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2022-23 Phase One: Continuous Improvement Diagnostic for Schools

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

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Maxwell Spanish Immersion Elem School

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.

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Please enter your name and date below to certify.
Matthew Spottswood 9-22-22

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2022-23 Phase One: Executive Summary for Schools

Maxwell Spanish Immersion Elem School
Matthew Spottswood
301 Woodland Ave
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United States of America

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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?

Maxwell Elementary-Escuela de Inmersión en Español is a partial immersion model. Half of the school day is spent in the target language (Spanish), and half of the school day in English. Instruction of Social Studies is integrated through language arts/reading instruction in both Spanish and English. Math concepts also are integrated into the other content-area subjects for additional reinforcement. The curriculum is developed to meet the needs of the students. Enrollment is open to incoming kindergarten and first graders.

There are four goals of the Partial Immersion Program:

- Functional proficiency in the second language, children are able to communicate in the target language on topics appropriate to their age level,
- Mastery of subject-content material of the district curriculum,
- Cross-cultural understanding, and
- Achievement in English language arts comparable to or surpassing achievement of students in English-only programs.

Maxwell has been a Spanish immersion magnet since 1990. In 2007, the Consulate of Spain accepted the program into its network of International Spanish Academies

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.

Maxwell Escuela de Inmersión en Español is a learning community committed to equity, proficiency for all, and Spanish language acquisition -- empowering students for success in a global society.

We embody this purpose by committing to continuous improvement and data-driven decision making. We offer rigorous course work aligned to state standards as well as offering Spanish literacy. We have a host cultural celebrations that help create a rich and culturally relevant education.

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Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

With the pandemic we have not had much in the way of new celebrations. That said, we are breathing life back into the traditions that make Maxwell special. We are having our Parade of Nations, Taste of Maxwell, monthly cultural celebrations, just a name a few.

Our primary areas for growth are in our Spanish language acquisition, and increasing math proficiency for all 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

Maxwell Spanish Immersion Elem School
Matthew Spottswood
301 Woodland Ave
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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.

Students are given progress monitoring and benchmark assessments at the beginning of the year to prioritize students who are behind grade level. We triangulate the data with previous scores to ensure that all data sets used are accurate. Our student support team meets weekly on Friday's to review students with a focus referral. We look at the referrals and assign interventions as needed to students who are not showing mastery at grade level standards. The results are reviewed in 6-week increments (some give depending on needs), to check the progress of the students receive additional services and depend on our next steps: move out of tier 2 or 3 or increase the supports depending on student progress. The school leadership team reviews data quarterly, the school SAT team reviews data weekly, and again a more comprehensive review each 6 weeks to check progress. The timeline is ongoing as students often move in and out tiered academic and behavioral services. We review classroom assessments, tier 2 and 3

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weekly probes, and all meetings are documented in our MTSS shared drive which is accessible to teachers, admin, support staff, and district administration for review.

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?

The previous plan was written before the onset of the global pandemic which caused tectonic shifts to public education for nearly 2 fully years. That along with the test being completely re-normed, configured, and how the results are reported the comparisons are not as cogent as it has been in years past. Our combined reading and math P/D was at 62.5% at the time the plan was written. Data from the 21-22 KSA has our combined reading and math scores at 54.5%.

Goals, strategies, and activities were all halted in the 2019-2020 as we shifted to virtual learning. And again goals, strategies, and activities were significantly impacted the 2020-2021 school year. The school continued to do the work which was written into the previous plan, but what that looked like changed significantly. PLC, MTSS, and collaborative learning were all still a focus, but execution of those initiatives were changed like never before.

The plan was successful in helping limit the learning and opportunities lost due to the pandemic. The focus of this plan will be to eliminate all excuses and lost learning.

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.

Our trends are similar to the data that was used to create the last CSIP. Our students of color, and our students from economically disadvantaged homes continue to score significantly lower than students not in those subgroups. Our % of students scoring P/D in reading has dropped from 69.4% to 58.0% since 2018-2019 school year and the % of students scoring P/D in math has dropped from 55.4% to 51.0% since 2018-2019 school year.

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

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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.

		All Students	White	Economically Disadvantaged	Compared to White	African American	Compared to White	Hi
Reading	Novice	17%	6%	35%	29%	27%	21%	31
	Apprentice	24%	16%	38%	22%	40%	24%	34
	Proficient	30%	34%	17%	-17%	27%	-7%	26
	Distinguished	29%	44%	11%	-33%	7%	-37%	8%
Math	Novice	26%	11%	51%	40%	40%	29%	46
	Apprentice	23%	19%	28%	9%	36%	17%	28
	Proficient	37%	46%	17%	-29%	22%	-24%	25
	Distinguished	14%	24%	4%	-20%	2%	-22%	2%
Science	Novice	13%	3%	32%	29%	10%	7%	24

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	Apprentice	57%	58%	63%	5%	70%	12%	62
	Proficient	23%	23%	5%	-18%	20%	-3%	14
	Distinguished	8%	8%	0%	-8%	0%	-8%	0%
Social Studies	Novice	25%	5%	51%	46%	37%	32%	53
	Apprentice	28%	26%	28%	2%	32%	6%	26
	Proficient	18%	26%	17%	-9%	16%	-10%	11
	Distinguished	29%	43%	4%	-39%	16%	-27%	11
Combined Writing	Novice	4%	0%	14%	14%	5%	5%	16
	Apprentice	39%	24%	67%	43%	63%	39%	37
	Proficient	47%	57%	19%	-38%	32%	-25%	47
	Distinguished	9%	19%	0%	-19%	0%	-19%	0%

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.

As the KSA data clearly suggests, students from economically disadvantaged homes, and our black and brown students score significantly lower than our white students

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and students from more affluent households. Math is scoring lower on average than our reading scores across all grade levels.

Reading: 6% of white students scored novice compared to 35% of economically disadvantage scored novice, and 40% of our African American students novice.

Math: 11% of white students scored novice compared to 51% of economically disadvantaged scoring novice, and 40% of our African Americans scored novice.

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.

Our math instruction suffered less loss than reading. % of students scoring P/D in math has dropped from 55.4% to 51.0% since 2018-2019 school year. To be noted we saw almost a 4% gain in mathematics from the 20/21 school year to the 21/22 school year. Our students went from 47.3%PD to 51.0% the next year. The focus on collaborative learning and authentic OTR's in math can be embodied into our reading instruction to help accelerate progress.

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?

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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.

Our focuses will be:

- PLC process to ensure high quality tier 1 instruction and balanced assessment.
- MTSS process to ensure just in time supports for students who have educational gaps.
- Collaborative engagement strategies to ensure we are engaging students in our gap sub-groups who score significantly lower than non gap students.
- CRTL strategies across all facets of the school to ensure we are meeting the needs of our marginalized stakeholders. CRTL is the lens in which we look through for all school practices. PBIS, parent involvement, instructional, everything.

ATTACHMENTS

Attachment Name

📄 Key Elements

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Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 Key Elements		• 7

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2022-23 Phase Two: School Assurances

Maxwell Spanish Immersion Elem School
Matthew Spottswood
301 Woodland Ave
Lexington, null, 40508

Table of Contents

2022-23 Phase Two: School Assurances
Introduction

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

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

○ Yes

○ No

● **N/A**

COMMENTS

Title 2 funds are only given to schools upon request. We have not requested any.

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

● **Yes**

○ No

○ N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family

engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

○ Yes

○ No

● **N/A**

COMMENTS

We don't receive Title 1 funds and as such are not a "Title 1 school"

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

○ Yes

○ No

● **N/A**

COMMENTS

We don't receive Title 1 funds and as such are not a "Title 1 school"

5. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2).

○ Yes

○ No

● **N/A**

COMMENTS

We don't receive Title 1 funds and as such are not a "Title 1 school"

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan undersection 1114(b), except that if a

school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

    ○ Yes

    ○ No

    ● **N/A**

COMMENTS

We don't receive Title 1 funds and as such are not a "Title 1 school"

7. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;
B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

    ○ Yes

    ○ No

    ● **N/A**

COMMENTS

We don't receive Title 1 funds and as such are not a "Title 1 school"

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

    ○ Yes

    ○ No

    ● **N/A**

COMMENTS

We don't receive Title 1 funds and as such are not a "Title 1 school"

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

○ Yes

○ No

● **N/A**

COMMENTS

We don't receive Title 1 funds and as such are not a "Title 1 school"

10. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

○ Yes

○ No

● **N/A**

COMMENTS

We don't receive Title 1 funds and as such are not a "Title 1 school"

11. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

○ Yes

○ No

● **N/A**

COMMENTS

We don't receive Title 1 funds and as such are not a "Title 1 school"

12. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

○ Yes

○ No

● **N/A**

COMMENTS

We don't receive Title 1 funds and as such are not a "Title 1 school"

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

○ Yes

○ No

● **N/A**

COMMENTS

We don't receive Title 1 funds and as such are not a "Title 1 school"

14. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

○ Yes

○ No

● **N/A**

COMMENTS

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Maxwell Spanish Immersion Elem School

We don't receive Title 1 funds and as such are not a "Title 1 school"

Title I Schoolwide Programs

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

○ Yes

○ No

● **N/A**

COMMENTS

We don't receive Title 1 funds and as such are not a "Title 1 school"

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

○ Yes

○ No

● **N/A**

COMMENTS

We don't receive Title 1 funds and as such are not a "Title 1 school"

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

○ Yes

○ No

● **N/A**

COMMENTS

We don't receive Title 1 funds and as such are not a "Title 1 school"

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

○ Yes

○ No

● **N/A**

COMMENTS

We don't receive Title 1 funds and as such are not a "Title 1 school"

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

○ Yes

○ No

● **N/A**

COMMENTS

We don't receive Title 1 funds and as such are not a "Title 1 school"

20. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

○ Yes

○ No

● **N/A**

COMMENTS

We don't receive Title 1 funds and as such are not a "Title 1 school"

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

○ Yes

○ No

● **N/A**

COMMENTS

We don't receive Title 1 funds and as such are not a "Title 1 school"

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

○ Yes

○ No

● **N/A**

COMMENTS

We don't receive Title 1 funds and as such are not a "Title 1 school"

Title I Targeted Assistance School Programs

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

○ Yes

○ No

● **N/A**

COMMENTS

We don't receive Title 1 funds and as such are not a "Title 1 school"

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

○ Yes

○ No

● **N/A**

COMMENTS

We don't receive Title 1 funds and as such are not a "Title 1 school"

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

○ Yes

○ No

● **N/A**

COMMENTS

We don't receive Title 1 funds and as such are not a "Title 1 school"

26. If the school is implementing a targeted assistance school program, the school

serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

○ Yes

○ No

● **N/A**

COMMENTS

We don't receive Title 1 funds and as such are not a "Title 1 school"

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

○ Yes

○ No

● **N/A**

COMMENTS

We don't receive Title 1 funds and as such are not a "Title 1 school"

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

○ Yes

○ No

● **N/A**

COMMENTS

We don't receive Title 1 funds and as such are not a "Title 1 school"

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

○ Yes

○ No

● **N/A**

COMMENTS

We don't receive Title 1 funds and as such are not a "Title 1 school"

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

○ Yes

○ No

● **N/A**

COMMENTS

We don't receive Title 1 funds and as such are not a "Title 1 school"

Schools Identified for Targeted Support and Improvement

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

○ Yes

○ No

● **N/A**

COMMENTS

We have not been identified for targeted support

32. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student

outcomes that also identified resource inequities to be addressed through implementation of such plan.

○ Yes

○ No

● **N/A**

COMMENTS

We have not been identified for targeted support

Attachment Summary

Attachment Name	Description	Associated Item(s)

Maxwell's 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

Comprehensive District Improvement Goals Science, Social Studies, and Combined Writing (by Spring 2025)
State Assessment

- Less than 21% Novice in Science
- Less than 23% Novice in Social Studies
- Greater than 45% P/D in Science
- Greater than 60% P/D in Social Studies
- Increase or decrease by 7% if already <21/23% N or >45/60% P/D
- Less than 10% Novice in Combined Writing
- Greater than 60% P/D in Combined Writing
- Increase or decrease by 7% if already <10% N or >60% P/D

State Assessment Results in Reading

- By 2025, Maxwell Elementary Escuela de Inmersión en Español will increase Reading proficient and distinguished level to 79% as measured by KSA. Current level is 59%.

State Assessment Results in Math

- By 2025, Maxwell Elementary Escuela de Inmersión en Español will increase Math proficient and distinguished level to 72% as measured by KSA. Current level is 51%.

State Assessment Results in Science

- By 2025, Maxwell Elementary Escuela de Inmersión en Español will increase Science proficient and distinguished level to 52% as measured by KSA. Current level is 31%.

State Assessment Results in Social Studies

- By 2025, Maxwell Elementary Escuela de Inmersión en Español will increase Social Studies proficient and distinguished level to 68% as measured by KSA. Current level is 47%.

State Assessment Results in Combined Writing

- By 2025, Maxwell Elementary Escuela de Inmersión en Españolwill increase Combined Writing proficient and distinguished level to 77% as measured by KSA. Current level is 56%.

English Learner Progress

- By 2025, Maxwell Elementary Escuela de Inmersión en Español will grow 100% of EL students by at least 0.5 in their composite score as measured by ACCESS.

Quality of School Climate and Safety

- By 2025, Maxwell Elementary Escuela de Inmersión en Español will increase the quality of school climate and safety index to % as measured by KSA. Current level is %.

Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023, Maxwell Elementary Escuela de Inmersión en Español will increase P/D in	By 2024, Maxwell Elementary Escuela de Inmersión en Español will increase P/D in	By 2025, Maxwell Elementary Escuela de Inmersión en Español will increase P/D in

Reading to 65%. By 2023, Maxwell Elementary Escuela de Inmersión en Español will increase P/D in Math to 58%.	Reading to 72%. By 2024, Maxwell Elementary Escuela de Inmersión en Español will increase P/D in Math to 65%.	Reading to 79%. By 2025, Maxwell Elementary Escuela de Inmersión en Español will increase P/D in Math to 72%.

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
By 2023, Maxwell Elementary Escuela de Inmersión en Español will increase P/D in Science to 38%. By 2023, Maxwell Elementary Escuela de Inmersión en Español will increase P/D in Social Studies to 54%. By 2023, Maxwell Elementary Escuela de Inmersión en Español will increase P/D in Combined Writing to 63%.	By 2024, Maxwell Elementary Escuela de Inmersión en Español will increase P/D in Science to 45%. By 2024, Maxwell Elementary Escuela de Inmersión en Español will increase P/D in Social Studies to 61%. By 2024, Maxwell Elementary Escuela de Inmersión en Español will increase P/D in Combined Writing to 70%.	By 2025, Maxwell Elementary Escuela de Inmersión en Español will increase P/D in Science to 52%. By 2025,Maxwell Elementary Escuela de Inmersión en Español will increase P/D in Social Studies to 68%. By 2025, Maxwell Elementary Escuela de Inmersión en Español will increase P/D in Combined Writing to 77%.

Achievement Gap Objectives		
Year 1	Year 2	Year 3
By 2023, Maxwell Elementary Escuela de Inmersión en Español will decrease novice in Reading to 13%. By 2023, Maxwell Elementary Escuela de Inmersión en Español will decrease novice in Math to 19%.	By 2024,Maxwell Elementary Escuela de Inmersión en Español will decrease novice in Reading to 9%. By 2024, Maxwell Elementary Escuela de Inmersión en Español will decrease novice in Math to 12%.	By 2025,Maxwell Elementary Escuela de Inmersión en Español will decrease novice in Reading to 5%. By 2025, Maxwell Elementary Escuela de Inmersión en Español will decrease novice in Math to 5%.

English Learner Progress Objectives		
Year 1	**Year 2**	**Year 3**
By 2023, Maxwell Elementary Escuela de Inmersión en Español will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is %.	By 2024, Maxwell Elementary Escuela de Inmersión en Español will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.	By 2025, Maxwell Elementary Escuela de Inmersión en Español will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.

Year 1 Focus Areas

Accelerated Learning: Maxwell will plan and implement cognitively engaging instruction to accelerate learning.				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 1	Utilize the district developed frameworks, based on the state standards leveraging the PLC implementation processes to plan for grade appropriate instruction, which is cognitively engaging.	MAP growth and other district and teacher created assessments.	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 2	Kagan structures and cooperative learning strategies to increase authentic engagement. Using whiteboards, and other platforms to increase the amount of OTR's all students are exposed to.	Walkthrough data Increases in students meeting MAP benchmarks	
Achievement Gap, Staff Support	KCWP 4	Utilize walkthrough data to inform coaching and actionable feedback with all instructional staff.	WT schedule with coaching sessions	

Achievement Gap, Staff Support		Modified instructional rounds to help model and train staff on best practices for engaging students from gap groups	Staff training videos and agendas from follow up meetings.	

Progress Monitoring

January, 2023:
March, 2023:
June, 2023:

PLC: Maxwell will utilize high functioning PLC's and use a PDSA model effectively to improve student learning.

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 3	Analyze student work (exemplars) aligned to essential standards to provide specific feedback to students and inform teaching, learning and assessment practices.	Student exemplars at PLC meetings. Agenda notes and shifts to instruction	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 2 & 4	Create an effective PLC guided by the PDSA model, include an aligned focus to the district strategic plan, and provide opportunities for coaching, professional learning and data analysis.	PLC monitoring/feedback form	
Achievement Gap, Staff Support	KCWP 3,4	Utilize data from formative assessments to be responsive to student needs and differentiate in tier 1 to support students from our gap groups. Intentionally tracking data for ALL subgroups including GT students	Professional learning agenda Site Visit Feedback form	
Achievement Gap, English Learner Progress	KCWP 5	Collaborate to identify and align curriculum and instructional supports to reduce the achievement gap.	Support team meeting documents and products	

Progress Monitoring

January, 2023:
March, 2023:
June, 2023:

Culture/Climate: All schools will provide systematic support to meet students' academic and social-emotional needs and foster a sense of belonging to include intentional family and community engagement.

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 5 & 6	Identify and provide opportunities for students/families to engage in culturally responsive and multilingual family literacy programs.	Annual school and family survey Attendance/ participation	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 5 & 6	Engage families in supporting their students' academic and career planning at home learning opportunities and Spanish resources.	Resource tracking tool STAMP assessment data School created resources pages	

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<tr><td colspan="5">January, 2023:
March, 2023:
June, 2023:</td></tr>
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Year 2 Focus Areas

Accelerated Learning: Maxwell will plan and implement cognitively engaging instruction to accelerate learning.

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Achievement Gap, English Learner Progress	KCWP 5	Collaborate and utilize identified gap data and aligned curriculum to differentiate supports to improve outcomes for ALL students.	Support team meeting documents and products	
Achievement Gap, Staff Support	KCWP 4	Utilize data to inform coaching and actionable feedback.	Data resources (i.e. walkthrough tool, subgroup data, universal screening	

			data, progress monitoring data)	
Achievement Gap, Staff Support	KCWP 2, 6	Utilize instructional rounds to help model and train staff on best practices for engaging students from gap groups	Staff training videos and agendas from follow up meetings.	

Progress Monitoring
January, 2024 March, 2024: June, 2024:

PLC: Maxwell will utilize high functioning PLC's and use a PDSA model effectively to improve student learning.				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 3	Continue to collect and use student learning data from common assessments to inform classroom instruction and curriculum decisions. Data from assessments will be collected and organized systematically by individual students and standard.	PLC products Grade level data spreadsheets and/or data from Formative Platform	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 3	Provide Teachers and support staff tools to analyze student work (exemplars) aligned to essential standards to provide specific feedback to students and inform teaching, learning and assessment practices.	Student work analysis protocols Curriculum pacing Common assessment data	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 4	Train on processes to integrate literacy and math standards across content areas; create varied methods of success criteria; formative assessment and interdisciplinary approach to analysis to adjust instructional strategies across multiple content areas.	Literacy integration - unit frameworks	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KWCP 1, 2	Create opportunities for vertical planning for grade levels teachers to help educators understand the origin of the standard, and where it is going.	Vertical planning documents Protected time in schedule to meet	

Progress Monitoring

January, 2024
March, 2024:
June, 2024:

Culture/Climate: All schools will provide systematic support to meet students' academic and social-emotional needs and foster a sense of belonging to include intentional family and community engagement.

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 5, 6	Identify and provide opportunities for students/families to engage in culturally responsible and multilingual family literacy programs.	Annual school/district family survey Attendance/ participation	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 5, 6	Engage families in supporting their students' academic and career planning at home learning opportunities and Spanish resources.	Resource tracking tool STAMP assessment data	
		Identify and increase opportunities for students to engage with business/industry partners.	Extended School Services plans and products	

Progress Monitoring

January, 2024
March, 2024:
June, 2024:

Year 3 Focus Areas

PLC: Maxwell will utilize high functioning PLC's and use a PDSA model effectively to improve student learning.

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source

Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 4	Create and maintain a monitoring system to ensure PLC practices minimally include: teaching and learning practices, assessment analysis processes, students' opportunities to respond to learning and becoming assessment capable learners.	PLC artifacts	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 4	Implement process for interdisciplinary PLC practices for utilizing integrated content within the unit frameworks to include clarity of teaching and learning practices, student self-assessment practices across multiple areas of learning.	PLC artifacts	

Progress Monitoring

January, 2025:
March, 2025:
June, 2025:

Accelerated Learning: Maxwell will plan and implement cognitively engaging instruction to accelerate learning.				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 4	Collaborate with teachers and support staff to develop the processes and tools needed to provide students with opportunities to monitor their own learning. These processes will include the implementation of student led conferences and exhibitions of learning.	Student monitoring tools and processes	
Achievement Gap, Staff Support	KCWP 4	Provide teacher leaders with professional learning in coaching practices. Develop a process and system for peer coaching focusing on the implementation of high yield instructional practices to meet the needs of all learners.	Peer coaching professional learning agendas Documentation of peer coaching	
Achievement Gap, Staff Support	KCWP 2,6	Create and utilize a monitoring system to ensure all teachers participate in instructional rounds to ensure the improvement of their instruction.	Instructional rounds monitoring system Documentation of instructional rounds	

Progress Monitoring

January, 2025:
March, 2025:
June, 2025:

Culture/Climate: All schools will provide systematic support to meet students' academic and social-emotional needs and foster a sense of belonging to include intentional family and community engagement.				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 5 & 6	Identify and provide opportunities for students/families to engage in culturally responsible and multilingual family literacy programs. Engage families in supporting their students' academic and career planning through Individual Learning Plans.	Annual school/district family survey Attendance/ participation	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Graduation Rate	KCWP 6	Increase opportunities to receive additional academic support (i.e. ESS, Summer Ignite, Spanish tutors, etc.) School administrators and teachers will evaluate existing programs to identify improvements and additional opportunities that need to be made. Support programs should have a clearly defined purpose, learning intentions and success criteria, evidence of success. Students served in the academic support programs should be monitored for progress and students' families should understand the purpose for the additional support.	Extended School Services plans and products Partnerships with local universities.	n/a

Progress Monitoring

January, 2025:
March, 2025:
June, 2025:

FCPS Professional Learning Plan 2023-2024
ENSURING A SHIFT IN PARADIGM FROM EVENT TO PROCESS
2022-2023 Phase 4
FCPS District Professional Learning Plan
High-Quality Professional Learning

School Name: Maxwell

District Mission
The mission of Fayette County Public Schools is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society.
School Mission: Maxwell Escuela de Inmersión en Español is a learning community committed to equity, proficiency for all, and Spanish language acquisition -- empowering students for success in a global society.
Focus Area 1: Accelerated Learning: As a Personalized Learning Magnet program, Maxwell will focus on accelerated learning to develop and implement standard-based instruction to accelerate learning through dual language Spanish instruction in the content areas of: math, science, art, music, and technology.
Focus Area 2: PLC: Maxwell will utilize high functioning PLC's and use a PDSA model effectively to improve student learning.
How do the identified top two focus areas requiring professional learning relate to district goals? Our two focus areas are directly related to priority areas: student achievement, highly effective and culturally responsive workforce, and organizational health and efficiency. **Strategic Plan Priority Areas are:** ● **Student Achievement** ● **Diversity, Equity, Inclusion and Belonging**

- **Highly Effective and Culturally Responsive Workforce**
- **Stakeholder Engagement and Outreach**
- **Organizational Health and Efficiency**

Describe Strategic Plan Priority Areas: By focusing on PLCs and Accelerated Learning, Maxwell will increase student achievement in all areas (reading, math, science, social studies, writing). In grade level Professional Learning Communities teachers will work to identify essential standards, create assessments aligned to the standards to measure student learning and create a plan based on data to support students who need additional time with the standard and create enrichment and extensions to deepen learning within the standard. With a focus on accelerated learning students will have deeper learning opportunities through differentiated work in both Spanish and English.

The Fayette County Public Schools CDIP goals include:
- **Reading**
- **Math**
- **Science**
- **Social Studies**
- **Combined Writing**
- **Achievement Gap**
- **English Learner Progress**
- **Post-secondary Readiness**
- **Graduation Rate.**

Describe CDIP alignment: The identified focus areas of PLCs and Accelerated Learning are aligned with the Fayette County Public Schools CDIP goals including Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, and English Learner Progress. In Professional Learning Communities teachers will identify essential standards for the year, create common formative and summative assessments aligned with the standard, and use data from assessments to create an individualized plan for students who have yet to met the standard expectations and a plan for students who have already met the standard expectation with enrichment or extension opportunities. Through Accelerated Learning, content teachers will differentiate for individual students to ensure that we are meeting the instructional needs of each of our diverse students.

Professional Learning Development Tools	
[FCPS Professional Learning Timeline Brief 2023-2024](#)	[FCPS Professional Learning Timeline 2023-2024 At-A-Glance](#)
[FCPS Logic Model](#)	[FCPS Monitoring and Evaluation Framework](#)
[Core Elements of a Professional Learning Plan](#)	

Focus Area 1

[Focus Area 1 Objectives](#) **Accelerated Learning for ALL Students: Deeper Learning in Language Acquisition**

Short-Term Changes: Knowledge

- Teachers and school administrators develop and create and design Spanish literacy frameworks and instructional design models, based on the state standards leveraging the immersion protocol processes to plan for grade appropriate instruction, which is cognitively engaging and accelerates language acquisition focused on foundational literacy of the Spanish language in primary grades.
- Teachers and school administrators learn strategies for differentiation.
- Teachers and school administrators develop an understanding for the teacher design process for Spanish literacy units congruent to the district unit frameworks for ELA.
- Teachers and school administrators develop an understanding of how to create Spanish literacy units congruent to district ELA frameworks. Implement the initial components of a systems approach to continuous improvement as the most efficient and effective way to improve student outcomes.

Long-Term Changes: Behavior

- Teachers will consistently utilize district-developed frameworks and instructional design models during PLCs to plan grade appropriate and cognitively engaging instruction.
- Teachers collaborate and utilize identified gap data and aligned curriculum to differentiate supports to improve outcomes for all students.
- Teachers use culturally responsive teaching as a framework for changing educational outcomes for multilingual learners and develop a climate in which all students' backgrounds, experiences, and cultures are honored, building a stronger and more diverse school community.
- Teachers use a systems approach to continuous improvement to improve student outcomes.

Focus Area 1 Intended Results

Student Outcomes:

- **By 2025, Maxwell Elementary Escuela de Inmersión en Español will increase Reading proficient and distinguished level to 79% as measured by KSA.**
- **By 2025, Maxwell Elementary Escuela de Inmersión en Español will increase Math proficient and distinguished level to 72% as measured by KSA.**
- **By 2025, Maxwell Elementary Escuela de Inmersión en Español will increase Science proficient and distinguished level to 52% as measured by KSA.**
- **By 2025, Maxwell Elementary Escuela de Inmersión en Español will increase Social Studies proficient and distinguished level to 68% as measured by KSA.**
- **By 2025, Maxwell Elementary Escuela de Inmersión en Españolwill increase Combined Writing proficient and distinguished level to 77% as measured by KSA.**
- **By 2025, Maxwell Elementary Escuela de Inmersión en Español will grow 100% of EL students by at least 0.5 in their composite score as measured by ACCESS.**

Educator Beliefs:

Educators believe in equity of access and opportunity. Educators believe that differentiated learning will help accelerate the academic growth, and language acquisition for all students.

Educator Practices: Educators utilize district-developed frameworks and instructional design models during PLCs to plan grade appropriate and cognitively engaging instruction.

Focus Area 1 Monitoring

What data will be considered and gathered?

- **MAP Growth Reports Fall-Winter, Fall-Spring**

- **District common formative assessments**
- **Teacher summative and formative data points**
- **KSA data**
- **Teacher walkthrough data**

Who is responsible for gathering data?

- **School administration**
- **Classroom teachers**
- **SBDM**
- **School leadership team**

How frequently will it be analyzed?

- **Data will be analyzed at different intervals depending on the type of data and how it can be used. KSA data will be used twice per year. MAP data analysis will be done quarterly and integrated into different times of the year in our PLC meetings. Formative data will be weekly in PLC meetings to monitor student growth of mastery toward the standards.**

Focus Area 1 Indicators of Success

- **Grade level teams consistently implement a system to connect the development of Spanish literacy frameworks to the district adopted frameworks to ensure congruency between literacy development.**
- **Grade level teams work with administration to develop a scope and sequence for foundational literacy that is congruent with district adopted unit frameworks.**
- **Intermediate teams work with administration and DLI staff to embed and integrate Science, Writing, and Spanish.**
- **Grade levels teams work to find organic opportunities for differentiation in the Math classroom without sacrificing Spanish language acquisition.**

Monitoring Each Student's Learning

- **The grade level team implements a system to identify level of mastery for all standards in English and Math.**
- **Spanish teachers work to develop formative assessments to more regularly assess Spanish language acquisition.**
- **Grade level teams will regularly examine both formative, and summative data to ensure goals are being met.**
- **Grade level teams implement a system for using evidence of student learning to determine the effectiveness of instructional strategies.**

- **The PLC team implements a system to develop exemplars of subjective tasks representing different levels of performance to standardize grading.**

Focus Area 1 Targeted Audience

The targeted audience is teachers, principals, assistant principal

Focus Area 1 Resources

Funding: Title II: request sent for leadership team training and alignment, Estrellitas Spanish Foundational Literacy Program, PD associated with the new program. Two teacher release days with subs to cover for staff to embed and align new program, and to embed science and writing into our Spanish instruction.

Focus Area 1 Ongoing Supports for Implementation

Continued co-planning on release days with the DLI staff to help with Spanish language acceleration and differentiation.

Focus Area 2

Focus Area 2 Objectives: Professional Learning Community

- ☐ **Short-Term Changes:**
- ☐ **Knowledge: Teachers and school administrators will develop an understanding of the Three PLC Big Ideas.**
- ☐ **Knowledge: Teachers and school administrators develop an understanding of the Four Critical PLC Questions.**
- ☐ **Knowledge: Teachers and school administrators will develop an understanding of the Professional Learning Communities at Work Continuum**
- ☐ **Long-Term Changes:**

- ☐ **Behavior: Teachers and school administrators will consistently apply their PLC knowledge and skills utilizing a PDSA model effectively to improve student learning.**
- ☐ **Skill: Teachers and school administrators will use the Professional Learning Communities at Work Continuum to assess and monitor PLC implementation and to scaffold toward sustainable implementation.**
- ☐ **Belief/Aspiration: Educators believe in working collaboratively and taking collective responsibility for the success of each student ensuring all students learn at high levels.**

Focus Area 2 Intended Results

Student Outcomes:

- By 2025, Maxwell Elementary Escuela de Inmersión en Español will increase Reading proficient and distinguished level to 79% as measured by KSA.
- By 2025, Maxwell Elementary Escuela de Inmersión en Español will increase Math proficient and distinguished level to 72% as measured by KSA.
- By 2025, Maxwell Elementary Escuela de Inmersión en Español will increase Science proficient and distinguished level to 52% as measured by KSA.
- By 2025, Maxwell Elementary Escuela de Inmersión en Español will increase Social Studies proficient and distinguished level to 68% as measured by KSA.
- By 2025, Maxwell Elementary Escuela de Inmersión en Españolwill increase Combined Writing proficient and distinguished level to 77% as measured by KSA.
- By 2025, Maxwell Elementary Escuela de Inmersión en Español will grow 100% of EL students by at least 0.5 in their composite score as measured by ACCESS.

Educator Beliefs:

- Educators believe in equity of access and opportunity.
- Educators believe the fundamental purpose of school is to ensure that all students learn at high levels (grade level or higher).
- Educators believe they must work collaboratively and take collective responsibility for the success of each student.
- Educators in a PLC believe in focusing on results-evidence of student learning.
- Educators believe a team can make better decisions, solve more complex problems, and do more to enhance creativity and build skills than individuals working alone.

Educator Practices:

- All certified teachers participate in a collaborative team.
- Collaborative teams meet at least weekly. Teams agree upon the meeting agenda and provide it for all members prior to the meeting.
- Collaborative teams establish norms, review the norms at the beginning of each meeting, and have a mechanism for holding team members for adhering to the norms.
- Collaborative teams create long-term and short-term SMART Goals and action plans based on students' needs that align with school and district goals. They will revisit their SMART Goals and reflect on the successes and revise practice as indicated by progress toward SMART Goals.
- Collaborative teams report progress made toward their goals to the building administrator(s) at least quarterly.
- Collaborative teams keep their work focused on the Three PLC Big Ideas and use the Four PLC Questions to guide their work.

- **Collaborative teams will move through the PLC Continuum and will self-assess their effectiveness and progress three to four times a year.**
- **Collaborative teams focus on improving the learning for all students.**
- **Collaborative teams will use district and school assessments as evidence of student learning.**
- **Collaborative teams provide their building administrators with access to their meeting agendas and minutes.**

Focus Area 2 Monitoring

What data will be considered and gathered?

- **PLC Continuum Self-Assessment**
- **PLC Agenda & minutes**
- **NSGR Reading Levels**
- **Common Formative and Summative assessments aligned to essential standards**
- **MAP (reading and math)**

Who is responsible for gathering data?

- **PLC Continuum Self-Assessment - teachers, admin team**
- **PLC Agenda & minutes - teachers, admin team**
- **NSGR Reading Levels - teachers**
- **Common Formative and Summative assessments aligned to essential standards - teachers, admin team**
- **MAP (reading and math) - teachers, admin team**

How frequently will it be analyzed?

- **PLC Continuum Self-Assessment - three times a year**
- **PLC Agenda & minutes. PDSA**
- **NSGR Reading Levels - will be monitored monthly from August to May**
- **Common Formative and Summative assessments aligned to essential standards - CFAs will be monitored 2-3 times per month, summative assessments will be monitored at the end of every unit (approximately every 6 weeks)**
- **MAP (reading and math) - three times a year: Fall, Winter, Spring**

Focus Area 2 Indicators of Success (Please describe in detail.)

- The PLC team consistently implements a system to work through curriculum materials to identify outcomes that are essential for students to learn.
- The PLC team consistently implements a system to work through curriculum materials to identify outcomes that are "nice to knows," but don't deserve priority attention.
- The PLC team consistently implements a system to write learning intentions and success criteria in language that everyone-teachers, parents, students, peers working in other grade levels-can understand.
- The PLC team consistently implements a system to develop teacher pacing guidelines that include tentative starting dates, ending dates, and dates for common assessments for each unit.
- The PLC team consistently implements a system to use the team's expertise to identify critical skills and work behaviors that students must master in order to be successful learners.
- The PLC team consistently implements a system for sharing two or three promising instructional strategies to each objective, skill, or work behavior we identify as essential.

Monitoring Each Student's Learning

- The PLC team implements a system to identify level of mastery before beginning to teach.
- The PLC team implements a system to develop common formative assessments for every essential outcome.
- The PLC team implements a system for organizing, reflecting on, and acting around common formative assessment data.
- The PLC team implements a system for using evidence of student learning to determine the effectiveness of instructional strategies.
- The PLC team implements a system to develop rubrics for proficiency scales that define different levels of performance on each essential outcome.
- The PLC team implements a system to develop exemplars of subjective tasks representing different levels of performance to standardize grading.
- The PLC team implements a system to utilize digital tools for assessing and reporting on student learning.

Focus Area 2 Targeted Audience The targeted audience is teachers, principal, assistant principal.

Focus Area 2 Resources

Staff: chiefs, directors, specialists, principal, assistant principals, teachers

Resources: FCPS PLC Framework, Learning by Doing: A Handbook for Professional Learning Communities at Work, Cultures Built to Last: Systemic PLCs at Work Professional Learning

Focus Area 2 Ongoing Supports for Implementation

Maxwell Elementary will receive support from the district office for ongoing supports including tools to expand opportunities for students to monitor their learning and for PLCs to monitor student growth and processes to integrate literacy standards across content areas; create varied approaches to creating and communicating success criteria; formative assessment, and interdisciplinary approach to analysis to adjust instructional strategies across multiple content areas.

Optional Extension