implementat ion	Grade levels will meet weekly to answer the 4 PLC Questions: <ul style="list-style-type: none"> <li>- What is it that we want students to learn (essential standards)?</li> <li>- How will we know they've learned it? (Create common formative assessments and summative assessments aligned to essential standards)</li> <li>- What will we do if they don't learn it? (intervention)</li> <li>- What will we do when they learn it? (Enrichment and extension)</li> </ul>	Common formative assessment data  Summative assessment data  ACCESS  MAP  KSA	Title 1 Title 2
Reading	Small group reading instruction	Once a month grade levels will meet with administration and support staff to review current reading data. Plans will be created for students that fall below benchmark or for those not making growth.	Reading Instructional levels  KSA	Title 1 Read to Achieve grant KyCL grant

Science Social Studies Writing	Project Based Learning	PBL Units will be implemented twice a year (fall and spring semester). Each unit will have a focus on science and/or social studies with an emphasis in writing	District common assessments  KSA	Title 1 Title 2
<b><u>Progress Monitoring</u></b>				