Mass insight
education & research

FOREIGN LANGUAGE ACADEMY:
School Readiness Assessment Final Report

Kansas City Public Schools Secondary and Signature School Reviews

Site Visit Date: January 15, 2020

Principal: Joell Ramsdell

Mass Insight Team: Anna Braet, Francina Victoria & Julie Shepherd

School Readiness Assessment Purpose

Kansas City Public Schools (KCPS) has partnered with Mass Insight Education & Research, a national non-profit, to conduct school reviews of all secondary and signature schools. The purpose of these reviews is to:
- Surface individual school successes, challenges, and opportunities to inform continuous improvement efforts; and
- Surface trends across secondary and signature schools to:
    - understand how secondary and signature options contribute to the overall experience and expectation of the KCPS community and help achieve KCPS' 5-Year Strategic Plan goals; and
    - inform the identification of systems-level changes and school supports.

Mass Insight's research-based School Readiness Assessment (SRA) supports and accelerates school improvement by informing the development of strong school improvement plans that address a school's highest needs, as well as informing district-level improvement to better meet the needs of students and schools. In alignment with the Mass Insight theory of action (described on page 4) and based on more than 10 years of national experience and research in the field of school improvement, Mass Insight has identified seven elements that we observe to drive school improvement and school readiness and ensure the success of all students. The SRA is structured to analyze the extent to which these elements are in place.

School Readiness Assessment Process

The school review process follows three phases, including a comprehensive data/document review conducted prior to a campus visit; the on-site campus visit; and finally, analysis and report of findings.

Phase	Potential Activities
Pre-Site Visit *(December 2019)*	• Collect and review campus data and related documents to understand campus context, including principal, staff and student surveys. • Coordinate visit logistics to ensure a successful site visit.
Site Visit *(January 2020)*	• Conduct interviews and focus groups with a variety of campus stakeholders (e.g. teachers, students, administrators, counselors, instructional coaches, families, etc.). • Classroom, hallway, and common space walkthroughs (observations may not occur on the same date as your site-visit interviews and focus groups).
Post-Site Visit *(January- February 2020)*	• The site visit team synthesizes and analyzes visit findings that surface priority focus area recommendations.

Overview of the Findings Report

This report begins with a **Data Profile** - a high level quantitative overview of the school's current demographics, culture and climate indicators, and recent academic performance. Next is a summary of **Strengths and Challenges** - the most salient and resounding headlines from Mass Insight's time on campus. These are not arranged by any particular element and may represent a confluence of factors that can help the school begin to prioritize strengths and challenges to focus on following the site visit. Mass Insight will also provide action-oriented **Recommendations** for how the school can improve and where they might prioritize efforts first. This might also be used to inform the revision or creation of a School Improvement Plan. Finally, the Appendix contains the **School Readiness Assessment Tool**, which provides specific evidence gathered during the review process and a rating (described in the next section) for each feature of each element. This section can be useful for delving into more specific and granular details. Mass Insight does not suggest attempting to tackle every feature all at once.

School Readiness Assessment Evidence and Rating System

Mass Insight's SRA Tool (included in Appendix) is designed to analyze the extent to which a school has elements of our theory of action in place, in relation to an exemplar description of each element (and the features that make up that element) at the highest performing schools. The Mass Insight team will use the SRA Tool to document evidence based on information gathered during the SRA activities to assign a rating for each feature. Ratings are designed to describe the extent to which evidence aligns to the exemplar descriptions at the highest performing schools. The features rated lowest do not necessarily mean that those features are in the most urgent need of attention; the recommendations describe what Mass Insight suggests addressing first.

Rating Level Key:
0: Not Meeting (no, or extremely limited, evidence of this feature; work on this feature has not yet started)
1: Somewhat Meets (some evidence of implementation of this feature)
2: Mostly Meets (considerable evidence of implementation of this feature)
3: Meets (robust evidence of implementation of this feature)

About Mass Insight and Our Theory of Action

Mass Insight is a national non-profit organization committed to transforming public schools into high-performing organizations and closing achievement gaps. Since 2007, Mass Insight has worked with schools, districts, and state education agencies to redesign systems and establish the conditions and capacity for district and school improvement. As part of this work, Mass Insight has conducted numerous School Readiness Assessments (SRAs) across the country.

In 2007, Mass Insight published *The Turnaround Challenge*[1], a nationally-recognized research report and call to action that highlighted the need for intervention in America's lowest-performing schools. Since 2009, Mass Insight has worked with schools, districts, and state education agencies in Massachusetts and across the country to redesign the systems that support chronically underperforming schools and to drive gains in student achievement. Building from our research and more than ten years of experience in turnaround, we recently revisited Mass Insight's theory of action and identified seven theory of action elements that we believe must be in place to ensure schools are successful.

Mass Insight's SRA is structured to analyze the extent to which elements of our theory of action are in place in schools. We seek to understand what student outcome data reveals, analyze evidence and hypothesize why challenges and successes exist, and help schools prioritize where to focus next.

We believe that if schools have:
Conditions: Sufficient school-level control over people, time, money, and program to address the root causes of low performance;
Planning: Evidence-based, actionable improvement plans that address the root causes of low performance informed by a review of existing conditions and input from school, district, and community stakeholders;
**Leadership:** A principal who can manage and communicate complexity while maintaining focus on the school's vision and key priorities;
Focus on Instruction: Processes and supports that help teachers work together to constantly improve and refine standards-based instructional practice so that students can engage in deep learning tasks;
Collective Responsibility: The school faculty and staff ensure there is collective responsibility for both the quality of instruction and student learning and success;
**Performance Management:** Consistent processes for using data to measure both implementation and outcomes to determine what's working and inform efforts to improve; and
Partnerships: Partnerships that help the school meet the multiple needs of teachers and students, *THEN schools will dramatically improve and student learning will increase.*

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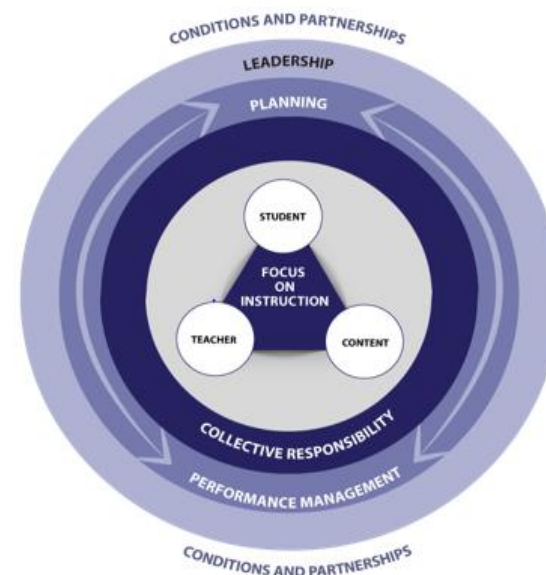
[1] *Mass Insight Education and Research*. Mass Insight Education and Research Institute, Inc., 2007, www.massinsight.org/resources/the-turnaround-challenge/
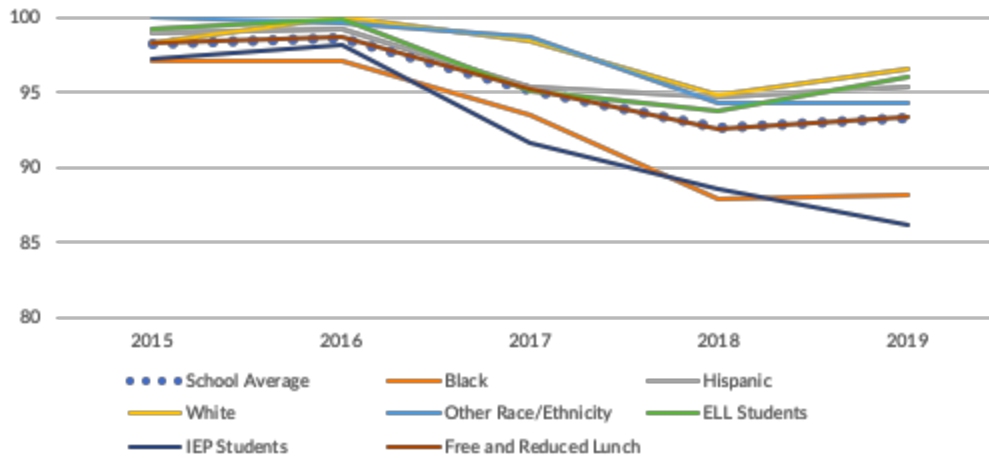
Student Enrollment and Attendance

Total Enrollment
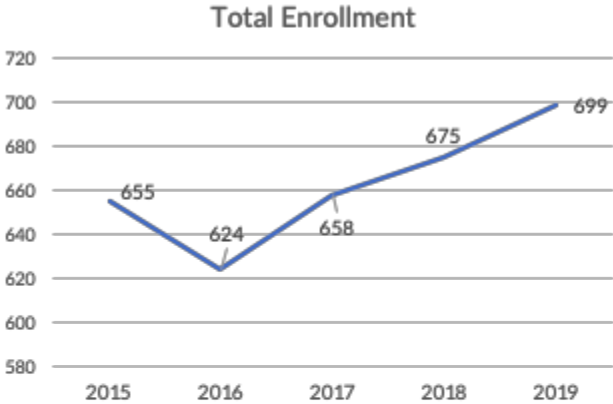
Student enrollment at the Foreign Language Academy over the last 5 years has increased and was 44 students higher in 2019 than in 2015.

Student Enrollment by Subgroup

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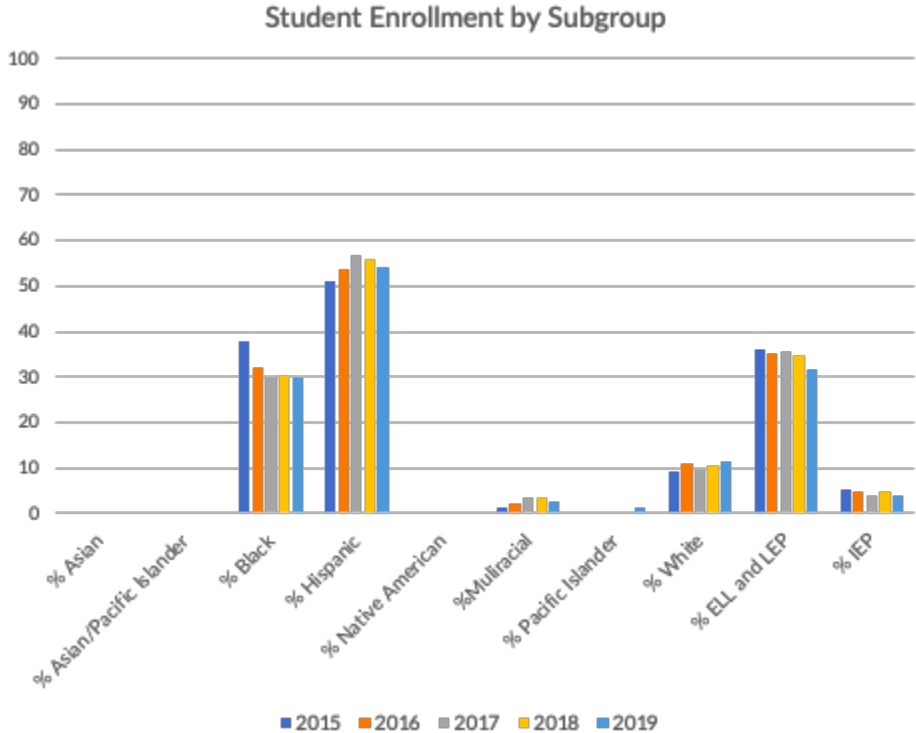
[2] Data contained within this data profile was publicly available on the Missouri Department of Elementary and Secondary Education's website: https://dese.mo.gov/school-data

Student Attendance Trend 2015-2019

Legend:
- School Average
- Black
- Hispanic
- White
- Other Race/Ethnicity
- ELL Students
- IEP Students
- Free and Reduced Lunch

The proportional attendance rate for students at or above 90% (displayed in the graph to the left) at the Foreign Language Academy over the last 5 years has decreased around 5% in 2019. White, other race/ethnicity, ELLs, and Hispanic student attendance is consistently higher than the school-wide average, while Black and students with IEPs is consistently lower than the school-wide average attendance rates.

The total proportional attendance rate for the last 3 school years at the Foreign Language Academy was:
- 2017 – 96.9%
- 2018 – 95.3%
- 2019 – 95.9%

which demonstrates a 1% decrease in student attendance over the last 3 years.

STUDENT MOBLITY	Fall Enrollment	Additional Enrollment	Transfers	Mobility Rate
2017	658	11	83	12.4
2018	675	15	53	7.7
2019	699	17	86	12.0

Student enrollment at the Foreign Language Academy has increased by 41 students over the last 3 years. While some additional students enroll throughout the year, there are a number of transfers, resulting in mobility rates between 7-13% for the last 3 years.

Student Discipline

DISCIPLINE RATES	2015	2016	2017	2018	2019
Enrollment	655	624	658	675	699
Total Number of Incidents	12	0	0	5	0
Incident Rate (per 100 students)	1.8	0	0	0.7	0
Type of Removal					
In-School Suspension (number | rate)	0 | 0.0	0 | 0.0	0 | 0.0	5 | 0.7	0 | 0.0
Out of School Suspension (number | rate)	12 | 1.8	0 | 0.0	0 | 0.0	0 | 0.0	0 | 0.0
Expulsion (number | rate)	0 | 0.0	0 | 0.0	0 | 0.0	0 | 0.0	0 | 0.0
Length of Removal					
10 Consecutive Days (number | rate)	9 | 1.4	0 | 0.0	0 | 0.0	4 | 0.6	0 | 0.0
More than 10 Consecutive Days (number | rate)	3 | 0.5	0 | 0.0	0 | 0.0	1 | 0.1	0 | 0.0

The incident rate has decreased over the last 5 years and was at 0% during the 2019 school year. The out of school suspension rate has decreased to 0% in the last 5 years, as well as the rate of students removed for 10 or more days.

Student Academic Performance

2019 School-wide MAP Results
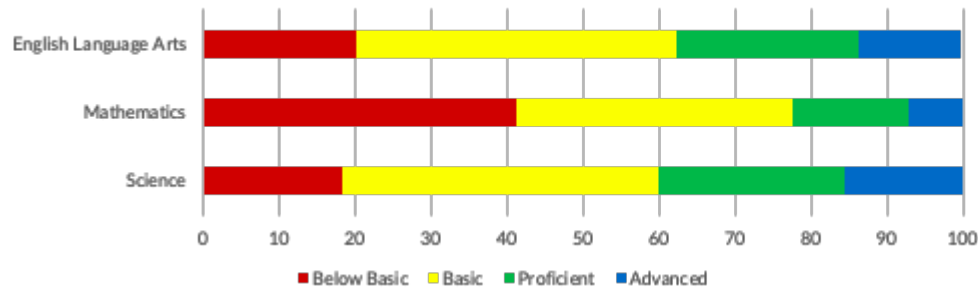
School-wide performance on MAP tests in 2019 showed 36% of students were proficient/advanced in English Language Arts, 22.6% were proficient/advanced in Mathematics, and 37.4% were advanced/proficient in Science.

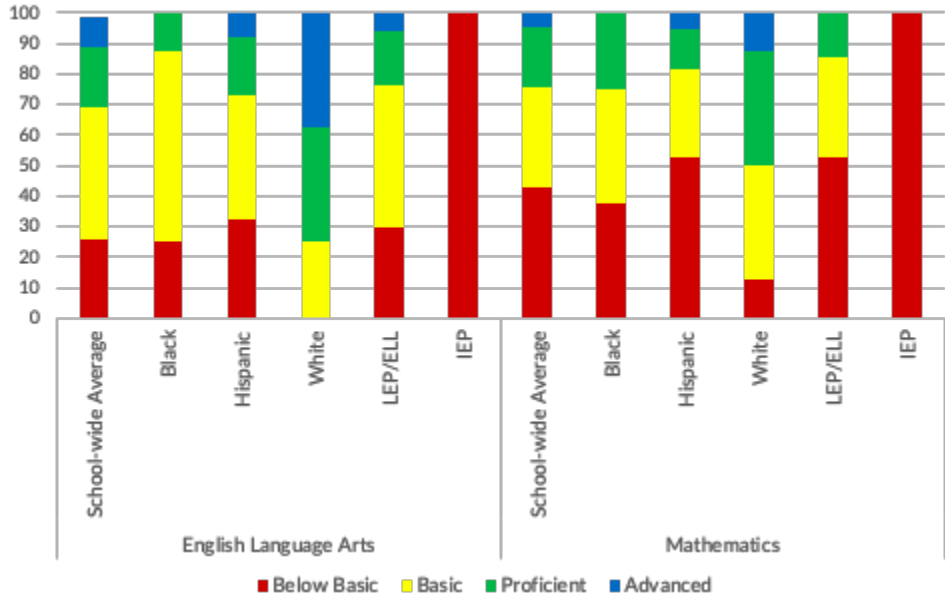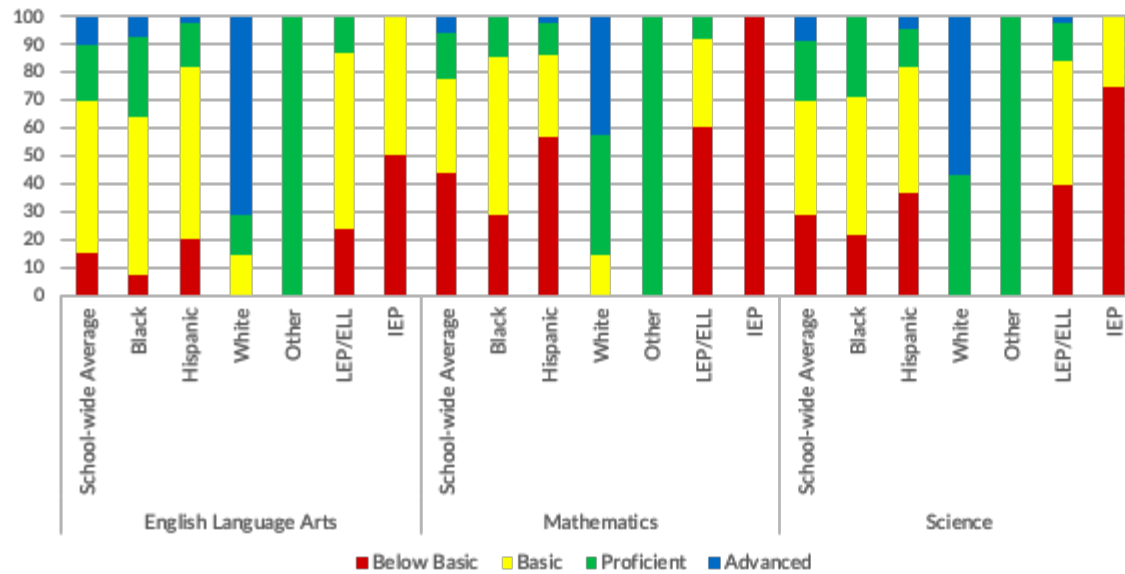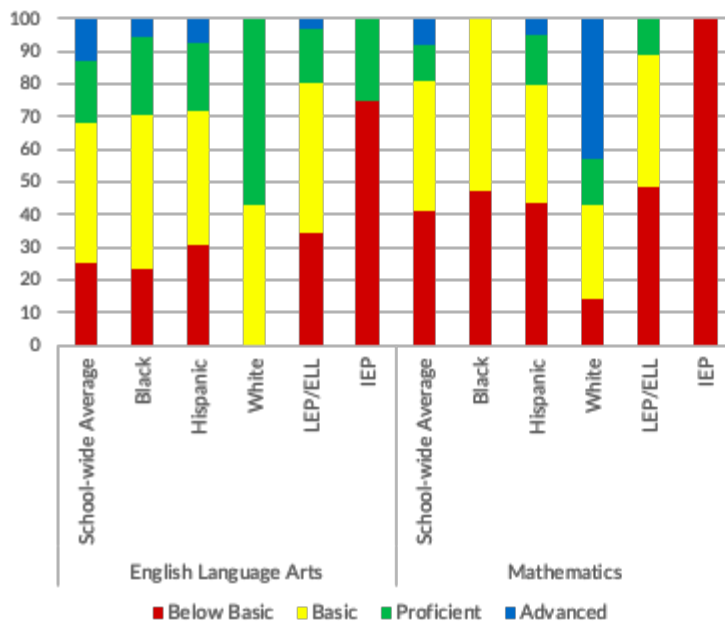### 3rd Grade 2019 MAP Proficiency Rates
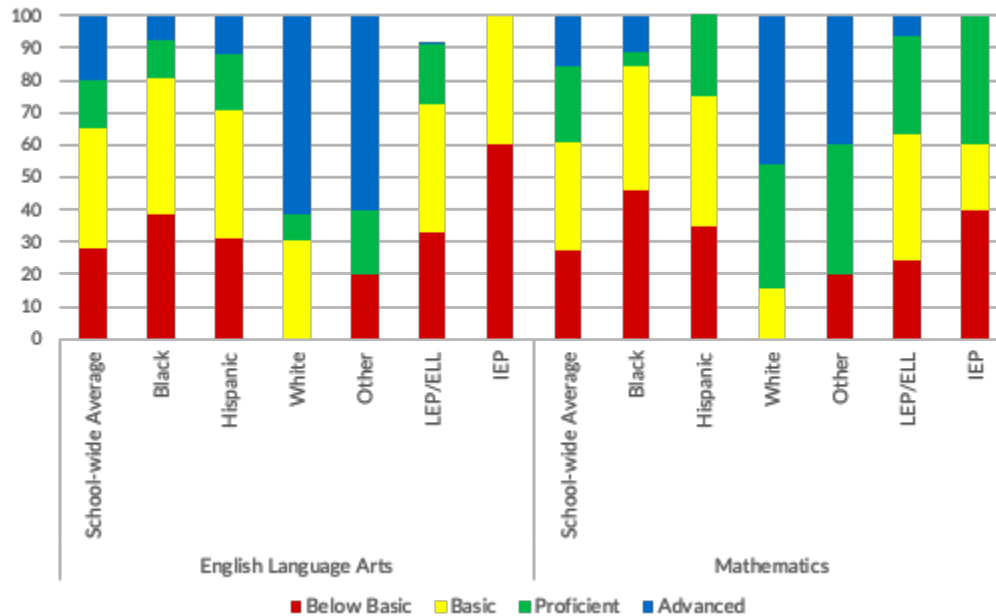
3rd grade ELA MAP exams in 2019 showed 34.7% of students were proficient/advanced. 19.2% of Black students, 29.4% of Hispanic students, 69.2% of White students, 80% of other students, and 27.3% of LEP/ELLs were proficient. No students with IEPs were proficient.

3rd grade Mathematics MAP exams in 2019 showed 39% of students were advanced/proficient. 15.3% of Black students, 34.6% of Hispanic students, 82% of White students, 80% of other students, 36.1% of LEP/ELLs, and 40% of students with IEPs were proficient.

Note: the "other" descriptor refers to a racial or ethnic subgroup or combined subgroup of fewer than 10 students.
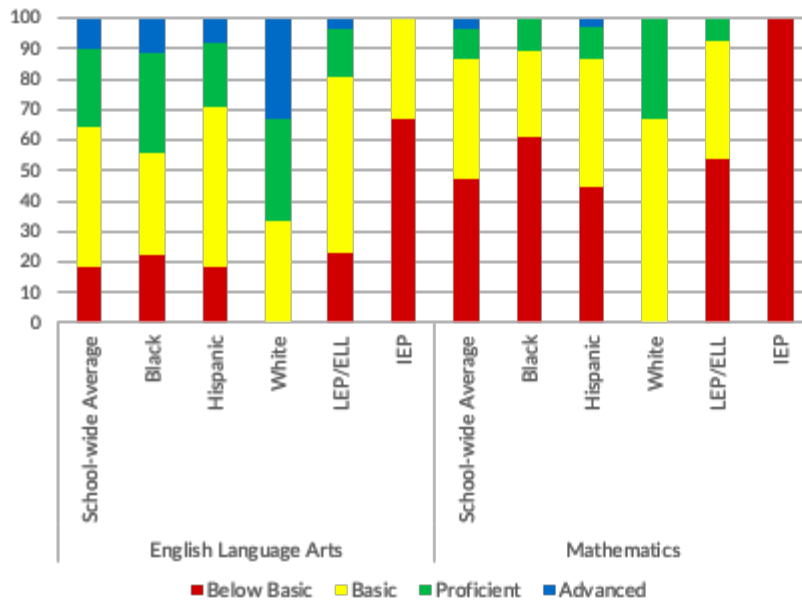
4th Grade 2019 MAP Proficiency Rates

4th grade ELA MAP exams in 2019 showed 29.1% of students were proficient/advanced. 12.5% of Black students, 37% of Hispanic students, 75% of White students, and 23.5% of LEP/ELLs were proficient. No students with IEPs were proficient.

4th grade Mathematics MAP exams in 2019 showed 24.6% of students were proficient/advanced. 25% of Black students, 18.5% of Hispanic students, 50% of White students, and 14.7% of LEP/ELLs were proficient. No students with IEPs were proficient.

5th Grade 2019 MAP Proficiency Rates


Chart: 5th Grade 2019 MAP Proficiency Rates. Y-axis 0–100. Three subject groupings — English Language Arts, Mathematics, Science — each with bars for School-wide Average, Black, Hispanic, White, Other, LEP/ELL, IEP. Legend: Below Basic (red), Basic (yellow), Proficient (green), Advanced (blue).

5th grade ELA MAP exams in 2019 showed 30.3% of students were proficient/advanced. 35.7% of Black students, 18.2% of Hispanic students, 85.7% of White students, 100% of other students, and 13.2% of LEP/ELLs were proficient. No students with IEPs were proficient.

5th grade Mathematics MAP exams in 2019 showed 22.8% of students were proficient/advanced. 14.3% of Black students, 13.7% of Hispanic students, 85.8% of White students, 100% of other students, and 7,9% of LEP/ELLs were proficient.

5th grade Science MAP exams in 2019 showed 30.3% of students were proficient/advanced. 28.6% of Black students, 18.1% of Hispanic students, 100% of White students, 100% of other students, and 15.8% of LEP/ELLs were proficient. No students with IEPs were proficient.

Note: the "other" descriptor refers to a racial or ethnic subgroup or combined subgroup of fewer than 10 students.

6th Grade 2019 MAP Proficiency Rates

6th grade English Language Arts MAP exams in 2019 showed 31.7% of students were proficient/advanced. 29.4% of Black students, 28.2% of Hispanic students, 57.1% of White students, 20% of LEP/ELLs, and 25% of students with IEPs were proficient.

6th grade Mathematics MAP exams in 2019 showed 19% of students were proficient/advanced. 20.5% of Hispanic students, 57.2% of White students, and 11.4% of LEP/ELLs were proficient. No Black students or students with IEPs were proficient.

7th Grade 2019 MAP Proficiency Rates

7th grade ELA MAP exams in 2019 showed 35.6% of 7th grade students were proficient/advanced. 44.4% of Black students, 29% of Hispanic students, 66.6% of White students, and 19.2% of LEP/ELLs were proficient. No students with IEPs were proficient.

7th grade Mathematics MAP exams in 2019 showed 13.6% of 7th grade students were proficient/advanced. 11.1% of Black students, 13.1% of Hispanic students, 33.3% of White students, and 7.7% of LEP/ELLs were proficient. No students with IEPs were proficient.

8th Grade MAP Proficiency Rates
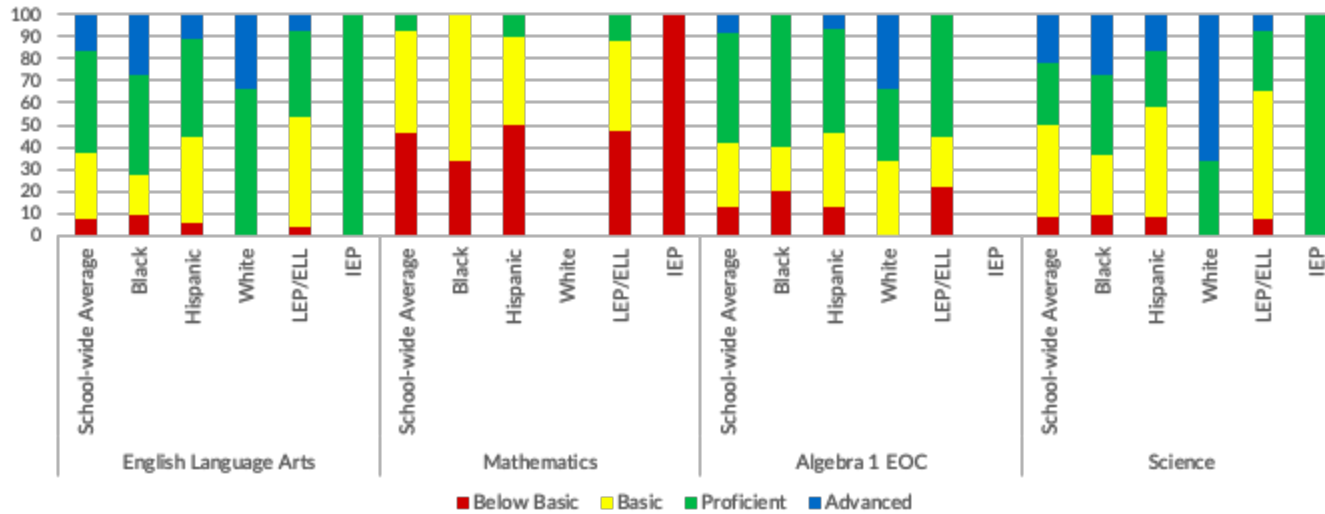
8th grade ELA MAP exams in 2019 showed 63% of students were proficient/advanced. 72.8% of Black students, 55.5% of Hispanic students, 100% of White students, 46.2% of LEP/ELL students, and 100% of students with IEPs were proficient.

8th grade Mathematics MAP exams in 2019 showed 7.7% of students were proficient/advanced. 10% of Hispanic students and 11.8% of LEP/ELLs were proficient. No Black students or students with IEPs were proficient.

8th grade Algebra 1 EOC exams in 2019 showed 58.3% of students were proficient/advanced. 60% of Black students, 53.4% of Hispanic students, 66.6% of White students, and 55.6% of LEP/ELLs were proficient.

8th grade Science MAP exams in 2019 showed 50% of students were proficient/advanced. 61.9% of Black students, 41.7% of Hispanic students, 100% of White students, 34.6% of LEP/ELLs, and 100% of students with IEPs were proficient.

Strengths

- **The families and students at FLA share a collective sense of academic empowerment and exposure to rigorous coursework.** Students are driven by their academic progress and report an understanding of their academic standing. Students feel valued at the school and attribute their preparation for secondary school to rigorous coursework and exploratory learning. In classrooms, students were observed participating and being actively engaged in grade-level-appropriate material. Overall, FLA has created a community of invested learners.

- **The school has a clear set of priorities and processes to monitor progress.** The implementation of the IB model, increased math intervention, and creating common formative assessments are part of daily conversations and have built a sense of collective responsibility among staff. By having such defined and well-understood priorities, there is a school-wide consensus of the priorities for the year and general support of the IB model. The teams designated to support the continuous monitoring of these priorities have been successful in tracking attendance, social and emotional growth, and effectiveness of interventions.

- **Families at FLA are engaged, informed, and have agency in the school's growth.** It is evident that families are involved in creating a welcoming school environment for students, staff, and visitors. The walls display family designs along with seasonal decorations, and it is shared that the PTO is representative of the school community. In conversations, families share that they not only advocate for their child but also whole school improvements. Staff share that being able to communicate with families in their native language has helped them build trusting relationships.

- **The school creatively seeks and uses resources to meet school and student needs.** The school's schedule, intentional bilingual staff hiring, and allocation of funds for enrichment opportunities support the overall learning environment. The administration has distributed responsibilities around need, and relieved some staff from administrative duties to focus on instruction. Although the district is no longer able to provide visas for foreign teachers, FLA remains committed to the language immersion model and tries to hire native Spanish and Mandarin teachers. Students at FLA have access to trauma-informed trained teachers, clinicians, counselors, and the Problem Solving Team (PST), which enable students to have in and out-of-school resources. The majority of lower grades staff are trained in the IB Primary Years Programme (PYP), and upper-grade staff have already received some exposure as they await IB accreditation.

Challenges

- **Availability of target language resources.** Teachers share they spend significant time on non-direct instruction efforts such as translating curricular resources and testing materials to the target language. Additionally, staff share that there are many assessments that are only given in English, which poses a challenge for teachers as they have to increase their English instruction and reduce the time spent on the target language. For example, beginning in 3rd grade, students are expected to test in English, although they have only been exposed to bilingual education for one year. Additionally, teachers share that they do not have access to translating services for required curriculum implementation and the state assessment. Many share that they would benefit from access to curricular materials in the target language and accompanying unit materials.

- **Observation and feedback practices.** Staff share that quality of feedback can vary and attribute some of their stress to the high number of required walkthroughs. It was reported that more than twenty walkthroughs were completed per teacher during the first academic semester, and it is not clear how feedback is provided in coherent cycles. Many shared that receiving structured feedback in a non-punitive approach would make them feel more comfortable and able to ask follow-up questions. Additionally, staff would like to hear more specific positive feedback on instructional strategies they should continue and/or expand.

- **Structure of PLCs and ILTs.** There are a number of staff teams that meet, including bi-weekly PLCs/data teams by grade-level and content area, as well as IB teams and target language teams, but staff express a lack of clarity on what is required/optional, and how all efforts work together in support of school needs/priorities. Additionally, some staff share that there are limited opportunities for alignment between the lower and upper grades, leaving some teachers without a full picture of student needs and progress from one grade to the next and a lack of schoolwide community. Staff, generally, appreciate their teams and the time they do have to work together, but they express a need for more time, especially to fulfill multiple school needs (e.g., translate materials, plan for instruction, review data, integrate IB, etc.).

- **Integration of the Mandarin Program.** Staff, families, and students share that the Mandarin program, which is still relatively new to FLA, feels isolated and separate (e.g., separate student councils, perceptions that teachers in different programs have different approaches to instruction, and uneven levels of support). Stakeholders share that there is still a need to further integrate the Mandarin program into the school community, especially since there are far fewer students enrolled. Staff also note a need for additional resources and staff to support the Mandarin program.

Recommendations

1. **Strengthen and align staff development and collaboration structures.** Teachers note that they have trusting relationships with members of their grade level specific PLCs and ILT, but share a need to increase collaboration and community building wide. Some staff perceive a division between the lower and upper grades that is impeding staff from working collectively to share grade-to-grade information and vertically align instruction. Additionally, staff share that quality of feedback varies, and express a desire for more specific and actionable positive and critical feedback. There is an opportunity for instructional leaders to identify opportunities to further align feedback, development, and collaboration opportunities around common school priorities and to meet individual teacher needs. As leaders continue to deepen their understanding of IB and schoolwide vision for what high-quality instruction should look like in all classrooms and languages, it will be important to continually norm on how best to deliver feedback and what priorities to focus on. There are a number of foundational structures in place already, including flexible Wednesdays and partial day professional development sessions, which can be leveraged and continuously improved.

2. **Identify and implement systems and structures needed to support the Mandarin program and opportunities to increase schoolwide cohesion within the FLA community.** As a newer language track, staff, families, and students share that the Mandarin program seems separate from the predominantly Spanish-focused school. Due to the limited resources in Mandarin, staff share a need for additional support staff who speak the language, particularly in the lower grades, in addition to translation resources for curriculum and assessments. The school and the program could thrive with a defined lead/coordinator for this target language, who can help address student and staff needs, and may even support efforts to recruit and retain students to the program. A native Mandarin speaker could oversee the curriculum, define translation needs, access instruction based on standards, and provide program development support. As a foreign language academy, FLA can continue to strengthen schoolwide cohesion across different languages offered.

Appendix: School Readiness Assessment Tool

Mass Insight's SRA Tool is designed to analyze the extent to which a school has elements of our research-based theory of action in place, in relation to an exemplar description of each element (and the features that make up that element) at the highest performing schools. The Mass Insight team uses this SRA Tool to document evidence and analysis based on information gathered during the SRA activities to assign a rating for each feature. Ratings are designed to describe the extent to which evidence aligns to the exemplar descriptions at the highest performing schools.

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Element	At Highest Performing Schools	Rating	Discussion of Evidence
Focus on Instruction: *Processes and systems help teachers work together to constantly improve and refine standards-based instructional practice, ensuring students engage in deep learning tasks.*	***School Model and Instructional Vision*** *Signature schools*: The school implements a clearly defined and observable school model that meets student interests and demand. *Secondary schools*: The school implements clear pathways for student progression through high school to college and careers. There is a clear instructional vision that aligns with the district-wide framework for critical thinking, problem-solving and cultural responsiveness for 21st Century learning, and the school model. It focuses on the success of all students, aligns with standards, and helps build an understanding of the actions that educators must take to accelerate student learning. The vision is widely understood and drives school decision-making. All teachers and administrators can describe how their work moves the school closer to meeting the vision.	2: Mostly Meets	• The Foreign Language Academy (FLA) is a K-8 language immersion school offering Spanish and Mandarin courses to its enrolled students across all grade levels. Additionally, the school received accreditation for the IB Primary Years Programme in the 2018-2019 school year and is pursuing the Middle Years Programme. • The vision for instruction at FLA is to provide dual-language immersion and integrate IB with district aligned standards to support the increase of math and reading results; however, outside of IB, it is not yet clear that there is a schoolwide vision for what high-quality instruction should look like, and the actions educators must take to provide rigorous instruction. • Students and staff share that 100% of the courses from K-2nd grade are taught in the student's target language (either Spanish or Mandarin), and approximately 50% of courses from 2-8th grade are taught in the student's target language. • In the upper grades, students and staff share that the majority of classes are taught in English to meet state testing requirements. All students regardless of their

Focus on Instruction, continued.			• program of study must take iReady and the Achievement Series in English. • The common spaces and classrooms in the school are representative of the dual-language model, and students can be seen interacting in multiple languages. However, during small group work, students communicate with each other primarily in English. • In the lower grades, there is a mix of instruction in Mandarin/Spanish and English. Kindergarten students in a Spanish cohort were observed learning solely in Spanish and Sign Language. • The immersion model at FLA has been well-received by families, who attribute their children's readiness for secondary school to the rigor of an immersion model. • Students enjoy being able to speak to friends and classmates in a different language and know that these opportunities are not available to all students in the district. Students have a sense of inclusion in the school's model and academic advantage over others in the district. • Staff share they are still getting comfortable with IB implementation, especially in the middle grades. They believe that the school is taking the appropriate steps to support student learning but often find themselves out of time to focus on the target language instruction.
	Readiness to Learn The school implements consistent, equitable, and asset-based policies, procedures, and practices that foster positive learning school experiences that validate all students' social-emotional and cultural identities. As a result, students feel safe, valued, cared for, challenged, and supported at school. Student and family needs are identified and connected with resources and services to ensure all students can self-regulate and engage in learning with agency. The school has programs, structures, and extracurricular	3: Meets	• Students in focus groups unanimously share that they feel safe, included, and supported at FLA. In observed classrooms, students are emotionally safe in their classroom and positively supported by an adult. • Staff share that there are policies and procedures at FLA to manage student behavior, attendance, and support that provide both students and families with a sense of safety, inclusion, and representation at the school. • The PST meets weekly and works with teachers and administration to identify students needing additional behavior or classroom interventions. Based on their findings, the PST develops 20-day plans and referrals for outside student support services.

Focus on Instruction, continued.	activities (such as looping, advisory, morning meetings, intramurals, clubs) to expand and nurture students' sense of belonging and ensure that every student has enriching experiences and strong relationships with adults.		- In addition to supporting students and families with behavior and academic accommodation, the PST also monitors attendance, communicates with families and teachers, and maintains a constant line of communication regarding attendance trends. - As a school, FLA uses the district's behavior policies as a guide to work with families. The PST and the counseling team work together to manage behavior and support students needing out of class support. - Staff share that when students misbehave, they stay after school to complete classroom work and receive additional support, instead of detention. - Students share that behavior management policies and behavior management are inclusive and do not single students out based on race, ethnic background, gender identification and/or religion. - Trauma-informed training services, a district priority, are available to both teachers and students. There are clinicians assigned to the school to conduct home visits, support students during a crisis, and provide referrals to families. As part of their immersion school model, FLA provides an abundance of extracurricular activities and student enrichment opportunities, such as student council, band, debate. - The opportunities offered to students take place after school and include transportation options for accessibility. - The activities most favored by students include sporting events, after school tutoring, field trips, whole school cultural activities, and dance performance. - Students at FLA attribute their academic success and growth to the enrichment opportunities available to them and the project-based learning model in all of their classrooms. - Some students express a desire for more clubs, electives, and activities, such as theatre and drama.

| Focus on Instruction, continued. | Teacher Development & Feedback
There are systems, structures, and practices that prioritize teacher development based on data and district priorities including trauma sensitive strategies. There are feedback cycles and follow-up. All teachers describe receiving frequent, consistent, coherent, and coordinated high-quality feedback on teaching that is grounded in an instructional vision and that will lead to accelerated learning for all students. | 1: Somewhat Meets | At FLA, teacher development has focused on IB programming, trauma-informed training, unit planning and development, student data review, standards alignment to immersion coursework, and student assessments. Sessions on these focus areas take place during weekly PLCs' and school-wide professional development (PD). The observation and feedback process includes classroom visits (evaluative), walkthroughs (non-evaluative observations), and evaluation feedback. Staff share that during the 1st semester, principals were required to complete five walkthroughs per week. Staff share that quality and delivery of feedback depend on the observer. Staff also express a sense of stress around the frequency of non-evaluative walkthroughs, along with the distribution of electronic feedback. Teachers received twenty walkthroughs during the first semester, yet it is not clear to what extent walkthroughs follow up on past feedback to provide clear feedback cycles. Many staff desire an observation/feedback process that incorporates one positive and one actionable area of growth, in contrast to the current feedback model, which staff share is too general and does not lead to a clear next step or strategy. Most instructional feedback is provided electronically, impeding staff from asking probing questions or obtaining a clear representation of their performance. While this is the district structure, many staff would welcome the opportunity to debrief in person and have the opportunity to discuss the given feedback. |

| Focus on instruction, continued. | **Teacher Collaboration (PLCs)** Teachers working in teams have time, systems and structures to maximize collaborative time in instructional teams (such as by grade level or content area). Teachers work towards commonly set and motivating goals that help all students progress towards the highest priority academic standards and improve critical thinking skills; these teams receive high-quality feedback and enjoy a trusting culture that includes open and constructive dialogue. | 2: Mostly Meets | Staff share that they meet in bi-weekly PLCs/data teams by grade-level and content area. There are also IB and target language teams that include a PYP leader to help guide the conversations. The PYP team meets weekly. 80% of surveyed staff agree/strongly agree that PLCs are a collaborative environment where all members of the PLC attend and actively participate in meetings. Additionally, 80% also agree/strongly agree that there is a clear vision and purpose for PLCs at the school. The ILT supports PLCs at the grade level with the implementation of new initiatives. PLCs are used at FLA as a space to build a priority-driven approach to the work and student support. PLCs discuss the implementation of the IB model in the accredited lower grades and certification for the upper grades. While 93% of surveyed staff agree that the work of their PLC directly connects to the standards students must master to be proficient/on grade level, focus group participants did not discuss examining student work to inform changes in instruction PLCs do not effectively support staff's desire or time for planning, document translation, and target language team development. Though there are scheduled staff meetings and team time, there are not yet consistent peer-to-peer collaboration opportunities. The upper grades are in the process of obtaining accreditation and have received some exposure to the program model during whole school meetings. |

| Focus on instruction, continued. | Curriculum, Standards & Assessment
Instructional work is guided by curricula and instructional resources (including technology) aligned to standards and aligned across and between grade levels. It is responsive to students' cultures, experiences, needs, and interests. Formative and externally-developed summative assessments are aligned with both standards and the sequence of instruction. These assessments yield frequent, accurate, and actionable data about student progress towards the highest priority standards. | 2: Mostly Meets | Teachers describe organizing instruction around standards by mapping curriculum and standards with IB units, which requires covering standards in a different scope and sequence than the district (e.g., 6 units per year, rather than 4 quarters). There are limited curricular resources available in Spanish and Mandarin, and teachers translate district-provided resources into the target language or seek supplementary materials on their own. Assessments are a challenge at FLA because iReady and Achievement Series are given in English and do not always align to the units of inquiry, and therefore, do not provide helpful data to teachers. Staff can pull disaggregated iReady data (e.g., comparative analysis class to class, by learning standard, etc.) when applicable. Unit assessments are in the students target language, and are used to gauge understanding of lessons. The significant increase of student assessments is interfering with the target language and increasing English in the classroom and curriculum. Teachers share that they are working with the district to align unit assessments to the units of inquiry, but there is more work to do. Students enjoy projects in class, which they describe as key in their classroom engagement, which aligns with IB units of inquiry approach. Some students express a desire for more technology in the classroom to support projects and classroom activities. |

| Focus on instruction, continued. | **Data-Driven Decision-Making for Classroom Instruction**
The academic progress of all students is monitored by teachers and students. Systems, structures, and processes support teachers—individually and in teams (such as the Problem Solving Team (PST))—to frequently and routinely use a variety of student data, including disaggregated academic data, to pinpoint class and student needs. Data inquiry cycles drive on-going instructional decisions, including grouping, differentiation, enrichment, intervention, and personalized plans for meeting graduation requirements. | 3: Meets | Data-driven instruction is part of daily conversations between administration, staff, and students. The school staff understands the data priorities and their impact on student development. 86% of staff share that they routinely use student academic data to drive ongoing instructional decisions, including grouping, differentiation, intervention, and enrichment. Communication for staff incorporates data, and it leads the conversation during meetings and school-wide quarterly priorities. Students share that they understand how to monitor their progress, goals, and current standing based on shared testing data. To ensure that data is represented in classrooms, the school administration has designed student grouping and interventions. Groups are created based on needs and assessment data from state testing. FLA has additionally created after-school tutoring, 20-day support plans with the PST, and a non-punitive approach to class misbehaviors. Each grade level has a Google folder that includes student data to view and track student progress. This folder includes formative assessments, MAP scores, Achievement Series, and attendance data. Additionally, all leaders have access to the data to ensure ongoing student progress monitoring. Staff share that common formative assessments yield data banks aligned to units that teams review every other week to identify students needing additional support. Staff use a variety of assessment data to tier students for intervention: Tier 3 students (not mastering standards) get daily intervention Tier 2 students (between 60-80% mastery) – small groups 3x/week Tier 1 (students demonstrating mastery) – small groups 2x/week |

| Focus on instruction, continued. | **Rigorous Classroom Practice**
All students describe, and are observed, learning high-level and grade-level appropriate knowledge and skills in classrooms where each student is challenged; teachers are observed bringing the school's instructional vision to life in their classrooms. All students demonstrate progress toward stated learning objectives through their work or responses. | 2: Mostly Meets | Focus group students at FLA report feeling challenged and ready to learn. There is a shared consensus that the instruction of FLA has educated them to perform at high levels in a secondary setting. Students describe their classrooms as engaging and key in their educational investment. Additionally, students agree that conversations with staff drive their learning and classroom rigor. There are clear, grade-level appropriate student learning objectives and goals to promote rigor in classrooms. Classroom observations indicate an opportunity for teachers to increase pacing in many classrooms, as well as intentionally planning their discussion questions to increase academic rigor. Classroom observations highlight student engagement with the learning process, tasks, and materials. The majority of students interact with each other and their teacher. Teacher focus on bringing the instructional vision to life is not clear, as there is not yet a defined approach to help students reach mastery and succeed academically. |
| | **Supports for Special Populations**
There is a strategy in action for ensuring that special populations of students—including students with disabilities and ELLs— are accurately identified, and receive integrated, inclusive, and high-quality instructional support. Students' progress is monitored to ensure that they are moving expediently towards success in an inclusion environment. A variety of models and supports, including interventions, ensure students are adequately challenged and ultimately successful. | 2: Mostly Meets | In accordance with the state and district policies, students who require SPED support are identified, tested and provided with the required minutes by their IEP. Student support defined by IEPs are not provided in the student's academic target language (SPED/ELL). Both ELL and SPED students receive support in a co-teaching model and pull-out services. Student progress is monitored by assessment data to ensure progress. Staff identified a need to increase ELL supported in the target language, as this is a differentiated need for language immersion. 86% of surveyed staff agree or strongly agree "students with disabilities receive integrated, inclusive, and high-quality instructional support throughout the school." Additionally, 83% of surveyed staff agree of strongly agree that "English learners receive integrated, inclusive, and high-quality instructional support throughout the school." |

Element	At Highest Performing Schools	Rating	Discussion of Evidence
Collective Responsibility: *The school faculty and staff ensure there is collective responsibility for both the quality of instruction and student learning and success.*	*Systems and Structures for School-wide Continuous Improvement* Leadership effectively implements systems and structures to cultivate shared ownership for school-wide continuous improvement for both the quality of instruction and each students' learning. A representative group of building leaders, teachers, and staff (e.g., ILT) takes ownership for implementation and progress monitoring of school improvement.	2: Mostly Meets	- There is an effort by the FLA leadership and teaching staff to focus on student development, needs, and success. - The ILTs (upper and lower) at FLA are structured to incorporate both lower and upper grade staff. The staff has been selected and/or identified by the administration based on content, experience, and training. - The lower school ILT meets the last Wednesday of the month and discusses the IB units of inquiry, the curriculum development process, and reviews/rewrites units. - The upper school ILT meets once a week to plan together and make decisions on behavior and instruction. - The allotted time for the ILTs to meet has not yet built capacity for the team to operate as a decision-making body. There is a need for curriculum alignment with the IB model, target language, and district standards. - Although 60% of staff strongly agree/agree that a representative group (e.g. ILT) takes ownership for implementation and progress monitoring of school improvement, 40% felt unsure. - Overall, the staff at FLA share a strong sense of collective team culture for both the lower and upper grades, but not as an entire FLA staff. Limited school-wide planning and collaboration opportunities contribute to a disconnect between the lower and upper grades.

| Collective Responsibility, continued. | **School-wide Beliefs and Trust**
Staff have, and inculcate in students, the belief that all students can and will learn. This motivates all to continuously improve teaching and learning. Staff demonstrate individual and collective responsibility for student learning and behavior that extends beyond individual classrooms or departments and permeates the school. Staff intentionally promote the success for all students, which results in all students feeling valued, supported, and challenged to learn in and out of school.

Interactions between adults in the building are positive and supportive, resulting in a sense of trust and partnership among staff. Staff own the success of all students. And there is a shared culture of continuous improvement for all students, staff, and schoolwide success. | 2: Mostly Meets | • While a majority of staff express a belief that all students can learn at high levels and achieve academic success, there are some staff who express a belief that a single-language school model would be more fitting for some students.
• 100% of staff survey respondents agree/strongly agree that they feel empowered for the success of students at the school.
• There are some staff who externalize the causes for students who struggle academically. Barriers to student success described by staff relate to family engagement, lack of language fluency, and lack of full understanding of the school model.
• 86% of survey respondents believe "all staff at my school demonstrate a responsibility for all students' learning and behaviors, beyond just the students in their classroom grade level."
• Students feel they are supported and report they have an adult who supports them academically and emotionally. They credit their preparedness and knowledge of secondary options to their teachers. Students also shared that they are heard by their teachers and challenge them academically.
• Families also feel supported by both staff and administrators regarding their child/ren's success. |

Element	At Highest Performing Schools	Rating	Discussion of Evidence
Planning: *Evidence-based, actionable improvement plans that address the root causes of low performance, informed by a review of existing conditions with input from school, district, and community stakeholders.*	**Planning Processes** School stakeholders are actively engaged in evidence-based processes to identify and analyze root causes of low performance. These processes include honest conversations about how the school works and an examination of data, including disaggregated data. The processes produce no more than four major improvement strategies that planning participants believe can be implemented and will lead to substantial improvement.	2: Mostly Meets	• The principal at FLA uses the Title 1 school improvement form and template to identify priority areas for an annual action plan. • The development of the plan starts with administration reviewing data, including MAP, NWEA, and Achievement Series, and continues with the document review from the school staff and PTA board. How data is disaggregated during the review process was not discussed. • Both staff and PTA members are given the opportunity to provide feedback and input. The staff did not share specific examples of how the plan is revised based on feedback. • The goals set are used by the school administration to drive conversations in ILTs and in PLCs, as well as to drive grade level goal conversations.
	The School Improvement Plan The school has one evidence-based, equity-focused actionable school improvement plan that addresses the root causes of low performance. The school plan focuses the school's energy and resources on no more than four strategies that will impact the instructional core and increase student learning. The plan identifies a set of action steps for each strategy, and, for each action step, assigns responsibility, provides a timeline, and identifies critical milestones. Teachers in the school can describe the school improvement strategies and explain how they expect the strategies to lead to improvement.	2: Mostly Meets	• FLA has a Title 1 Action Plan that includes: ○ Increasing the number of students scoring proficient or advanced, as assessed by the 2020 MAP Assessment- Math, by a minimum of 10% for each tested grade; ○ Increasing the number of students scoring proficient or advanced, as assessed by the 2020 MAP-Science, by a minimum of 7% for each tested grade level; and ○ Increasing the number of students scoring proficient or advanced, as assessed by the 2020 MAP Assessment- ELA, by a minimum of 7% for students in the 3rd and 4th grades. • Staff share a general understanding of the priorities and their impact on alignment to district standards, but believe that there is a disconnect from the immersion model.

Element	At Highest Performing Schools	Rating	Discussion of Evidence
Performance Management: Consistent processes for using data to measure both implementation and outcomes to determine what's working and inform efforts to improve.	***Plan Implementation & Management*** A team of school leaders meets frequently and regularly to manage plan implementation and impact with a focus on the following questions: ● *Have we done what we said we would do in the plan? If not, why not?* ● *Is it making a difference? What's the evidence?* ● *What do we have to do differently?*	2: Mostly Meets	● The priorities outlined by the school are closely monitored by the principal, ILTs, administration, and PST. ● While leaders and staff did not share that they meet frequently to review the Title 1 school improvement plan, they do share that there are multiple teams that review data related to planning priorities. The principal and the rest of the administrative team, including the PST, discuss student testing data, services offered and benchmarks to reach goals. ● Staff do not share examples of how they have adjusted plan implementation based on data mid-year. ● In addition to the major academic indicators, FLA monitors attendance, behavior, and interventions to help inform outstanding needs.
	Monitors Key Indicators to Inform Decisions and Actions The school identifies and monitors a limited number of leading and lagging indicators to measure schoolwide progress, early warning signs, and/or plan next steps. Data is relevant, timely, accessible, accurate, and disaggregated by subgroup. There are clear roles and responsibilities for data collection and reporting. Teams regularly analyze data to identify disproportionality, identify root causes, establish key actions, and track progress of action items for continuous improvement.	2: Mostly Meets	● The attendance team, administrators, counselor, and attendance clerk meet biweekly to pull data from the PULSE tool to monitor attendance and use the data to plan family communication and tailor student support. 93% of surveyed staff share that teams routinely monitor key data points to measure school-wide progress and at-risk student indicators. ● Team members contact families via phone or home visits and engage them to ensure regular school attendance. Although the school rarely demits students, attendance monitoring helps ensure students are not severely impacted by the loss of content. ● Administrators, teachers, and support staff monitor behavior and necessary support to ensure the safety and progress of each student. Students placed on a 20-day plan are monitored to ensure the effectiveness of out of class support and other required interventions. Families are connected to the appropriate resources and notified of any outstanding behavior concerns. ● It is unclear if data is disaggregated by student subgroups to identify gaps or needed interventions. ● While there are systems and structures to monitor individual student progress, staff do not articulate how schoolwide

Performance Management, continued.			• data is consistently monitored and responded to. • Students use the program TYLER Student Information System (SIS) to stay up-to-date on their progress and view test results. Families also have access to this platform via their child/ren's account.

Element	At Highest Performing Schools	Rating	Discussion of Evidence

Partnering: *Partnerships that help the school meet the multiple needs of teachers and students.*	**Family and Community Engagement** The school operates with the understanding that students' most important influencer and advocate are their families. The school intentionally builds community and family partnerships that honor and recognize families' existing knowledge and skills. The school connects with and engages families through intentional programming (e.g series of family nights), regular two-way dialogue in family accessible languages, and capacity building (e.g. Parent Liaisons and Parents-as-Teachers program) designed to strengthen family-school partnership and further student learning including in the creation of student academic, college, and career plans. Staff have respect and knowledge of cultural norms and act in ways that are welcoming and responsive to students and their families.	3: Meets	• The school creates a community environment with families through intentional programming such as:
			  ○ Cultural Night - families and students to explore and celebrate other cultures.
			  ○ Field Trips - enriching school day opportunities for students to connect classroom learning to real-life concepts. Families participate on a volunteer basis.
			  ○ PTO - space for families to connect, share their input on the school's overall performance and needs and analyze opportunities to fund school events/programs.
			• 93% of staff survey respondents agree/strongly agree that the school is responsive to students and their families.
			• Staff play a part in ensuring that the school is inclusive and representative of the students' and families' cultural backgrounds. Teachers believe that their ability to communicate with families in their native language builds a trusting and positive relationship where families feel heard, although families did not mention this directly.
			• Staff share that families are intentionally engaged as partners in student learning, and 86% of survey respondents agree or strongly agree.
			• Families share that they feel comfortable advocating for school improvements and serve as connectors that build the school community. They communicate the need for rigorous academic material, give feedback on interactions with students in class, and volunteer in school offerings.
			• Many families share that communication varies from teacher

Partnering, continued.			to teacher, which can cause confusion and inconsistency, especially with multiple children. This is an area they have verbalized and hope can improve.
			● The school maintains communication with families to inform and engage them in school updates, events, student progress, and engagement opportunities:
			  ○ Newsletters are sent to families electronically; emails are sent by teachers on an individual basis.
			  ○ The most effective method shared by families is the opportunity to connect with staff during pick-up and drop-off.

	Strategic Partnerships The school has a limited number of community and business partnerships that support specific school and student needs, such as providing students with real-world application opportunities, college and career exploration, and rewards for positive student behavior. Students have equitable access to resources and partnerships. The school regularly reviews the effectiveness of partnership programs and makes changes as needed to meet student needs. Partnerships are actively managed to streamline efforts and impact.	1: Somewhat Meets	● FLA administration has built a culture that leverages in-district and external partnerships to enhance student development. Many of the partnerships are around the IB model and methods to enhance PBL. ● Students benefit from the family and local contributions, including monetary, to expand programming and access to out of school learning opportunities. Partners and resources include bitWise Academy, internal mentoring, SNAP!, and counseling services. ● It is unclear whether students have equitable access to resources and partnerships. ● Some school staff connect individually with the community serving organizations to help students. ● No formal partnership outreach strategies or partner management strategies were discussed that align student needs to resources and support.

Element	At Highest Performing Schools	Rating	Discussion of Evidence
Conditions: *Sufficient school-level control over people, time, money and program to address the root causes of low performance to ensure all students can succeed.*	**Larger systems, structures, and practices (e.g. district, union, state, etc.) enable school-level control of conditions necessary to implement the plan and address the root causes of low performance** ● People ● Time ● Money ● Program The district recognizes that the school is the unit of improvement and allows for flexibility in the use of people, time, funding, and program so that the school can meet the needs of all students. Systems and structures are clear and aligned so that principals can focus on the success of all students. The district provides school leaders with the necessary support and ongoing capacity-building to achieve school priorities.	1: Somewhat Meets	● FLA has some flexibility to implement a signature school model and integrate the IB model. ● Although there is district support to hire staff, there is no longer an avenue for staff visa sponsorship, which for a dual-language school has been challenging. ● As a signature school, FLA has access to signature funds designated to implementation of the signature model, including program offerings and expansion efforts. ● The district offers professional development and mentorship for school leaders and staff, although this is not consistently aligned to individual school needs (e.g., signature school model). This impacts knowledge sharing from school leaders to school staff. ● Staff share that a constant shift in district leadership has impacted the messaging, distribution of priorities, and purpose of signature school models. Staff perceive a misalignment of school and district priorities which impedes the development of a sustainable signature school model.
	Sufficient school leader authority over conditions to implement the plan and address the root causes of low performance ● People ● Time ● Money ● Program The principal has the authority to create staff configurations and work assignments in alignment with the school's instructional model, design the right positions, and fill positions with the right people to do their most effective work. The principal has the	2: Mostly Meets	● Staff share that the school has received support to participate in national grant opportunities and professional development to implement the IB model. Staff also note that the school's higher performance allows the school somewhat more ability to navigate out of the norm in ventures and opportunities. ● Signature schools have the ability to use signature funds to support their model. ● There is school-level control over the daily schedule, which this year includes ample elective options and staffing, as well as scheduled PLCs. ● The principal has been able to utilize his school's model to identify specific staffing needs, including bilingual teachers, and has autonomy to make staff hiring decisions. Staff share

Conditions, continued.	authority to make changes to the school schedule such as PLCs, interventions, and/or other school-based professional development activities so that the school can meet the needs of all students. The principal has the authority to align the school's financial resources with school plan priorities. The principal has sufficient authority to shape teaching approaches and related services around the school's mission and the needs of all students.		that the district provides support in the posting and pre-screening of candidates, specifically for dual-language.. ● To ensure prioritization of staff development, staff share that school leaders have advocated for a decrease in the number of walkthroughs for the month of December and January, acknowledging the stress it brings to staff and the lack of effective feedback from these frequent visits. ● Although FLA is not able to adjust the start and end time for the school day, leaders have control over the allocation of class time and designated staff planning time, with the exception of flexible Wednesdays. ● As a signature school, FLA receives annual signature school funds to implement their model; the principal has the authority about how to use these funds. Some staff share that the school has autonomy in using budgetary funds to conduct school improvement efforts and meet student needs.
	Enrollment and Configuration School configuration and/or application and student enrollment processes enable equitable access to a complete feeder. Families have data and access to make informed choices regarding the school/program that best meets their students' needs and interests. Principals have the ability to recruit students to their school and recruitment processes are equitable. The district and school principal cultivate a distinct, consistent brand presence for the school, resulting in positive stakeholder perceptions.	2: Mostly Meets	● FLA stakeholders have positive perceptions about the school and its signature theme. Families and staff share an understanding of the signature school model at FLA and refer to the school as sought after for school-age children. Some families even moved to KCPS to enroll in a dual-language school. ● There is an understanding by many families that the school's model differs from that of other district schools and focuses on language immersion. ● Families have online access to district enrollment information and follow the district-wide application process. Although electronically accessible, the signature school application creates some barriers for families. There are some noted glitches in the application platform and timing constraints for working families: ○ Families share that the first-come-first-serve process leaves many unable to compete for their students. ○ The time frame when the application opens is not supportive of working families lacking internet access.

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| Conditions, continued. | | | ○ Applications cannot be paused and must be completed once opened. Staff do not name student recruitment as an area of concern. There has been a steady increase in overall student enrollment at the school, despite the language enrollment requirements. The school has an active district and social media page that keeps current and prospective families up to date on school happenings. Students who enroll at FLA prior to kindergarten do not need to have prior Spanish or Mandarin experience, unlike the 4th graders who have this as a prerequisite. Students at FLA follow the district's attendance policy and must adhere to ensure their continued enrollment at the school. Students in the upper grades report a desire and commitment to enroll in other signature schools such as Lincoln and Paseo. They share a belief that the signature school model will prepare them for secondary education and beyond. |

Element	At Highest Performing Schools	Rating	Discussion of Evidence
Leadership: Principal who can manage and communicate complexity while maintaining focus on the school's vision and key priorities.	**Stakeholder Investment and Mobilization** Principal effectively constructs and adapts communication and actions to inspire and invest diverse stakeholders in a clear, compelling, and inclusive vision for change. Staff receive timely and transparent updates on progress toward the vision. Staff understand the vision, their role in the vision, and rationale for changes. Principal builds a culture of collective responsibility for the success of every student by mobilizing and empowering teams that support and sustain the vision over time.	2: Mostly Meets	- Staff at FLA are invested in the language immersion model and see the educational benefits of the newly incorporated IB model in the lower grades. Many share the unique school model that first attracted them to the school. Families, like students, are also invested in the school model and actively participate in school gatherings and volunteer opportunities. - Communication is shared by the principal in various forms to convey updates, goal progression, attendance, and student performance data. Staff receive updates via Sunday emails, weekly Wednesday morning staff meetings, monthly ILT meetings, weekly attendance team meetings, and grade/content level PLCs. - The ILT has a significant role in the sharing and implementation of school priorities. The ILT is composed of lower and upper school staff who meet monthly to lead the

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Leadership, continued.			development of IB units of inquiry and review/refine the outcomes for each based on the standards. ● Although structured by the administration, the current ILT has not yet defined a method of information sharing to PLCs and school staff.
	Sustained Focus on Results Principal models and sets clear expectations for all staff, creating a culture of accountability for the learning of all students. Principal prioritizes efforts that advance progress of all students and school goals. Principal effectively advocates for the school needs with the district and reaches beyond the building to pursue needed resources and bring in best practices in order to meet the needs of all students.	2: Mostly Meets	● As a returning administrator, the principal has developed opportunities for external collaboration and increased student access to resources. There are fairs, attendance and academic field trips, and school gatherings where these partnerships are most prominent. ● 93% of surveyed staff share that the principals models and sets high expectations for all staff and that the school maintains a focus on goals and improvement efforts. ● The principal and administrative team utilize time during ILT and PLCs to align the school's IB priorities and district standards to define the most fitting instructional approach. ● The principal has utilized resources and practices such as the IB model to enhance the schools' commitment to student learning. Although IB is only accredited on the lower grades, there has been a conscious effort to obtain IB accreditation for the entire school and build a culture of collective responsibility. The priorities for middle school grades do not yet align with those of the elementary grades.
	Talent Management Principal works with the district to forecast staffing needs and recruit quality, diverse candidates. Principal implements formal and rigorous staff selection, hiring, and induction processes. Hiring and assignment processes match staff to specific positions based on skill. Positions have clear roles, responsibilities, and performance expectations that align with the school's mission and plan, and hold staff to the success of all students. All teachers receive accurate and specific feedback through the	2: Mostly Meets	● As a language immersion school, FLA has a particular set of guidelines to adequately fill staff positions. The principal has built a strong relationship with the HR team, resulting in a shared understanding of the schools' staffing needs and requirements. ● Since there has not been a high teacher turnover at the school in recent years, when an opening occurs, postings are quickly updated by HR using the district's TalendEd. The HR office has been supportive of the school's needs and attempts to screen candidates to fulfill the language and content requirements. ● The principal has been able to identify qualified staff and use an autonomous hiring process that includes a three-step

Leadership, continued.	evaluation process. Principal is intentional about retaining high-performing staff and designing and implementing staff succession plans.		process, including references, teaching samples/videos, and experience in the target language.
			● Teacher roles are defined and classified by grade, content, and target language. To meet IB requirements, incoming staff are trained and onboarded to the school and district's evaluation guidelines. Although roles are clearly outlined upon hire, there are some unnoted duties, such as assessment translations.
			● The staff at FLA follow the district's teacher observation schedule and online feedback process:
			  ○ First and second-year teachers are to be evaluated at least one time per semester by a designated administrator.
			  ○ The third and fourth year of service in the district shall be evaluated at least one time each school year
			● Staff who have been identified as high performers serve in leadership positions to share their knowledge and expand their work within the school. These educators are identified via the district's evaluation model. Teachers receive evaluative and nonevaluative feedback to understand their progress towards meeting the competencies.

	Resource Maximization Principal is adept at maximizing resources to meet the needs of all students and accomplish school goals. Principal demonstrates persistence, ingenuity, and resourcefulness in identifying untapped resources in the areas of time, money, programs, and partnerships. Those resources advance outcomes for every student.	3: Meets	● The administration at FLA has intentionally approached resource allocations to meet school needs and align with the school model. The principal has taken advantage of both state and national grant opportunities to bring exploratory resources to students. Funds are used to outsource teacher training for the IB program. In addition to teacher training, staff share that the school leverages community support to bring additional tutors into the school. ● 86% of staff share that the leadership is adept and creative at maximizing resources to meet the needs of all students and accomplish school goals. ● There is an internal budgeting process used by the principal to dedicate sufficient funds to the sustainability of elective courses and extracurricular activities. Students share having access to art, music, science, iSpark, physical education, dance, and theater. Students in the focus group appreciate

			having the freedom to select the elective of their choice and attribute their positive experience in school to these options.
			● The school benefits from access to culture building and celebratory activities. There is a great emphasis on student attendance and maintaining the school's 96% average, which is rewarded with field trips and in school activities.