

## Comprehensive School Improvement Plan (CSIP)

### Needs Assessment: Priorities

- **PLC:** Maxwell will utilize high functioning PLC's and use a PDSA model effectively to improve student learning.
- **Accelerated Learning:** Maxwell will plan and implement cognitively engaging instruction to accelerate learning.
- **Culture/Climate:** Maxwell 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.

### Needs Assessment: Processes, Practices, or Conditions

Maxwell has shown steady improvements in all academic areas and with all subgroups, but we still show a disparity between students from disenfranchised groups. Maxwell's priorities are to maintain the growth for all students while continuing to close gaps between students from all subgroups.

### Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	<b>90.1</b>	<b>8.6</b>
State Assessment Results in science, social studies, and writing	<b>93.3</b>	<b>22</b>
English Learner Progress	<b>80.7</b>	<b>-9.1</b>
Quality of School Climate and Safety	<b>76</b>	<b>3.4</b>
Postsecondary Readiness - <i>High School only</i>	N/A	
Graduation Rate - <i>High School only</i>	N/A	

**1: State Assessment Results in Reading and Mathematics**

- **By October 2028 Maxwell Elementary will increase the Reading and Math combined status percentage from 90.1 to 95.1**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase reading proficiency to 76% as measured by the KSA assessment for students in grade 3-5	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.	We will use a balanced combination of assessment. Both formative and summative to measure student growth and progress towards goals.	School funding
Increase math proficiency to 68% as measured by the KSA assessment for students in grade 3-5	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.	Authentic student engagement and ownership of their own learning.	Walkthrough data Increases in students meeting MAP benchmarks	School funding

**2: State Assessment Results in Science, Social Studies, and Combined Writing**

- **By October 2028 Maxwell Elementary will increase the Sci/SS/Writing combined status percentage from 93.3 to 95.8**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>By October 2028 Maxwell Elementary will increase the Sci/SS/Writing combined status percentage from 93.3 to 95.8</b>	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.	We will use a balanced combination of assessment. Both formative and summative to measure student growth and progress towards goals.	School funding
	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.	Authentic student engagement and ownership of their own learning.	Walkthrough data Increases in students meeting MAP benchmarks	School funding

### 3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By May 2025 Maxwell reduce the percentage of students scoring Novice on the reading exam from economically disadvantaged homes from 22% to 17%.	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.	We will use a balanced combination of assessment. Both formative and summative to measure student growth and progress towards goals.	School funding
	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.	Authentic student engagement and ownership of their own learning.	Walkthrough data Increases in students meeting MAP benchmarks	School funding

### 4: English Learner Progress

- By April 2025, 80% of EL students will grow by at least .5 in their ACCESS composite score.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase collaboration between classroom and EL teachers.	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.	We will use a balanced combination of assessment. Both formative and summative to measure student growth and progress towards goals.	School funding
	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.	Authentic student engagement and ownership of their own learning.	Walkthrough data Increases in students meeting MAP benchmarks	School funding

**5: Quality of School Climate and Safety**

**By October 2025 Maxwell Elementary will increase the Quality of School Climate and Safety status from 76 to 81.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Create a more culturally responsive environment for students.	KCWP 6	Ensure that classrooms operate within the school's guidelines of cultural responsiveness and hold students to high expectations for appreciating and accepting diversity.	Reduction in ODR's	We will monitor both ODR's for students, but also DESSA scores between fall and spring.	
Classroom guidance lessons explicitly and intentionally planned to address a more inclusive environment for students.	KCWP 6	Ensure the effective implementation and monitoring of character education practices		We will monitor both ODR's for students, but also DESSA scores between fall and spring.	

**8: Family Engagement**

**By Feb 2025 Maxwell will demonstrate evidence of engaging families through a variety of strategies that enhance the academic and overall well-being of our students.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Form meaningful partnerships with parents to enhance learning for students.		Data Nights to review STAMP data	Parent attendance	We will monitor the number of parents who come to parent learning opportunities.	School funding
		Individual parent learning conferences 2 per year	percentage of parents who attend individual learning conferences	We will monitor the number of parents who come to parent learning conferences	School funding

**Approved by the school's SBDM council on 12-19-24**



2024-2025 Phase One: Executive Summary for  
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2024-2025 Phase One: Executive Summary for Schools

**Maxwell Spanish Immersion Elem School**

**Matthew Spottswood**

301 Woodland Ave  
Lexington, Kentucky, 40508  
United States of America

## 2024-2025 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 Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

We have a robust PTA that is very involved in the day to day operations at Maxwell. Also, our proximity to the University of Kentucky and Transylvania University has allowed us to increase partnerships with local universities to help us achieve our lofty goals.

We also have several local businesses as partners that help with student celebrations and also provide unique learning opportunities to enrich the education that we offer to our students.

### School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how

stakeholders are involved in its development.

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.

Last year Maxwell met or exceeded every goal or target given. We met the district goals for reading and math on both the Winter and Spring MAP assessment. We also moved from a Green school to a Blue school and made huge improvements in all areas, and with all subgroups. Our community partnerships and collaboration with parents also increased which had a positive outcome of student performance.

While we made significant progress we are still pushing ourselves to make continuous improvements, our main areas for growth are our Spanish language acquisition, and increasing math proficiency for all students.

### 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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2024-2025 Phase Two: The Needs Assessment for Schools

**Maxwell Spanish Immersion Elem School**

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## **2024-2025 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 they will address 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 as you conducted 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 were documented.

At the school level, 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 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.

These data sets and others, MAP progress and growth, KSA, common assessments etc. are reviewed by school committees for input on the school improvement plan.

All Maxwell teachers are a part of a school committee, and parents are openly invited to serve on committees. Also, the data sets mentioned above are also reviewed quarterly with the SBDM committee which is comprised of elected teachers and parents from our community at large.

Together and with input from individual departments, school leadership teams, teacher and parent committees, and the SBDM council we regularly review data and solicit input from all stakeholders to develop the needs of the school.

### 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?

Maxwell's goal by year two of the plan in reading was to increase 72% of students scoring P/D on the KSA reading assessment, and we are currently sitting at 71% P/D.

Maxwell's goal by year two of the plan in math was to increase 65% of students scoring P/D on the KSA reading assessment, and we are currently sitting at 63% P/D.

While we have made significant gains, we are still behind the ambitious goals we set.

MTSS data suggest that the 'PLC' goals have been successful in reducing the number of students needing tier 3 intervention services. This data coupled with the MAP growth suggest that goals have been working, and 'moving us in the right direction'; but we still have growth in our MTSS and PLC goals.

State KSA and MAP data suggest that our goals focused around 'Accelerated Learning' is also moving in the right direction. As an already high achieving school we moved from 84.6 composite score to 90.0 which highlights how we are accelerating learning for all students. We have also moved all disenfranchised sub groups into the green category, a true highlight for Maxwell this year.

Our school culture and climate is up as well, but not as much as the academic indicators. This data along with academic indicators will be used for updating school goals around culture and climate.

### Trends

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

### Example of Trends

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- The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.
  - From 2022 to 2024, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Reading P/D up 13% points from 58 to 71% P/D in first two years. Math P/D is up 12% from 51 P/D to 63% P/D in the first two years. Math P/D is up 33% from 31 P/D to 64% P/D in the first two years. Social Studies P/D is up 7% from 47 P/D to 54% P/D in the first two years. Math P/D is up 12% from 51 P/D to 63% P/D in the first two years. Math P/D is up 7% from 56P/D to 63% P/D in the first two years.

Academic and behavior trends are moving in the right direction.

### Current State

4. Describe in narrative form the current state 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. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
- Fifty-four percent of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

### Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2023-2024 academic year. 2022-2023 Impact survey data shows that 71% of staff feel like they belong at our school.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Despite growth in all areas and subgroups, African American, EL's, and Economically disadvantaged students remain our three lowest subgroups. We are confident the goals and school initiatives in the plan are moving the needle and helping ALL students have their best experience at Maxwell. With that said, the data suggests that no major shifts to the plan or goals needs to be made. Simply double down on the efforts that have moved the needle for all students; both academically and socially. We plan to use data driven processes to guide instruction through the PLC and MTSS process. We plan to continue to accelerate instruction through the use of our instructional practices. And, we plan to continue to offer systematic supports

for all student who need mental health supports to help all students feel like they are loved and belong at Maxwell.

AA-reading proficiency Green 62.7. EL-reading proficiency Yellow 61.7.  
Economically disadvantaged reading proficiency Green 69.2.

### Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

**NOTE:** You must thoroughly address these priorities in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

**Example:** Students in our gap groups are scoring significantly below all students. Sixty-eight percent of students in the achievement gapscored below proficiency on the Kentucky Summat 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.

Another concern is the adoption of a new reading and math curriculum. Planning for success in a DLI school is much different, and more difficult in traditional schools. We have to do more work, with less time. This major shift to our resources will take getting used to and intentional time and planning for successful implementation.

### Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how the school will utilize the strengths and leverages 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.

100% of our teachers have been formally trained on student engagement structures and our instructional 'best practices'. We have job embedded professional development, instructional rounds, and a fully committed community to excellence. The staff and student culture take away many of traditional school issues. Our collective efficacy is laser focused on our common beliefs and goals. The work is difficult, but the team is strong.

## 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 Results](#)

[KCWP 5: Design, Align and Deliver Support Processes](#)

[KCWP 6: Establish Learning Environment and Culture](#)

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 directly below.**

### **ATTACHMENTS**

#### **Attachment Name**

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 CSIP School Key Elements

8. After analyzing the Key Elements of your teaching and learning environment, which two or three 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:** The Comprehensive School Improvement Plan (CSIP) diagnostic and template must thoroughly address these.

See CSIP and updated yearly goals.



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2024-2025 Phase Two: School Assurances

**Maxwell Spanish Immersion Elem School**  
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## 2024-2025 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**

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 in a targeted assistance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and 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**

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children in a targeted assistance program, 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**

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**

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I. This includes the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b). 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**



7. The school provides parents of participating children in a targeted assistance program, 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**

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**

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**

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**

11. The school educates teachers, specialized instructional support personnel, principals, 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**

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**

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**

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**

Title I Schoolwide Programs

15. In 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**

16. In 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**

17. In 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**

18. In 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**

19. In 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**

20. In 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**

21. In 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**

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**

### Title I Targeted Assistance School Programs

23. In 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**

24. In 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**

25. In 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**

26. In 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**

27. In 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**

28. In 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**

29. In 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**

30. In 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**

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement in the previous year, 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**

32. If identified this school year for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school will develop and implement a plan to improve student outcomes that, among other items, is informed by all indicators, including student performance against long-term goals; includes evidence-based interventions; and, is approved by local leadership. For reference, “evidence-based” is defined in ESSA Section 8101(21).

Yes

No

**N/A**

**COMMENTS**

33. If identified in the previous year 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**

34. If identified this school year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school will develop and implement a plan to improve student outcomes that also identifies resource inequities to be addressed through implementation of such plan.

Yes

No

**N/A**

**COMMENTS**

**FCPS Professional Learning Plan 2024-2025**  
*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 meet 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 Español will 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 Español will 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 know,” 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

PL Learning dates for 24-25 school year: *(draft and may change due to school and staff needs)*

- August 5th: School-based training. Compliance and HR trainings
- August 6th: Convocation at Rupp Arena
- August 7th: School-based training. PLC, MTSS, and effective data usage to drive real time instruction
- August 8th: Specific professional learning provided by district at 'Hubs'
- August 9th: School-based training. Break out sessions: PBIS executive functioning skills, Language/Content instruction, Instructional Focuses
- August 12th: Time in classrooms
- August 13th: Time in classrooms
- January 6th: School-based training. Acceleration through language learning. PBIS refresher

- March 14: Flex PD day.