

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.

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



2022-23 Phase One: Executive Summary for
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2022-23 Phase One: Executive Summary for Schools

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

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.

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



2022-23 Phase Two: The Needs Assessment for
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2022-23 Phase Two: The Needs Assessment for Schools

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

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

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

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	H
Reading	Novice	17%	6%	35%	29%	27%	21%	3
	Apprentice	24%	16%	38%	22%	40%	24%	34
	Proficient	30%	34%	17%	-17%	27%	-7%	26
	Distinguished	29%	44%	11%	-33%	7%	-37%	89
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%	29
Science	Novice	13%	3%	32%	29%	10%	7%	24

	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

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?

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

Attachment Summary

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

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 Español will 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

<p>Reading to 65%.</p> <p>By 2023, Maxwell Elementary Escuela de Inmersión en Español will increase P/D in Math to 58%.</p>	<p>Reading to 72%.</p> <p>By 2024, Maxwell Elementary Escuela de Inmersión en Español will increase P/D in Math to 65%.</p>	<p>Reading to 79%.</p> <p>By 2025, Maxwell Elementary Escuela de Inmersión en Español will increase P/D in Math to 72%.</p>
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Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
<p>By 2023, Maxwell Elementary Escuela de Inmersión en Español will increase P/D in Science to 38%.</p> <p>By 2023, Maxwell Elementary Escuela de Inmersión en Español will increase P/D in Social Studies to 54%.</p> <p>By 2023, Maxwell Elementary Escuela de Inmersión en Español will increase P/D in Combined Writing to 63%.</p>	<p>By 2024, Maxwell Elementary Escuela de Inmersión en Español will increase P/D in Science to 45%.</p> <p>By 2024, Maxwell Elementary Escuela de Inmersión en Español will increase P/D in Social Studies to 61%.</p> <p>By 2024, Maxwell Elementary Escuela de Inmersión en Español will increase P/D in Combined Writing to 70%.</p>	<p>By 2025, Maxwell Elementary Escuela de Inmersión en Español will increase P/D in Science to 52%.</p> <p>By 2025, Maxwell Elementary Escuela de Inmersión en Español will increase P/D in Social Studies to 68%.</p> <p>By 2025, Maxwell Elementary Escuela de Inmersión en Español will increase P/D in Combined Writing to 77%.</p>

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

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.	
<u>Progress Monitoring</u>				
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	
<u>Progress Monitoring</u>				
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	

Progress Monitoring

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

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.	
<u>Progress Monitoring</u>				
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
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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	
<u>Progress Monitoring</u>				
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: