



Comprehensive School Improvement Plan

Maxwell Spanish Immersion Elem School
Fayette County

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Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.</p> <p>**The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA).</p> <p>Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.		School Equity Diagnostic

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

Maxwell has many areas of strength and is unique due to the fact that our school is a Spanish Immersion school. In addition to learning content at high levels, students exit our program with the foundation to be bilingual, biliterate and bicultural. We also have a school-wide focus on instruction, assessment and fostering 21st Century Learner Skills.

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

Barriers that have been identified are foundational literacy skills including vocabulary and comprehension which impact access to tier 1 curriculum for our students receiving Special Education and ELL services. When compared to Caucasian students at Maxwell the percent of African American students reaching proficiency in Mathematics at Maxwell is considerably lower. Summative assessment data shows mastery of basic math and reading skills for African American students. Application of skills and the ability to communicate depth of knowledge in writing are the identified barriers. Though Maxwell has a lower percent of African American students in the Novice category in reading and math than the state and district averages our staff and council have committed to reallocating resources and designing Professional Development to reduce barriers that impact mastery of standards for all of the aforementioned sub group populations in reading and mathematics.

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Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover. ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		School Equity Goals

Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

Increase the average combined reading and math KPREP scores for Maxwell Elementary from 69.6% to 75.1 in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-prep scores for Maxwell students from 69.6% to 75.1% by 05/26/2017 as measured by K-Prep.

Strategy1:

Teacher Training/Common Assessment Development and Analysis - Teachers will design, administer and analyze data from KPREP-like common assessments after each Unit of Study.

Category: Continuous Improvement

Research Cited: Improving Student Learning One Teacher at a Time Jane E. Pollock

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Activity - Designing Common Assessmnts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After Professional Development over standards-based common assessments teachers will use common planning time and release days to design summative unit assessments and proficiency criteria.	Professional Learning	09/07/2015	05/06/2016	\$0 - No Funding Required	Principal, Classroom Teachers, TPGES Coach

Activity - Common Assessment Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administration will analyze common assessment data to determine which students need additional instruction in order to master content per summative unit assessment data.	Professional Learning Academic Support Program	01/12/2015	12/16/2016	\$0 - No Funding Required	Principal, Teachers, PGES Coach

Activity - Monitoring of Implentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TPGES observations and classroom walk though data will be used to monitor implementation of lesson plans and differentiation of reading and math instruction based on student achievement data.	Policy and Process	01/05/2015	05/31/2016	\$0 - No Funding Required	Principal and TPGES Coach

Strategy2:

Teacher Training/Reading and Math - Teachers will participate in Professional Learning Communities to deepen their understanding of reading and math strategies and how to differentiate tier 1 instruction in these content areas.

Category: Professional Learning & Support

Research Cited: Cultures Built to Last- Systemic PLCs at Work- Richard Dufour and Michael Fullan, The Forgotten Tier-A Practical Guide for Building a Data-Driven Tier 1 Instructional Process by Joanne Klepeis Allain and Nancy Chapel Eberhardt;

Teaching Mathematics Today by Shelly Frei; Shell Education. Huntington Beach, CA (2008).

Activity - Data Analysis and Differentiating Instruction to Match Students' Needs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn how to administer and analyze FAST Adaptive assessments and FAST CBM assessments in reading and Math in order to determine accessibility of grade level Common Core Standards. Data will provide teachers with information and administration will lead PLC teams through the process of identifying strategies to differentiate Tier 1 instruction. CBM assessment training and data analysis will provide teachers with specific reading and math skill strengths and areas for growth so the need for acceleration of tier 2/tier 3 services can be designed for all students.	Professional Learning	08/13/2015	05/27/2016	\$0 - No Funding Required	School administration and MTSS lead teacher, classroom teachers and Intervention teachers.

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Activity - Lesson Development and Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design and implement lesson that are aligned to students needs based on FAST adaptive and CBM assessment data. Plans will include high yield strategies, instructional practices and assessment to measure students progress toward individual growth targets and mastery of grade level standards	Professional Learning Academic Support Program	09/07/2015	05/31/2016	\$0 - No Funding Required	Principal, Teachers, PGES Coach

Goal 2:

Decrease the number of novice students per combined reading and math proficiency ratings for all students from 28 in 2015 to 15 in 2017.

Measurable Objective 1:

collaborate to decrease the number of students scoring novice in reading and math proficiency ratings for all students from 28 in 2015 to 15 in 2017 by 05/26/2017 as measured by KPREP assessment data..

Strategy1:

Gap Analysis Data Dissemination - Summative assessment data (KPREP data, Unit Assessments and FAST data) will be disaggregated by sub-group populations and shared with grade level teams, faculty, and SBDM Council.

Category: Stakeholder Engagement

Research Cited: Using Data to Close the Achievement Gap- How to Measure Equity in Our Schools- Ruth. S Johnson

Activity - Data Analysis Tool	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and staff will research tools for data disaggregation. This tool will be used to communicate achievement and progress of gap students.	Academic Support Program	08/31/2015	05/31/2016	\$0 - No Funding Required	Principal

Activity - Sharing Gap Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data will be shared three times per year with SBDM Council and whole staff. Results will be analyzed to determine progress of each sub-group population and results of improvement efforts will be communicated with stakeholder groups.	Academic Support Program	01/05/2015	05/31/2016	\$0 - No Funding Required	Principal, SBDM Council

Strategy2:

Multi-Tiered Systems of Support - Multi-tiered systems of support will be provided for all students based on FCPS MTSS Handbook requirements and protocols. These supports and procedures ensure all students are met at their point of need and accelerates closing achievement gaps.

Category: Continuous Improvement

Research Cited: Pyramid Response to Intervention- RTI- Professional Learning Communities and How to Respond When Kids Don't Learn; RTI for Diverse Learners- Catherine Collier

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Activity - Tier Three Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Non-duplicated gap students scoring novice will receive additional support, weekly, using tier 3 strategies. This service will be provided by a teacher with whom the student has a positive previous relationship and has expertise in the student's area of need. The focus of the instructional sessions will be tutoring to the core.	Academic Support Program	11/02/2015	04/22/2016	\$60000 - State Funds	Principal, Teachers, Interventionists, PGES Coach

Activity - Tier One Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Before each unit of study teachers will administer standards based pre-assessments to determine what students in non-duplicated gap populations already know about the content to be taught, identify misconceptions and determine specific content vocabulary necessary to assess standards in Tier 1 instruction.	Academic Support Program	12/01/2015	04/28/2017	\$0 - No Funding Required	Principal, PGES Coach and teachers

Activity - Tier Two Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Non- duplicated gap students whose KPREP scores or performance on pre-assessment data indicate that they need additional support to reach proficiency will receive tier 2 strategies to pre-teach vocabulary and progress monitor comprehension of content.	Academic Support Program	01/04/2016	05/31/2016	\$60000 - State Funds	Principal, Teachers, Interventionists and PGES Coach

Goal 3:

Achievement gaps will systematically and substantially decrease over time.

Measurable Objective 1:

100% of Students with Disabilities students will demonstrate a proficiency in fluency, decoding and comprehension in Reading by 04/21/2017 as measured by reviewing progress monitoring data through FAST CBM data..

Strategy1:

Co-Teaching - Teachers will research and implement co-teaching strategies.

Category: Professional Learning & Support

Research Cited: Co-Teach Building and Sustaining Effective Classroom Partnerships in Effective Schools- Marilyn Friend

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building Leadership will provide Professional Development in a train the trainer model after each District Special Education PLN Session.	Professional Learning Academic Support Program	10/14/2015	05/26/2017	\$1000 - School Council Funds	District Special Education Team, PGES Coach and ACC Compliance Coach

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Measurable Objective 2:

A 12% increase of Students with Disabilities students will demonstrate a proficiency Math and in Reading by 05/26/2017 as measured by KPREP assessment data..

Strategy1:

MTSS - Students receiving specially designed instruction will also receive small group instruction providing differentiation of Tier 1 content.

Category: Continuous Improvement

Research Cited: This program uses direct instruction, academic vocabulary and immediate feedback which are key components of instruction that need to be addressed while providing instruction to economically disadvantaged students. Conna Walker Tleson- Closing the Rtl Gap, Why Poverty and Culture Count.

Activity - MTSS PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers will participate in weekly PLNs with grade level teachers to review IEP objectives and ensure congruent strategies and content is being taught in Tier 1 and Resource.	Professional Learning	09/21/2015	05/19/2017	\$800 - General Fund	Principal, PGES Coach and Teachers

Goal 4:

By 2020, Maxwell Elementary School will employ professional staff that reflects the diversity of students served by Fayette County Public Schools.

Measurable Objective 1:

collaborate to identify methods for increasing the percentage of minority professional staff that reflects the diversity of students served by Fayette County Schools. by 05/31/2016 as measured by staffing reports generated by Human Resources..

Strategy1:

Communication - Maxwell administration will request a list of minority candidates for vacancies.

Category: Human Capital Management

Research Cited: The Presence and Performance of Teachers of Color in the Profession

(Gay, et. al., 2003)

Recruiting Teachers of Color: A 50-State Survey of State Policies

; (Education Commission of the States, 2003)

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Activity - Minority Hiring List Request and Dissemination	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
When vacancies arise the school principal will send an email request to Human Resources and the district Minority Recruiter to generate a list of minority candidates who are qualified for the open position. Candidates meeting the criteria will be contacted and information will be shared with SBDM Council	Recruitment and Retention	06/15/2015	07/28/2017	\$0 - No Funding Required	School Principal, Human Resources Staff and the FCPS Minority recruiter

Strategy2:

Minority Hiring - Through participating in district interviews, using Appltrack, seeking candidates using the FCPS minority recruiter and contacting local universities to identify highly qualified minority applicants, Maxwell will be able to recruit and employ a more diverse staff.

Category: Human Capital Management

Research Cited: The Presence and Performance of Teachers of

Color in the Profession

(Gay, et. al., 2003)

Recruiting Teachers of Color: A 50-State Survey of

State Policies

; (Education Commission of the

States, 2003)

Activity - Collaboration with Human Resources and Pre-service Institutions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Maxwell administration participate in all district minority recruitment efforts and work with the University of Kentucky College of education to identify and future teachers.	Recruitment and Retention	07/20/2015	05/31/2016	\$0 - No Funding Required	School principal and SBDM members.

Activity - Inclusive Interviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and teachers from diverse backgrounds will participate in the interview process.	Community Engagement	08/03/2015	08/05/2016	\$0 - Other	Maxwell SBDM Council, staff and administration.

Goal 5:

Program Review- Maxwell Elementary will increase Distinguished Ratings in each Program Review; Writing, Arts and Humanities, PLCS and Primary to Proficient ratings.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to demonstrate characteristics associated with the criteria in the distinguished cell in Writing by 04/29/2016 as measured by an increase in Writing Program Review scores.

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Strategy1:

Writing Professional Development - Our building writing leader will identify professional development needs based on Program Review information and KPREP results. She will train staff to enhance knowledge of writing strategies and best practices.

Category: Professional Learning & Support

Research Cited: Amy Gillespie and Sarah Graham's research on evidence based best practices for teaching writing

Activity - Monthly Share Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and the Program Review Writing Lead will share best practices in writing in teacher share session on the fourth Tuesday of each month.	Professional Learning	09/22/2015	05/24/2016	\$0 - No Funding Required	Administration and Writing Leader

Measurable Objective 2:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to demonstrate characteristics of students that match the distinguished cell of the rubric. in Health/Physical Education by 04/24/2015 as measured by the PLCS Program Review score.

Strategy1:

PLCS PD - Our Guidance Counselor and PE teacher will attend Professional Development then share learned information with all staff in a train the trainer model.

Category: Professional Learning & Support

Research Cited: Research on Professional Development

Activity - Unit Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCS content teachers will share information with classroom teachers and use classroom teachers social studies and literacy long range plans to make intentional connections to PLCS content during unit development. This will address and enhance our instructional program in the categories of Curriculum and Instruction and Professional development.	Professional Learning	08/03/2015	06/24/2016	\$0 - No Funding Required	Guidance Counselor, PE teacher and district PLCS content leaders.

Measurable Objective 3:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a behavior display characteristics of distinguished per rubric criteria. in Art & Humanities by 04/28/2017 as measured by Program Review Data.

Strategy1:

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Professional Development - Arts and Humanities teachers will engage in professional development and share information with classroom teachers to increase integration of Arts and Humanities standards across the curriculum.

Category:

Research Cited: Impact of Professional Development on Student Achievement research

Activity - Arts and Humanities PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Arts and Humanities teachers will attend monthly trainings in their content area and share information to help teachers integrate standards across content areas. Arts and Humanities teachers will also utilize classroom teachers long range plans to integrate social studies and literacy content into their classrooms.	Professional Learning	07/13/2015	04/22/2016	\$0 - No Funding Required	District resource specialists, Arts and Humanities teachers and classroom teacher

Measurable Objective 4:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior ,master Arts and Humanities content, through teacher use of formative and summative assessments. in Art & Humanities by 04/22/2016 as measured by formative and summative assessment data and Program Review Standard 2 scores..

Strategy1:

Assessment development and analysis - Teacher will develop, administer and analyze formative and summative assessments to measure student mastery of Arts and Humanities content.

Category: Continuous Improvement

Research Cited: Formative and Summative assessment research

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Arts and Humanities teachers will collaborate to develop, administer and analyze formative assessments after each unit of study. These results will drive instruction.	Other	10/12/2015	04/22/2016	\$0 - No Funding Required	Arts and Humanities teacher and PSA

Measurable Objective 5:

100% of Kindergarten, First, Second and Third grade students will collaborate to increase the overall K-3 Primary Program review score from 9.0 to 10.0 in English Language Arts by 05/23/2014 as measured by an increase in the K-3 Primary Program Review score.

Strategy1:

MTSS at the Primary Level Training - Primary teachers will have training over effective instruction in all three instructional tiers to ensure students are learning at their point of need and continuous progress is monitored.

Category:

Research Cited: Fountas and Pinnell Early Literacy Research and the research of the National Reading Panel.

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Activity - Tiers 1, 2 and 3 at the Primay Level Professional Development Module	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using the Fayette County MTSS Handbook and the Primary Program Review Rubric as primary resources Maxwell staff will identify professional development needs to enhance our Primary Program.	Professional Learning	01/06/2014	05/29/2015	\$0 - No Funding Required	Principal and SPS team members.

Phase I - The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

All staff and community who serve as part of committees are part of the improvement plan process. We are committed to continuous improvement at Maxwell and the CSIP is the product of our data analysis and response to student achievement data. Individual student progress s discussed in grade level meeting weekly. All staff is involved in analysis of progress monitoring of student growth goals and standards based assessments in grade level PLNs. Teams develop needs assessments and plans. School wide-goals and targets are determined by patterns of need that span grade levels. Student achievement data and team recommendations for changes to instructional plannings and resources are discussed monthly at SBDM and resources are allocated. Each SBDM committee; student engagement, parent engagement, community engagement and student achievement are given charges by SBDM so they can problem solve barriers to learning or engagement and present solutions to council. After KPREP data is released SBDM council and stakeholders use this information or determine whether efforts impacted proficiency and whether data shared through multiple assessments were predictive of students' growth and performance on KPREP. All stakeholders are asked to serve on committees and invited electronically, through fliers and at Orientation and Family Nights. We have parent/community representation on each committee. In addition to training over roles and responsibilities of Council and Committee members being presented meeting times and dates are set to increase parental involvement.

Relationship Building

Overall Rating: 2.29

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	Relationships with parents of new and ESL students are informal, occasional or accidental, and information is provided if requested.	Apprentice

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents are invited to attend school activities related to their own child and are encouraged to attend parent teacher conferences.	Apprentice

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

Communications

Overall Rating: 3.14

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences).	Proficient

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

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	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

Decision Making

Overall Rating: 2.71

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	All stakeholders are provided with multiple opportunities to learn about the decision-making process and to participate at all levels including professional learning communities, school council, and its committees.	Distinguished

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials, setting convenient meeting times, seeking wide parent input. At least 40% of parents vote in SBDM parent election.	Proficient

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement action items imbedded in a few components. They are usually not measurable, have little to no funding, and consistent implementation and impact checking is not done.	Novice

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work.	Proficient

Advocacy

Overall Rating: 2.83

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students' academic goals and learning needs.	Proficient

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that they are invited to attend meetings to discuss Individual Education Plans, Individual Learning Plans, 504 plans and/or intervention strategies.	Apprentice

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.	Distinguished

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

Overall Rating: 2.0

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	School provides one open house a year and offers some written materials about: • Kentucky standards and expectations for all students. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees.	Novice

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.	Distinguished

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits some student work with scoring guide and proficient level work.	Apprentice

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers some information to parents to learn how to support their child's learning.	Novice

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

Community Partnerships

Overall Rating: 2.33

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership rarely invites employers to support adult participation in education.	Novice

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up).	Proficient

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

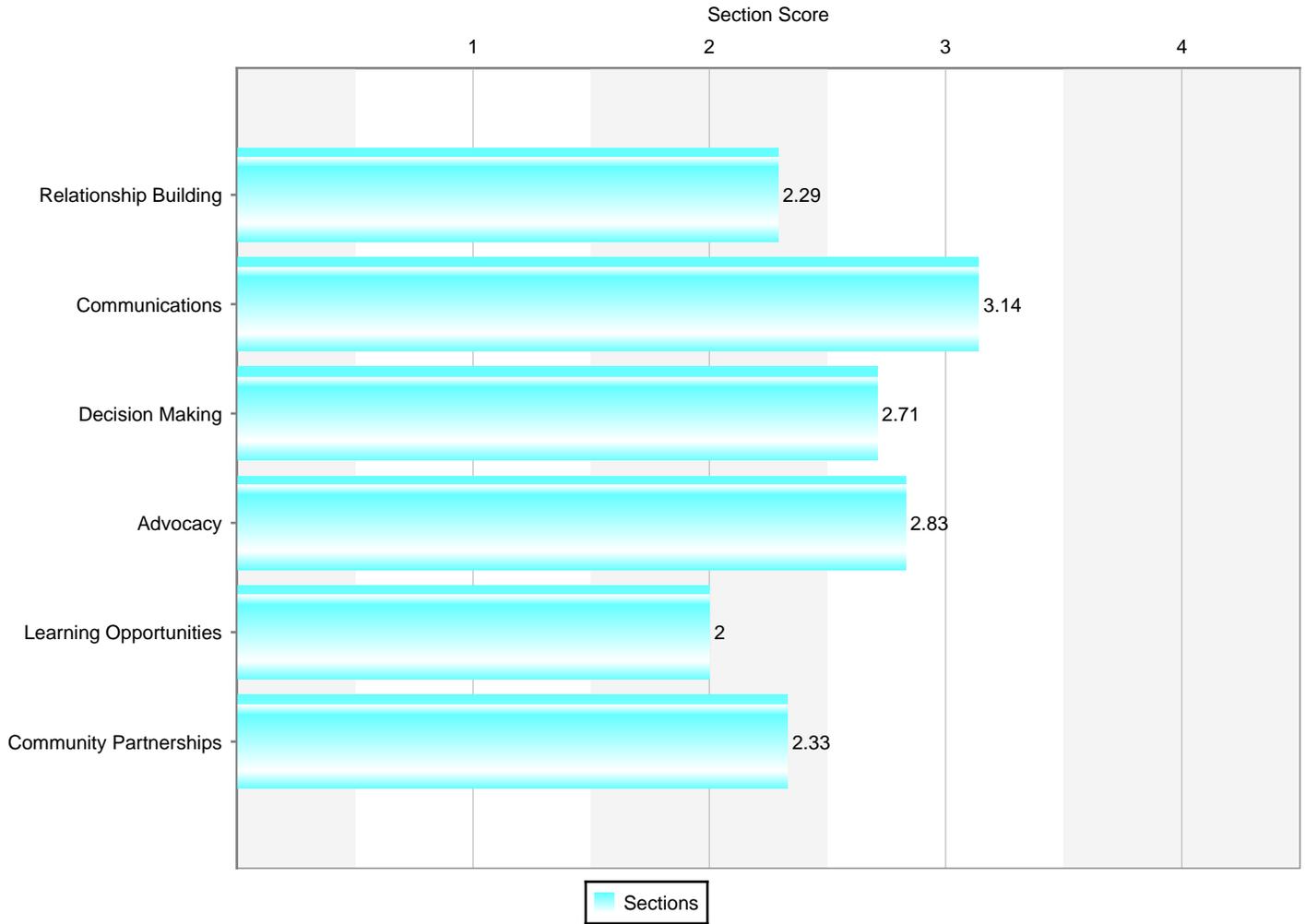
Reflection

Reflect upon your responses to each of the Missing Piece objectives.

Overall we need to work at the school leadership level on ways to increase two-way communication with agencies that can assist students and families with external learning activities. In addition, many of the Missing Piece exemplars revolve around district and school coordinated services. Maxwell is not allocated a Family Resource Center or a Social Worker from the district so communication from the district is limited. We will continue to advocate for Maxwell to be staffed with a Family Resource contact and a Social Worker so there is a staff dedicated to securing community and business resources for our families and students.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

All staff and community who serve as part of committees are part of the improvement plan process. We are committed to continuous improvement at Maxwell and the CSIP is the product of our data analysis and response to student achievement data. Individual student progress is discussed in grade level meeting, weekly. All staff is involved in analysis of progress monitoring of student growth goals and standards based assessments in grade level PLNs. Teams develop needs assessments and plans. School wide-goals and targets are determined by patterns of need that span grade levels. Student achievement data and team recommendations for changes to instructional plans and resources are discussed monthly at SBDM and resources are allocated. Each SBDM committee are given charges by SBDM so they can problem solve barriers to learning or engagement and present solutions to council. After KPREP data is released, SBDM council and stakeholders use this information to determine whether efforts impacted proficiency and whether data shared through multiple assessments were predictive of students' growth and performance on KPREP. All stakeholders are asked to serve on committees and invited electronically, through fliers and at Orientation and Family Nights. We have parent/community representation on each committee. In addition to training over roles and responsibilities of Council and Committee members being presented meeting times and dates are set to increase parental involvement.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Administration, staff, parents, community members and district personnel participate in the data review and planning process. When external expertise is needed ad-hock committees are developed and external resources are sought to problem solve and make recommendations to committees or SBDM council.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

Goals and activities are identified after data analysis and SBDM gathers information and problem solves during September, October and November. Potential solutions to reducing barriers to decrease novice and increase proficiency are generated and formalized through weekly PLN meetings, faculty meetings and professional development bi-weekly. CSIP components are generated and reviewed at SBDM meetings in October and November and a final draft is presented to staff and SBDM council for approval the first week of December. After council approval, it is sent to the district for approval. Each month, implementation and impact are reviewed through looking at a variety of assessment data sources and having teachers and parents share feedback from the groups they represent at council meetings.

Phase I - Needs Assessment

Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?
What does the data/information not tell you?**

Maxwell administration, staff and SBDM council look regularly at formative and summative assessment data to determine whether current instructional resources and practices are resulting in proficiency and growth for all students. The information does not tell us specifically what changes to make to programming or allocation of human resources. However, through PLN and SPS discussions we can use the data to make a hypothesis as to barriers and changes that need to be made and design a plan to change services to students based on their needs.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

Areas of strengths include reduction in the number of students performing at the novice level and an increase in students reaching proficiency who qualify for free and reduced lunch. This was a goal targeted by SBDM through previous plans and systemically implementing and monitoring MTSS has yielded positive results. We are in the initial stages of implementing PLCs so there is gradual release of decision making being facilitated by administration and decisions are made for changes to student support at the grade level.

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

We need to reevaluate support structures for African American students in the areas of Math and Reading. Though there has been an increase in students reaching proficiency and foundational skills are no longer the primary deficit we need to research strategies and programs that will yield results on standards-based assessments. We also need to evaluate current supports provided for student receiving ELL service and Specially Designed instruction to reduce the number of novice students in these gap groups. This has been the primary focus of our PLCs and time has been dedicated so ELL and Special education teachers have common planning and are provided with tier 1 lesson plans so services are aligned.

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

The next steps for addressing these areas of concern are to provide professional development on strategies that work with students with disabilities and students where culturally responsive teacher strategies are essential. Novice students have been identified, current levels of performance and deficits have been specified and communicated and supports have been put in place. Progress monitoring data will determine whether our interventions and strategies are resulting in student growth and proficiency or whether service changes need to be made.

Plan for Comprehensive School Improvement Plan 16-17

Overview

Plan Name

Plan for Comprehensive School Improvement Plan 16-17

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined reading and math KPREP scores for Maxwell Elementary from 69.6% to 75.1 in 2020	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$0
2	Decrease the number of novice students per combined reading and math proficiency ratings for all students from 28 in 2016 to 15 in 2020	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$120000
3	Achievement gaps will systematically and substantially decrease over time.	Objectives: 2 Strategies: 2 Activities: 2	Academic	\$1800
4	By 2020, Maxwell Elementary School will employ professional staff that reflects the diversity of students served by Fayette County Public Schools.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$0
5	Program Review - Maxwell Elementary will increase Distinguished Ratings in each Program Review; Writing, Visual Arts and Performing, PLCS, Primary and Worl Language to Proficient ratings.	Objectives: 2 Strategies: 2 Activities: 2	Academic	\$0

Goal 1: Increase the average combined reading and math KPREP scores for Maxwell Elementary from 69.6% to 75.1 in 2020

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-prep scores for Maxwell students from 69.6% to 75.1% by 05/26/2017 as measured by K-Prep.

Strategy 1:

Teacher Training/Reading and Math - Teachers will participate in Professional Learning Communities to deepen their understanding of reading and math strategies and how to differentiate tier 1 instruction in these content areas.

Category: Professional Learning & Support

Research Cited: Cultures Built to Last- Systemic PLCs at Work- Richard Dufour and Michael Fullan, The Forgotten Tier-A Practical Guide for Building a Data-Driven Tier 1 Instructional Process by Joanne Klepeis Allain and Nancy Chapel Eberhardt;

Teaching Mathematics Today by Shelly Frei; Shell Education. Huntington Beach, CA (2008).

Activity - Data Analysis and Differentiating Instruction to Match Students' Needs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn how to administer and analyze FAST Adaptive assessments and FAST CBM assessments in reading and Math in order to determine accessibility of grade level Common Core Standards. Data will provide teachers with information and administration will lead PLC teams through the process of identifying strategies to differentiate Tier 1 instruction. CBM assessment training and data analysis will provide teachers with specific reading and math skill strengths and areas for growth so the need for acceleration of tier 2/tier 3 services can be designed for all students.	Professional Learning	08/10/2016	05/31/2017	\$0	No Funding Required	School administration and MTSS lead teacher, classroom teachers and Intervention teachers.

Activity - Lesson Development and Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will design and implement lesson that are aligned to students needs based on FAST adaptive and CBM assessment data. Plans will include high yield strategies, instructional practices and assessment to measure students progress toward individual growth targets and mastery of grade level standards	Professional Learning, Academic Support Program	08/10/2016	05/31/2017	\$0	No Funding Required	Principal, Teachers, PGES Coach

Strategy 2:

Teacher Training/Common Assessment Development and Analysis - Teachers will design, administer and analyze data from KPREP-like common assessments after each Unit of Study.

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Maxwell Spanish Immersion Elem School

Category: Continuous Improvement

Research Cited: Improving Student Learning One Teacher at a Time Jane E. Pollock

Activity - Designing Common Assessmnts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After Professional Development over standards-based common assessments teachers will use common planning time and release days to design summative unit assessments and proficiency criteria.	Professional Learning	09/07/2016	05/12/2017	\$0	No Funding Required	Principal, Classroom Teachers, TPGES Coach
Activity - Common Assessment Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administration will analyze common assessment data to determine which students need additional instruction in order to master content per summative unit assessment data.	Professional Learning, Academic Support Program	10/10/2016	05/12/2017	\$0	No Funding Required	Principal, Teachers, PGES Coach
Activity - Monitoring of Implentation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TPGES observations and classroom walk though data will be used to monitor implementation of lesson plans and differentiation of reading and math instruction based on student achievement data.	Policy and Process	09/01/2016	05/05/2017	\$0	No Funding Required	Principal and TPGES Coach

Goal 2: Decrease the number of novice students per combined reading and math proficiency ratings for all students from 28 in 2016 to 15 in 2020

Measurable Objective 1:

collaborate to decrease the number of students scoring novice in reading and math proficiency ratings for all students from 28 in 2016 to 15 in 2017 by 05/26/2017 as measured by KPREP assessment data..

Strategy 1:

Multi-Tierd Systems of Support - Multi-tiered systems of support will be provided for all students based on FCPS MTSS Handbook requirements and protocols. These supports and procedures ensure all students are met at their point of need and accelerates closing achievement gaps.

Category: Continuous Improvement

Research Cited: Pyramid Response to Intervention- RTI- Professional Learning Communities and How to Respond When Kids Don't Learn; RTI for Diverse Learners- Catherine Collier

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Activity - Tier One Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Before each unit of study teachers will administer standards based pre-assessments to determine what students in non-duplicated gap populations already know about the content to be taught, identify misconceptions and determine specific content vocabulary necessary to assess standards in Tier 1 instruction.	Academic Support Program	12/01/2016	05/01/2017	\$0	No Funding Required	Principal, PGES Coach and teachers

Activity - Tier Two Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Non- duplicated gap students whose KPREP scores or performance on pre-assessment data indicate that they need additional support to reach proficiency will receive tier 2 strategies to pre-teach vocabulary and progress monitor comprehension of content.	Academic Support Program	11/01/2016	05/31/2017	\$60000	State Funds	Principal, Teachers, Interventionists and PGES Coach

Activity - Tier Three Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Non-duplicated gap students scoring novice will receive additional support, weekly, using tier 3 strategies. This service will be provided by a teacher with whom the student has a positive previous relationship and has expertise in the student's area of need. The focus of the instructional sessions will be tutoring to the core.	Academic Support Program	10/01/2016	05/01/2017	\$60000	State Funds	Principal, Teachers, Interventionists, PGES Coach

Strategy 2:

Gap Analysis Data Dissemination - Summative assessment data (KPREP data, Unit Assessments and FAST data) will be disaggregated by sub-group populations and shared with grade level teams, faculty, and SBDM Council.

Category: Stakeholder Engagement

Research Cited: Using Data to Close the Achievement Gap- How to Measure Equity in Our Schools- Ruth. S Johnson

Activity - Sharing Gap Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data will be shared three times per year with SBDM Council and whole staff. Results will be analyzed to determine progress of each sub-group population and results of improvement efforts will be communicated with stakeholder groups.	Academic Support Program	10/01/2016	05/31/2017	\$0	No Funding Required	Principal, SBDM Council

Activity - Data Analysis Tool	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal and staff will research tools for data disaggregation. This tool will be used to communicate achievement and progress of gap students.	Academic Support Program	10/01/2016	05/31/2017	\$0	No Funding Required	Principal

Goal 3: Achievement gaps will systematically and substantially decrease over time.

Measurable Objective 1:

A 12% increase of Students with Disabilities students will demonstrate a proficiency Math and in Reading by 05/26/2017 as measured by KPREP assessment data..

Strategy 1:

MTSS - Students receiving specially designed instruction will also receive small group instruction providing differentiation of Tier 1 content.

Category: Continuous Improvement

Research Cited: This program uses direct instruction, academic vocabulary and immediate feedback which are key components of instruction that need to be addressed while providing instruction to economically disadvantaged students. Conna Walker Tison- Closing the Rtl Gap, Why Poverty and Culture Count.

Activity - MTSS PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education teachers will participate in weekly PLNs with grade level teachers to review IEP objectives and ensure congruent strategies and content is being taught in Tier 1 and Resource.	Professional Learning	09/19/2016	05/19/2017	\$800	General Fund	Principal, PGES Coach and Teachers

Measurable Objective 2:

100% of Students with Disabilities students will demonstrate a proficiency in fluency, decoding and comprehension in Reading by 04/21/2017 as measured by reviewing progress monitoring data through FAST CBM data..

Strategy 1:

Co-Teaching - Teachers will research and implement co-teaching strategies.

Category: Professional Learning & Support

Research Cited: Co-Teach Building and Sustaining Effective Classroom Partnerships in Effective Schools- Marilyn Friend

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building Leadership will provide Professional Development in a train the trainer model after each District Special Education PLN Session.	Professional Learning, Academic Support Program	10/10/2016	05/26/2017	\$1000	School Council Funds	District Special Education Team, PGES Coach and ACC Compliance Coach

Goal 4: By 2020, Maxwell Elementary School will employ professional staff that reflects the diversity of students served by Fayette County Public Schools.

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Measurable Objective 1:

collaborate to identify methods for increasing the percentage of minority professional staff that reflects the diversity of students served by Fayette County Schools. by 05/31/2016 as measured by staffing reports generated by Human Resources..

Strategy 1:

Minority Hiring - Through participating in district interviews, using Appltrack, seeking candidates using the FCPS minority recruiter and contacting local universities to identify highly qualified minority applicants, Maxwell will be able to recruit and employ a more diverse staff.

Category: Human Capital Management

Research Cited: The Presence and Performance of Teachers of

Color in the Profession

(Gay, et. al., 2003)

Recruiting Teachers of Color: A 50-State Survey of

State Policies

; (Education Commission of the

States, 2003)

Activity - Collaboration with Human Resources and Pre-service Institutions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Maxwell administration participate in all district minority recruitment efforts and work with the University of Kentucky College of education to identify and future teachers.	Recruitment and Retention	07/11/2016	05/31/2017	\$0	No Funding Required	School principal and SBDM members.
Activity - Inclusive Interviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and teachers from diverse backgrounds will participate in the interview process.	Community Engagement	07/29/2016	08/01/2017	\$0	Other	Maxwell SBDM Council, staff and administration .

Strategy 2:

Communication - Maxwell administration will request a list of minority candidates for vacancies.

Category: Human Capital Management

Research Cited: The Presence and Performance of Teachers of

Color in the Profession

(Gay, et. al., 2003)

Recruiting Teachers of Color: A 50-State Survey of

State Policies

; (Education Commission of the

States, 2003)

Activity - Minority Hiring List Request and Dissemination	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
When vacancies arise the school principal will send an email request to Human Resources and the district Minority Recruiter to generate a list of minority candidates who are qualified for the open position. Candidates meeting the criteria will be contacted and information will be shared with SBDM Council	Recruitment and Retention	06/06/2016	07/28/2017	\$0	No Funding Required	School Principal, Human Resources Staff and the FCPS Minority recruiter

Goal 5: Program Review - Maxwell Elementary will increase Distinguished Ratings in each Program Review; Writing, Visual Arts and Performing, PLCS, Primary and Worl Language to Proficient ratings.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Students with Disabilities, English Learners, Two or More Races and American Indian or Alaska Native students will demonstrate a behavior display of characteristics of distinguished in Art & Humanities by 05/31/2018 as measured by rubric criteria.

Strategy 1:

Professional Development VPA - Arts and Humanities teachers will engage in professional development and share information with classroom teachers to increase integration of Arts and Humanities standards across the curriculum.

Category: Principal PGES

Research Cited: Impact of Professional Development on Student Achievement research

Activity - VPA PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Arts and Humanities teachers will attend monthly trainings in their content area and share information to help teachers integrate standards across content areas. Arts and Humanities teachers will also utilize classroom teachers long range plans to integrate social studies and literacy content into their classrooms.	Professional Learning	07/22/2016	06/01/2017	\$0	No Funding Required	District resource specialists, Arts and Humanities teachers and classroom teacher
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Measurable Objective 2:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races and American Indian or Alaska Native students will collaborate to demonstrate characteristics of students that match in Health/Physical Education by 05/31/2018 as measured by the distinguished cell of the rubric.

Strategy 1:

PLCS - Our guidance counselor and PE teacher will attend Professional Development and then share learned information with all the staff in a training.

Category: Professional Learning & Support

Research Cited: Research on Professional Development

Activity - PLCS PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCS teachers will attend trainings in their content area and share information to help teachers integrate standards across the content areas.	Professional Learning	09/01/2016	05/31/2017	\$0	No Funding Required	PLCS teachers, District Resources, classroom teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier Two Strategies	Non- duplicated gap students whose KPREP scores or performance on pre-assessment data indicate that they need additional support to reach proficiency will receive tier 2 strategies to pre-teach vocabulary and progress monitor comprehension of content.	Academic Support Program	11/01/2016	05/31/2017	\$60000	Principal, Teachers, Interventionists and PGES Coach
Tier Three Services	Non-duplicated gap students scoring novice will receive additional support, weekly, using tier 3 strategies. This service will be provided by a teacher with whom the student has a positive previous relationship and has expertise in the student's area of need. The focus of the instructional sessions will be tutoring to the core.	Academic Support Program	10/01/2016	05/01/2017	\$60000	Principal, Teachers, Interventionists, PGES Coach
Total					\$120000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Inclusive Interviews	Parents and teachers from diverse backgrounds will participate in the interview process.	Community Engagement	07/29/2016	08/01/2017	\$0	Maxwell SBDM Council, staff and administration
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
MTSS PLCs	Special Education teachers will participate in weekly PLNs with grade level teachers to review IEP objectives and ensure congruent strategies and content is being taught in Tier 1 and Resource.	Professional Learning	09/19/2016	05/19/2017	\$800	Principal, PGES Coach and Teachers
Total					\$800	

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No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier One Differentiated Instruction	Before each unit of study teachers will administer standards based pre-assessments to determine what students in non-duplicated gap populations already know about the content to be taught, identify misconceptions and determine specific content vocabulary necessary to assess standards in Tier 1 instruction.	Academic Support Program	12/01/2016	05/01/2017	\$0	Principal, PGES Coach and teachers
Collaboration with Human Resources and Pre-service Institutions	Maxwell administration participate in all district minority recruitment efforts and work with the University of Kentucky College of education to identify and future teachers.	Recruitment and Retention	07/11/2016	05/31/2017	\$0	School principal and SBDM members.
Designing Common Assessmnts	After Professional Development over standards-based common assessments teachers will use common planning time and release days to design summative unit assessments and proficiency criteria.	Professional Learning	09/07/2016	05/12/2017	\$0	Principal, Classroom Teachers, TPGES Coach
Monitoring of Implentation	TPGES observations and classroom walk though data will be used to monitor implementation of lesson plans and differentiation of reading and math instruction based on student achievement data.	Policy and Process	09/01/2016	05/05/2017	\$0	Principal and TPGES Coach
VPA PD	Arts and Humanities teachers will attend monthly trainings in their content area and share information to help teachers integrate standards across content areas. Arts and Humanities teachers will also utilize classroom teachers long range plans to integrate social studies and literacy content into their classrooms.	Professional Learning	07/22/2016	06/01/2017	\$0	District resource specialists, Arts and Humanities teachers and classroom teacher
Minority Hiring List Request and Dissemination	When vacancies arise the school principal will send an email request to Human Resources and the district Minority Recruiter to generate a list of minority candidates who are qualified for the open position. Candidates meeting the criteria will be contacted and information will be shared with SBDM Council	Recruitment and Retention	06/06/2016	07/28/2017	\$0	School Principal, Human Resources Staff and the FCPS Minority recruiter
Common Assessment Analysis	Teachers and administration will analyze common assessment data to determine which students need additional instruction in order to master content per summative unit assessment data.	Professional Learning, Academic Support Program	10/10/2016	05/12/2017	\$0	Principal, Teachers, PGES Coach
Sharing Gap Data	Data will be shared three times per year with SBDM Council and whole staff. Results will be analyzed to determine progress of each sub-group population and results of improvement efforts will be communicated with stakeholder groups.	Academic Support Program	10/01/2016	05/31/2017	\$0	Principal, SBDM Council

Comprehensive School Improvement Plan

Maxwell Spanish Immersion Elem School

Data Analysis and Differentiating Instruction to Match Students' Needs	Teachers will learn how to administer and analyze FAST Adaptive assessments and FAST CBM assessments in reading and Math in order to determine accessibility of grade level Common Core Standards. Data will provide teachers with information and administration will lead PLC teams through the process of identifying strategies to differentiate Tier 1 instruction. CBM assessment training and data analysis will provide teachers with specific reading and math skill strengths and areas for growth so the need for acceleration of tier 2/tier 3 services can be designed for all students.	Professional Learning	08/10/2016	05/31/2017	\$0	School administration and MTSS lead teacher, classroom teachers and intervention teachers.
PLCS PD	PLCS teachers will attend trainings in their content area and share information to help teachers integrate standards across the content areas.	Professional Learning	09/01/2016	05/31/2017	\$0	PLCS teachers, District Resources, classroom teachers
Data Analysis Tool	The principal and staff will research tools for data disaggregation. This tool will be used to communicate achievement and progress of gap students.	Academic Support Program	10/01/2016	05/31/2017	\$0	Principal
Lesson Development and Implementation	Teachers will design and implement lesson that are aligned to students needs based on FAST adaptive and CBM assessment data. Plans will include high yield strategies, instructional practices and assessment to measure students progress toward individual growth targets and mastery of grade level standards	Professional Learning, Academic Support Program	08/10/2016	05/31/2017	\$0	Principal, Teachers, PGES Coach
Total					\$0	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Building Leadership will provide Professional Development in a train the trainer model after each District Special Education PLN Session.	Professional Learning, Academic Support Program	10/10/2016	05/26/2017	\$1000	District Special Education Team, PGES Coach and ACC Compliance Coach
Total					\$1000	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	Maxwell staff reviewed KPREP data, Fall MAP and Fall FAST data in order to identify the impact of current initiatives and assess the needs of our students. Data was also reviewed by the SBDM Council and the needs assessment summary is being used to allocate resources including: professional development, staff assignment, textbook allocation and ESS structures.	

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes	All staff has been trained in MTSS and is committed to using the research based tenements of this structure to ensure all students have access and the support they need to succeed in Tier 1 instruction. Students who need additional support accessing the curriculum receive Tier 2 or Tier 2 and Tier 3 instruction. The master schedule was developed to maximize instructional time in uninterrupted blocks and all efforts are made to service students who receive additional supports, including ELL and Special Education services during independent practice times.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	All students at Maxwell were given the Brigance prior to entering kindergarten. Teacher met with parents to share data and review Common Core	

Comprehensive School Improvement Plan

Maxwell Spanish Immersion Elem School

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes	Maxwell provides intervention services for all students who fall below benchmark on Universal screening tools and whose CBM data shows they have basic math and reading skill deficits. Tier 1 differentiation is provided for all students who have difficulty mastering Common Core standards and are below proficiency on state assessments. There is clear written protocol based on research based intervention practices so efforts are systemic.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	All staff is Highly Qualified and we have new teacher induction protocol in place. Ongoing PD and a positive school climate. per TELL data assist in retention of highly qualified teachers.	

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	N/A	Maxwell is not eligible for Title 1 funding	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes	Maxwell SBDM and staff intentionally recruit parents to serve as members of SBDM subcommittees, participate in PTA and become active partners. We have an SBDM committee dedicated to Parent Involvement and a Parent Involvement Policy. In addition to monthly meetings, parent nights are held to communicate assessment results and to encourage families to provide input to allocation of resources such as staffing	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes	All components in the school improvement planning process are complete	

Comprehensive School Improvement Plan

Maxwell Spanish Immersion Elem School

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes	Student achievement data and state mandates drive the focus of our school pd. Individual teacher PD is driven by data of the class and based on teacher and administrations identification of need in teacher professional growth plans. SBDM council creates a school-wide Professional Development plan, and the administration monitors implementation.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes	Student data is reviewed monthly with faculty and SBDM Council to determine whether initiatives are having a positive impact on school culture and student learning. Implementation and Impact checks are conducted by committees and administration then reviewed by the school council. Revisions are made as needed	

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes	Maxwell conducts comprehensive needs assessments 3 times each year. End of year data is compiled and analyzed to determine proficiency and growth based on normed assessments. These are used to determine the master schedule and human resource allocation during the summer. After the release of KPREP data this information is analyzed, and changes are made to student services based on this information if appropriate. Maxwell teachers and SBDM council also conduct a formal data review after our Winter Assessment window to determine whether practice, programs are yielding anticipated results.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	Maxwell's Systemic Problem Solving team identifies resources and strategies that are research/evidence-based and match our student's needs. There is written protocol used to identify students for support. progress monitor impact of intervention and make instructional decisions based on data. This is located in our MTSS handbook and led monthly by administration in PLN meetings	

Comprehensive School Improvement Plan

Maxwell Spanish Immersion Elem School

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes	Maxwell coordinates support form other state and federal programs including; RTA, ESS, ELL and Special Education. This ensures our students have wrap around support that supplement, not supplant, core instruction.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes	All teachers who work with students at a grade level have scheduled common planning so students who receive supplemental support services have access to Tier 1 content as well. All classroom teachers include special education, ELL, SLP and intervention teachers their lesson plans the week before implementation so accommodations can be made to adapt content and pre-teach vocabulary. This enhances identified students' success learning grade level standards and creates cohesive instruction.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	Our SBDM Community Engagement Committee is charged with planning and coordinating programs with local and state programs. Access to federal programs is limited.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes	As a part of planning and training of new initiatives teachers and administration set goals and look-fors to identify criteria for implementation. Progress monitoring included implementation checklists as well as student achievement data. Professional Learning Networks which meet weekly are opportunities for each level to identify the impact tiered instruction or new approaches are working with students. all team members bring progress monitoring data so instructional decisions are based on student results	

Comprehensive School Improvement Plan

Maxwell Spanish Immersion Elem School

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes	All staff who works with students is highly qualified. Paraprofessionals are trained in MTSS, PBIS and programs and strategies that they will employ each year. Paraprofessionals work under the supervision of a teacher who is responsible for planning and monitoring of instruction	

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	N/A	Maxwell does not receive Title 1 funds or other supplemental federal funds.	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes	Maxwell has a Parent Compact and parents are involved in partnering with classroom teachers in providing instruction/supporting students at home to extend learning opportunities. Our PTA gets staff and parent feedback to help select home-school extension activities. This year iXL was selected and is being utilized. Opportunities for parents to provide input on activities is ongoing through SBDM Committees	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	Yes	all components are incorporated into our school improvement plan.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes	School PD is set by the SBDM council based on student achievement data and adoption of new resources and strategies. TELL data shows staff feels PD is adequate and differentiated.	

Comprehensive School Improvement Plan

Maxwell Spanish Immersion Elem School

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes	Discussion of goals and priority needs to be included in our school improvement plan was initiated at the beginning of the school year. KPREP data release completed our evaluation of data. This data and discussion in SBDM, SBDM committees, faculty meetings and PLNs informed changes that needed to be made to accelerate growth and increase achievement identified in our school improvement plan.	

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	Our Comprehensive School Improvement Plan is posted on our website under the SBDM tab at http://www.maxwell.fcps.net/ .	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	N/A	This has not occurred at Maxwell.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes	In addition to summer training over initiatives to be implemented time is devoted twice each month for after-school PD sessions. Job imbedded PD opportunities are scheduled once each week through the PLN structures. In addition funds are allocated for collaborative PD opportunities through a release day structure.	

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	N/A	Maxwell does not receive Title 1 funding so we do not have a Title 1 ranking report.	

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes	All para educators are under the direct supervision of a highly qualified classroom teacher. Schedules are submitted to administration for review to ensure time is spent with students providing instructional support instead of managerial tasks.	

Comprehensive School Improvement Plan

Maxwell Spanish Immersion Elem School

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes	Administration reviews paraprofessionals schedules and walk-throughs provide additional evidence that paras are supervised by classroom teachers and providing instruction to students.	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes	A schedule of non-instructional duties is provided and posted. These are limited to times when students are transitioning and eating lunch.	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes	Our school is staffed to meet state cap size requirements.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes	Our school meets cap size requirements. We are not allocated Title 2 funds.	

Phase II - KDE Compliance and Accountability - Schools

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.

Goal 1:

Increase the average combined reading and math KPREP scores for Maxwell Elementary from 69.6% to 75.1 in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-prep scores for Maxwell students from 69.6% to 75.1% by 05/26/2017 as measured by K-Prep.

Strategy1:

Teacher Training/Reading and Math - Teachers will participate in Professional Learning Communities to deepen their understanding of reading and math strategies and how to differentiate tier 1 instruction in these content areas.

Category: Professional Learning & Support

Research Cited: Cultures Built to Last- Systemic PLCs at Work- Richard Dufour and Michael Fullan, The Forgotten Tier-A Practical Guide for Building a Data-Driven Tier 1 Instructional Process by Joanne Klepeis Allain and Nancy Chapel Eberhardt;

Teaching Mathematics Today by Shelly Frei; Shell Education. Huntington Beach, CA (2008).

Activity - Lesson Development and Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design and implement lesson that are aligned to students needs based on FAST adaptive and CBM assessment data. Plans will include high yield strategies, instructional practices and assessment to measure students progress toward individual growth targets and mastery of grade level standards	Academic Support Program Professional Learning	09/07/2015	05/31/2016	\$0 - No Funding Required	Principal, Teachers, PGES Coach

Activity - Data Analysis and Differentiating Instruction to Match Students' Needs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn how to administer and analyze FAST Adaptive assessments and FAST CBM assessments in reading and Math in order to determine accessibility of grade level Common Core Standards. Data will provide teachers with information and administration will lead PLC teams through the process of identifying strategies to differentiate Tier 1 instruction. CBM assessment training and data analysis will provide teachers with specific reading and math skill strengths and areas for growth so the need for acceleration of tier 2/tier 3 services can be designed for all students.	Professional Learning	08/13/2015	05/27/2016	\$0 - No Funding Required	School administration and MTSS lead teacher, classroom teachers and Intervention teachers.

Comprehensive School Improvement Plan

Maxwell Spanish Immersion Elem School

Strategy2:

Teacher Training/Common Assessment Development and Analysis - Teachers will design, administer and analyze data from KPREP-like common assessments after each Unit of Study.

Category: Continuous Improvement

Research Cited: Improving Student Learning One Teacher at a Time Jane E. Pollock

Activity - Common Assessment Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administration will analyze common assessment data to determine which students need additional instruction in order to master content per summative unit assessment data.	Academic Support Program Professional Learning	01/12/2015	12/16/2016	\$0 - No Funding Required	Principal, Teachers, PGES Coach

Activity - Monitoring of Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TPGES observations and classroom walk through data will be used to monitor implementation of lesson plans and differentiation of reading and math instruction based on student achievement data.	Policy and Process	01/05/2015	05/31/2016	\$0 - No Funding Required	Principal and TPGES Coach

Activity - Designing Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After Professional Development over standards-based common assessments teachers will use common planning time and release days to design summative unit assessments and proficiency criteria.	Professional Learning	09/07/2015	05/06/2016	\$0 - No Funding Required	Principal, Classroom Teachers, TPGES Coach

Goal 2:

Decrease the number of novice students per combined reading and math proficiency ratings for all students from 28 in 2015 to 15 in 2017.

Measurable Objective 1:

collaborate to decrease the number of students scoring novice in reading and math proficiency ratings for all students from 28 in 2015 to 15 in 2017 by 05/26/2017 as measured by KPREP assessment data..

Strategy1:

Multi-Tiered Systems of Support - Multi-tiered systems of support will be provided for all students based on FCPS MTSS Handbook requirements and protocols. These supports and procedures ensure all students are met at their point of need and accelerates closing achievement gaps.

Category: Continuous Improvement

Research Cited: Pyramid Response to Intervention- RTI- Professional Learning Communities and How to Respond When Kids Don't Learn; RTI for Diverse Learners- Catherine Collier

Comprehensive School Improvement Plan

Maxwell Spanish Immersion Elem School

Activity - Tier Three Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Non-duplicated gap students scoring novice will receive additional support, weekly, using tier 3 strategies. This service will be provided by a teacher with whom the student has a positive previous relationship and has expertise in the student's area of need. The focus of the instructional sessions will be tutoring to the core.	Academic Support Program	11/02/2015	04/22/2016	\$60000 - State Funds	Principal, Teachers, Interventionists, PGES Coach

Activity - Tier Two Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Non- duplicated gap students whose KPREP scores or performance on pre-assessment data indicate that they need additional support to reach proficiency will receive tier 2 strategies to pre-teach vocabulary and progress monitor comprehension of content.	Academic Support Program	01/04/2016	05/31/2016	\$60000 - State Funds	Principal, Teachers, Interventionists and PGES Coach

Activity - Tier One Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Before each unit of study teachers will administer standards based pre-assessments to determine what students in non-duplicated gap populations already know about the content to be taught, identify misconceptions and determine specific content vocabulary necessary to assess standards in Tier 1 instruction.	Academic Support Program	12/01/2015	04/28/2017	\$0 - No Funding Required	Principal, PGES Coach and teachers

Strategy2:

Gap Analysis Data Dissemination - Summative assessment data (KPREP data, Unit Assessments and FAST data) will be disaggregated by sub-group populations and shared with grade level teams, faculty, and SBDM Council.

Category: Stakeholder Engagement

Research Cited: Using Data to Close the Achievement Gap- How to Measure Equity in Our Schools- Ruth. S Johnson

Activity - Sharing Gap Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data will be shared three times per year with SBDM Council and whole staff. Results will be analyzed to determine progress of each sub-group population and results of improvement efforts will be communicated with stakeholder groups.	Academic Support Program	01/05/2015	05/31/2016	\$0 - No Funding Required	Principal, SBDM Council

Activity - Data Analysis Tool	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and staff will research tools for data disaggregation. This tool will be used to communicate achievement and progress of gap students.	Academic Support Program	08/31/2015	05/31/2016	\$0 - No Funding Required	Principal

Goal 3:

Achievement gaps will systematically and substantially decrease over time.

SY 2016-2017

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Comprehensive School Improvement Plan

Maxwell Spanish Immersion Elem School

Measurable Objective 1:

A 12% increase of Students with Disabilities students will demonstrate a proficiency Math and in Reading by 05/26/2017 as measured by KPREP assessment data..

Strategy1:

MTSS - Students receiving specially designed instruction will also receive small group instruction providing differentiation of Tier 1 content.

Category: Continuous Improvement

Research Cited: This program uses direct instruction, academic vocabulary and immediate feedback which are key components of instruction that need to be addressed while providing instruction to economically disadvantaged students. Conna Walker Tleson- Closing the Rtl Gap, Why Poverty and Culture Count.

Activity - MTSS PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers will participate in weekly PLNs with grade level teachers to review IEP objectives and ensure congruent strategies and content is being taught in Tier 1 and Resource.	Professional Learning	09/21/2015	05/19/2017	\$800 - General Fund	Principal, PGES Coach and Teachers

Measurable Objective 2:

100% of Students with Disabilities students will demonstrate a proficiency in fluency, decoding and comprehension in Reading by 04/21/2017 as measured by reviewing progress monitoring data through FAST CBM data..

Strategy1:

Co-Teaching - Teachers will research and implement co-teaching strategies.

Category: Professional Learning & Support

Research Cited: Co-Teach Building and Sustaining Effective Classroom Partnerships in Effective Schools- Marilyn Friend

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building Leadership will provide Professional Development in a train the trainer model after each District Special Education PLN Session.	Professional Learning Academic Support Program	10/14/2015	05/26/2017	\$1000 - School Council Funds	District Special Education Team, PGES Coach and ACC Compliance Coach

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

Goal 1:

Increase the average combined reading and math KPREP scores for Maxwell Elementary from 69.6% to 75.1 in 2017.

Comprehensive School Improvement Plan

Maxwell Spanish Immersion Elem School

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-prep scores for Maxwell students from 69.6% to 75.1% by 05/26/2017 as measured by K-Prep.

Strategy1:

Teacher Training/Reading and Math - Teachers will participate in Professional Learning Communities to deepen their understanding of reading and math strategies and how to differentiate tier 1 instruction in these content areas.

Category: Professional Learning & Support

Research Cited: Cultures Built to Last- Systemic PLCs at Work- Richard Dufour and Michael Fullan, The Forgotten Tier-A Practical Guide for Building a Data-Driven Tier 1 Instructional Process by Joanne Klepeis Allain and Nancy Chapel Eberhardt;

Teaching Mathematics Today by Shelly Frei; Shell Education. Huntington Beach, CA (2008).

Activity - Data Analysis and Differentiating Instruction to Match Students' Needs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn how to administer and analyze FAST Adaptive assessments and FAST CBM assessments in reading and Math in order to determine accessibility of grade level Common Core Standards. Data will provide teachers with information and administration will lead PLC teams through the process of identifying strategies to differentiate Tier 1 instruction. CBM assessment training and data analysis will provide teachers with specific reading and math skill strengths and areas for growth so the need for acceleration of tier 2/tier 3 services can be designed for all students.	Professional Learning	08/13/2015	05/27/2016	\$0 - No Funding Required	School administration and MTSS lead teacher, classroom teachers and Intervention teachers.

Activity - Lesson Development and Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design and implement lesson that are aligned to students needs based on FAST adaptive and CBM assessment data. Plans will include high yield strategies, instructional practices and assessment to measure students progress toward individual growth targets and mastery of grade level standards	Professional Learning Academic Support Program	09/07/2015	05/31/2016	\$0 - No Funding Required	Principal, Teachers, PGES Coach

Strategy2:

Teacher Training/Common Assessment Development and Analysis - Teachers will design, administer and analyze data from KPREP-like common assessments after each Unit of Study.

Category: Continuous Improvement

Research Cited: Improving Student Learning One Teacher at a Time Jane E. Pollock

Comprehensive School Improvement Plan

Maxwell Spanish Immersion Elem School

Activity - Common Assessment Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administration will analyze common assessment data to determine which students need additional instruction in order to master content per summative unit assessment data.	Academic Support Program Professional Learning	01/12/2015	12/16/2016	\$0 - No Funding Required	Principal, Teachers, PGES Coach

Activity - Monitoring of Implentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TPGES observations and classroom walk though data will be used to monitor implementation of lesson plans and differentiation of reading and math instruction based on student achievement data.	Policy and Process	01/05/2015	05/31/2016	\$0 - No Funding Required	Principal and TPGES Coach

Activity - Designing Common Assessmnts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After Professional Development over standards-based common assessments teachers will use common planning time and release days to design summative unit assessments and proficiency criteria.	Professional Learning	09/07/2015	05/06/2016	\$0 - No Funding Required	Principal, Classroom Teachers, TPGES Coach

Goal 2:

Decrease the number of novice students per combined reading and math proficiency ratings for all students from 28 in 2015 to 15 in 2017.

Measurable Objective 1:

collaborate to decrease the number of students scoring novice in reading and math proficiency ratings for all students from 28 in 2015 to 15 in 2017 by 05/26/2017 as measured by KPREP assessment data..

Strategy1:

Multi-Tierd Systems of Support - Multi-tiered systems of support will be provided for all students based on FCPS MTSS Handbook requirements and protocols. These supports and procedures ensure all students are met at their point of need and accelerates closing achievement gaps.

Category: Continuous Improvement

Research Cited: Pyramid Response to Intervention- RTI- Professional Learning Communities and How to Respond When Kids Don't Learn; RTI for Diverse Learners- Catherine Collier

Activity - Tier One Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Before each unit of study teachers will administer standards based pre-assessments to determine what students in non-duplicated gap populations already know about the content to be taught, identify misconceptions and determine specific content vocabulary necessary to assess standards in Tier 1 instruction.	Academic Support Program	12/01/2015	04/28/2017	\$0 - No Funding Required	Principal, PGES Coach and teachers

Comprehensive School Improvement Plan

Maxwell Spanish Immersion Elem School

Activity - Tier Two Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Non-duplicated gap students whose KPREP scores or performance on pre-assessment data indicate that they need additional support to reach proficiency will receive tier 2 strategies to pre-teach vocabulary and progress monitor comprehension of content.	Academic Support Program	01/04/2016	05/31/2016	\$60000 - State Funds	Principal, Teachers, Interventionists and PGES Coach

Activity - Tier Three Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Non-duplicated gap students scoring novice will receive additional support, weekly, using tier 3 strategies. This service will be provided by a teacher with whom the student has a positive previous relationship and has expertise in the student's area of need. The focus of the instructional sessions will be tutoring to the core.	Academic Support Program	11/02/2015	04/22/2016	\$60000 - State Funds	Principal, Teachers, Interventionists, PGES Coach

Strategy2:

Gap Analysis Data Dissemination - Summative assessment data (KPREP data, Unit Assessments and FAST data) will be disaggregated by sub-group populations and shared with grade level teams, faculty, and SBDM Council.

Category: Stakeholder Engagement

Research Cited: Using Data to Close the Achievement Gap- How to Measure Equity in Our Schools- Ruth. S Johnson

Activity - Sharing Gap Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data will be shared three times per year with SBDM Council and whole staff. Results will be analyzed to determine progress of each sub-group population and results of improvement efforts will be communicated with stakeholder groups.	Academic Support Program	01/05/2015	05/31/2016	\$0 - No Funding Required	Principal, SBDM Council

Activity - Data Analysis Tool	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and staff will research tools for data disaggregation. This tool will be used to communicate achievement and progress of gap students.	Academic Support Program	08/31/2015	05/31/2016	\$0 - No Funding Required	Principal

Goal 3:

Achievement gaps will systematically and substantially decrease over time.

Measurable Objective 1:

A 12% increase of Students with Disabilities students will demonstrate a proficiency Math and in Reading by 05/26/2017 as measured by KPREP assessment data..

Comprehensive School Improvement Plan

Maxwell Spanish Immersion Elem School

Strategy1:

MTSS - Students receiving specially designed instruction will also receive small group instruction providing differentiation of Tier 1 content.

Category: Continuous Improvement

Research Cited: This program uses direct instruction, academic vocabulary and immediate feedback which are key components of instruction that need to be addressed while providing instruction to economically disadvantaged students. Conna Walker Tilesen- Closing the Rtl Gap, Why Poverty and Culture Count.

Activity - MTSS PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers will participate in weekly PLNs with grade level teachers to review IEP objectives and ensure congruent strategies and content is being taught in Tier 1 and Resource.	Professional Learning	09/21/2015	05/19/2017	\$800 - General Fund	Principal, PGES Coach and Teachers

Measurable Objective 2:

100% of Students with Disabilities students will demonstrate a proficiency in fluency, decoding and comprehension in Reading by 04/21/2017 as measured by reviewing progress monitoring data through FAST CBM data..

Strategy1:

Co-Teaching - Teachers will research and implement co-teaching strategies.

Category: Professional Learning & Support

Research Cited: Co-Teach Building and Sustaining Effective Classroom Partnerships in Effective Schools- Marilyn Friend

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building Leadership will provide Professional Development in a train the trainer model after each District Special Education PLN Session.	Academic Support Program Professional Learning	10/14/2015	05/26/2017	\$1000 - School Council Funds	District Special Education Team, PGES Coach and ACC Compliance Coach

Goal 4:

By 2020, Maxwell Elementary School will employ professional staff that reflects the diversity of students served by Fayette County Public Schools.

Measurable Objective 1:

collaborate to identify methods for increasing the percentage of minority professional staff that reflects the diversity of students served by Fayette County Schools. by 05/31/2016 as measured by staffing reports generated by Human Resources..

Strategy1:

Minority Hiring - Through participating in district interviews, using Appltrack, seeking candidates using the FCPS minority recruiter and contacting local universities to identify highly qualified minority applicants, Maxwell will be able to recruit and employ a more diverse staff.

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Category: Human Capital Management

Research Cited: The Presence and Performance of Teachers of

Color in the Profession

(Gay, et. al., 2003)

Recruiting Teachers of Color: A 50-State Survey of

State Policies

; (Education Commission of the

States, 2003)

Activity - Collaboration with Human Resources and Pre-service Institutions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Maxwell administration participate in all district minority recruitment efforts and work with the University of Kentucky College of education to identify and future teachers.	Recruitment and Retention	07/20/2015	05/31/2016	\$0 - No Funding Required	School principal and SBDM members.

Activity - Inclusive Interviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and teachers from diverse backgrounds will participate in the interview process.	Community Engagement	08/03/2015	08/05/2016	\$0 - Other	Maxwell SBDM Council, staff and administration.

Strategy2:

Communication - Maxwell administration will request a list of minority candidates for vacancies.

Category: Human Capital Management

Research Cited: The Presence and Performance of Teachers of

Color in the Profession

(Gay, et. al., 2003)

Recruiting Teachers of Color: A 50-State Survey of

State Policies

; (Education Commission of the

States, 2003)

Activity - Minority Hiring List Request and Dissemination	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
When vacancies arise the school principal will send an email request to Human Resources and the district Minority Recruiter to generate a list of minority candidates who are qualified for the open position. Candidates meeting the criteria will be contacted and information will be shared with SBDM Council	Recruitment and Retention	06/15/2015	07/28/2017	\$0 - No Funding Required	School Principal, Human Resources Staff and the FCPS Minority recruiter

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All children-were screened for kindergarten readiness. If yes, name the assessment.

Goal 1:

All students entering kindergarten in the fall of 2015 at Maxwell Elementary will be screened using the Brigance.

Measurable Objective 1:

collaborate to provide information to parents about student readiness and how we will meet the needs of their children when they begin school at Maxwell. by 09/25/2015 as measured by Documentation of parent conferences..

Strategy1:

Parent Collaboration - By sharing results of their children's Brigance and letting parents know what skills have not been mastered or what have been mastered, teachers can let parents know what support will be provided for students and can recruit them to be partners in learning even before Kindergarten begins.

Category: Stakeholder Engagement

Research Cited: Community and family involvement and the positive impact this has on student achievement.

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Share information and collaborate with parents to create partnerships and two way communication foundations.	Community Engagement	09/25/2015	05/27/2016	\$1000 - District Funding	School teachers and administration

Measurable Objective 2:

collaborate to screen all students prior to the first day of kindergarten. by 08/14/2015 as measured by calculating the number of students screened to the number of students enrolled..

Strategy1:

Data Analysis - Teachers will review the Brigance screening data to drive instructional planning for the beginning of school.

Category: Continuous Improvement

Research Cited: Data Analysis and Using data to drive instruction

Activity - Team Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will disaggregate the data and teachers and administration will use this information to determine skills and concepts to teach during the first unit of study. This data will also provide information as to which students need extra support or enrichment in small groups.	Professional Learning	08/14/2015	09/04/2015	\$1000 - District Funding	Kindergarten staff, ELL staff, the Speech and Language Pathologist and school administration will administer the screenings, dis-aggregate the data and participate in instructional planning.

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The school identified specific strategies to increase the percentage of students who are Kindergarten ready.

Goal 1:

All students entering kindergarten in the fall of 2015 at Maxwell Elementary will be screened using the Brigance.

Measurable Objective 1:

collaborate to screen all students prior to the first day of kindergarten. by 08/14/2015 as measured by calculating the number of students screened to the number of students enrolled..

Strategy1:

Data Analysis - Teachers will review the Brigance screening data to drive instructional planning for the beginning of school.

Category: Continuous Improvement

Research Cited: Data Analysis and Using data to drive instruction

Activity - Team Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will disaggregate the data and teachers and administration will use this information to determine skills and concepts to teach during the first unit of study. This data will also provide information as to which students need extra support or enrichment in small groups.	Professional Learning	08/14/2015	09/04/2015	\$1000 - District Funding	Kindergarten staff, ELL staff, the Speech and Language Pathologist and school administration will administer the screenings, dis-aggregate the data and participate in instructional planning.

Measurable Objective 2:

collaborate to provide information to parents about student readiness and how we will meet the needs of their children when they begin school at Maxwell. by 09/25/2015 as measured by Documentation of parent conferences..

Strategy1:

Parent Collaboration - By sharing results of their children's Brigance and letting parents know what skills have not been mastered or what have been mastered, teachers can let parents know what support will be provided for students and can recruit them to be partners in learning even before Kindergarten begins.

Category: Stakeholder Engagement

Research Cited: Community and family involvement and the positive impact this has on student achievement.

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Share information and collaborate with parents to create partnerships and two way communication foundations.	Community Engagement	09/25/2015	05/27/2016	\$1000 - District Funding	School teachers and administration

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The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

Goal 1:

Increase the average combined reading and math KPREP scores for Maxwell Elementary from 69.6% to 75.1 in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-prep scores for Maxwell students from 69.6% to 75.1% by 05/26/2017 as measured by K-Prep.

Strategy1:

Teacher Training/Reading and Math - Teachers will participate in Professional Learning Communities to deepen their understanding of reading and math strategies and how to differentiate tier 1 instruction in these content areas.

Category: Professional Learning & Support

Research Cited: Cultures Built to Last- Systemic PLCs at Work- Richard Dufour and Michael Fullan, The Forgotten Tier-A Practical Guide for Building a Data-Driven Tier 1 Instructional Process by Joanne Klepeis Allain and Nancy Chapel Eberhardt;

Teaching Mathematics Today by Shelly Frei; Shell Education. Huntington Beach, CA (2008).

Activity - Lesson Development and Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design and implement lesson that are aligned to students needs based on FAST adaptive and CBM assessment data. Plans will include high yield strategies, instructional practices and assessment to measure students progress toward individual growth targets and mastery of grade level standards	Academic Support Program Professional Learning	09/07/2015	05/31/2016	\$0 - No Funding Required	Principal, Teachers, PGES Coach

Activity - Data Analysis and Differentiating Instruction to Match Students' Needs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn how to administer and analyze FAST Adaptive assessments and FAST CBM assessments in reading and Math in order to determine accessibility of grade level Common Core Standards. Data will provide teachers with information and administration will lead PLC teams through the process of identifying strategies to differentiate Tier 1 instruction. CBM assessment training and data analysis will provide teachers with specific reading and math skill strengths and areas for growth so the need for acceleration of tier 2/tier 3 services can be designed for all students.	Professional Learning	08/13/2015	05/27/2016	\$0 - No Funding Required	School administration and MTSS lead teacher, classroom teachers and Intervention teachers.

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Strategy2:

Teacher Training/Common Assessment Development and Analysis - Teachers will design, administer and analyze data from KPREP-like common assessments after each Unit of Study.

Category: Continuous Improvement

Research Cited: Improving Student Learning One Teacher at a Time Jane E. Pollock

Activity - Monitoring of Implentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TPGES observations and classroom walk though data will be used to monitor implementation of lesson plans and differentiation of reading and math instruction based on student achievement data.	Policy and Process	01/05/2015	05/31/2016	\$0 - No Funding Required	Principal and TPGES Coach

Activity - Common Assessment Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administration will analyze common assessment data to determine which students need additional instruction in order to master content per summative unit assessment data.	Academic Support Program Professional Learning	01/12/2015	12/16/2016	\$0 - No Funding Required	Principal, Teachers, PGES Coach

Activity - Designing Common Assessmnts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After Professional Development over standards-based common assessments teachers will use common planning time and release days to design summative unit assessments and proficiency criteria.	Professional Learning	09/07/2015	05/06/2016	\$0 - No Funding Required	Principal, Classroom Teachers, TPGES Coach

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Achievement gaps will systematically and substantially decrease over time.

Measurable Objective 1:

100% of Students with Disabilities students will demonstrate a proficiency in fluency, decoding and comprehension in Reading by 04/21/2017 as measured by reviewing progress monitoring data through FAST CBM data..

Strategy1:

Co-Teaching - Teachers will research and implement co-teaching strategies.

Category: Professional Learning & Support

Research Cited: Co-Teach Building and Sustaining Effective Classroom Partnerships in Effective Schools- Marilyn Friend

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Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building Leadership will provide Professional Development in a train the trainer model after each District Special Education PLN Session.	Academic Support Program Professional Learning	10/14/2015	05/26/2017	\$1000 - School Council Funds	District Special Education Team, PGES Coach and ACC Compliance Coach

Measurable Objective 2:

A 12% increase of Students with Disabilities students will demonstrate a proficiency Math and in Reading by 05/26/2017 as measured by KPREP assessment data..

Strategy1:

MTSS - Students receiving specially designed instruction will also receive small group instruction providing differentiation of Tier 1 content.

Category: Continuous Improvement

Research Cited: This program uses direct instruction, academic vocabulary and immediate feedback which are key components of instruction that need to be addressed while providing instruction to economically disadvantaged students. Conna Walker Tileson- Closing the RtI Gap, Why Poverty and Culture Count.

Activity - MTSS PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers will participate in weekly PLNs with grade level teachers to review IEP objectives and ensure congruent strategies and content is being taught in Tier 1 and Resource.	Professional Learning	09/21/2015	05/19/2017	\$800 - General Fund	Principal, PGES Coach and Teachers

The school identified specific strategies to increase the average freshman graduation rate.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are college and career ready.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

Goal 1:

Program Review- Maxwell Elementary will increase Distinguished Ratings in each Program Review; Writing, Arts and Humanities, PLCS and Primary to Proficient ratings.

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Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to demonstrate characteristics of students that match the distinguished cell of the rubric. in Health/Physical Education by 04/24/2015 as measured by the PLCS Program Review score.

Strategy1:

PLCS PD - Our Guidance Counselor and PE teacher will attend Professional Development then share learned information with all staff in a train the trainer model.

Category: Professional Learning & Support

Research Cited: Research on Professional Development

Activity - Unit Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCS content teachers will share information with classroom teachers and use classroom teachers social studies and literacy long range plans to make intentional connections to PLCS content during unit development. This will address and enhance our instructional program in the categories of Curriculum and Instruction and Professional development.	Professional Learning	08/03/2015	06/24/2016	\$0 - No Funding Required	Guidance Counselor, PE teacher and district PLCS content leaders.

Measurable Objective 2:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior ,master Arts and Humanities content, through teacher use of formative and summative assessments. in Art & Humanities by 04/22/2016 as measured by formative and summative assessment data and Program Review Standard 2 scores..

Strategy1:

Assessment development and analysis - Teacher will develop, administer and analyze formative and summative assessments to measure student mastery of Arts and Humanities content.

Category: Continuous Improvement

Research Cited: Formative and Summative assessment research

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Arts and Humanities teachers will collaborate to develop, administer and analyze formative assessments after each unit of study. These results will drive instruction.	Other	10/12/2015	04/22/2016	\$0 - No Funding Required	Arts and Humanities teacher and PSA

Measurable Objective 3:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged,

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Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to demonstrate characteristics associated with the criteria in the distinguished cell in Writing by 04/29/2016 as measured by an increase in Writing Program Review scores.

Strategy1:

Writing Professional Development - Our building writing leader will identify professional development needs based on Program Review information and KPREP results. She will train staff to enhance knowledge of writing strategies and best practices.

Category: Professional Learning & Support

Research Cited: Amy Gillespie and Sarah Graham's research on evidence based best practices for teaching writing

Activity - Monthly Share Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and the Program Review Writing Lead will share best practices in writing in teacher share session on the fourth Tuesday of each month.	Professional Learning	09/22/2015	05/24/2016	\$0 - No Funding Required	Administration and Writing Leader

Measurable Objective 4:

100% of Kindergarten, First, Second and Third grade students will collaborate to increase the overall K-3 Primary Program review score from 9.0 to 10.0 in English Language Arts by 05/23/2014 as measured by an increase in the K-3 Primary Program Review score.

Strategy1:

MTSS at the Primary Level Training - Primary teachers will have training over effective instruction in all three instructional tiers to ensure students are learning at their point of need and continuous progress is monitored.

Category:

Research Cited: Fountas and Pinnell Early Literacy Research and the research of the National Reading Panel.

Activity - Tiers 1, 2 and 3 at the Primay Level Professional Development Module	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using the Fayette County MTSS Handbook and the Primary Program Review Rubric as primary resources Maxwell staff will identify professional development needs to enhance our Primary Program.	Professional Learning	01/06/2014	05/29/2015	\$0 - No Funding Required	Principal and SPS team members.

Measurable Objective 5:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a behavior display characteristics of distinguished per rubric criteria. in Art & Humanities by 04/28/2017 as measured by Program Review Data.

Strategy1:

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Professional Development - Arts and Humanities teachers will engage in professional development and share information with classroom teachers to increase integration of Arts and Humanities standards across the curriculum.

Category:

Research Cited: Impact of Professional Development on Student Achievement research

Activity - Arts and Humanities PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Arts and Humanities teachers will attend monthly trainings in their content area and share information to help teachers integrate standards across content areas. Arts and Humanities teachers will also utilize classroom teachers long range plans to integrate social studies and literacy content into their classrooms.	Professional Learning	07/13/2015	04/22/2016	\$0 - No Funding Required	District resource specialists, Arts and Humanities teachers and classroom teacher

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

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 is unique in that it is a Partial Immersion school. Students are taught Math, Science, Art and Literacy content in Spanish. Teachers follow Common Core and Core Content Standards for their grade levels, but all instruction and materials in Math at the Primary Level, Social Studies at the Intermediate level and Science K-5 are presented in Spanish. Staff instruction and student responses, both oral and written, must be provided in Spanish based on program requirements. In addition to proficiency in all content areas our school's goal is to provide students with the foundation to be bilingual, biliterate, and bicultural.

Maxwell is a magnet program. Students come from all over Lexington and are selected through a lottery. There is no entrance criteria, and the diversity of our schools' student body mirrors the demographics of the Lexington Community. There are currently 526 students enrolled at Maxwell. Fifty-two percent of our students are Caucasian, eighteen percent are African American, seventeen percent are Hispanic, two percent are Asian, and eleven percent have identified themselves as members of other ethnicity. Twenty-three percent of our students qualify for free and reduced lunch services and five percent are English Language Learners.

Students at Maxwell have the opportunity to learn from a culturally diverse staff. Half of our certified and classified staff members are Hispanic as our program requires teachers to have native, or have native-like, Spanish-speaking fluency. Our staff come from nine different countries which helps to enrich our students' instructional and cultural experiences.

There are many benefits to Immersion education, but there are also some challenges. As standards have become more rigorous, it is increasingly difficult for our students to communicate their depth of knowledge on state and national assessments. State assessments are administered in English, and all classroom instruction and assessments in Math and Science are in Spanish at Maxwell. This creates a disconnect between instruction and assessment that cannot be changed due to state and program requirements.

Although we have students with academic, social, and financial needs, only twenty-three percent of our students qualify for free and reduced lunch services, so our school is not eligible to receive Title 1 assistance under existing guidelines. There is no Family Resource Center or school social worker and most of our support staff who work with students and families from vulnerable populations are itinerant. Our school facilitator, school psychologist, and ELL teacher are only assigned to Maxwell part-time. Our MTSS team ensures that wrap-around services are provided to students. A Systematic Problem Solving Structure is in place to identify needs and design supports at the student, class, and school level so all students achieve at high levels.

In addition to our commitment to Spanish Immersion, Maxwell's school-wide focus on 21st Century Learner goal instruction and PBIS make our school climate and culture unique. TELL survey data and school visits show our commitment to all students' academic and social development and our staff, students, and families are proud to be a part of the Maxwell school community.

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.

School's Purpose

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. Maxwell's mission is aligned to our district mission but adds our values as an Immersion school. The purpose of Maxwell Spanish Immersion Elementary School is to provide high quality, bilingual instruction and cultural experiences in a student-centered environment to ensure that students have the academic and social competencies to be successful in future educational endeavors and life.

Our mission statement, vision statement, and norms were designed by SBDM, staff, and community feedback. These are reviewed regularly to ensure that our school environment and actions match our purpose.

MISSION STATEMENT

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.

VISION STATEMENT

We believe:

- Setting high expectations and providing support will ensure that all students reach proficiency.
- Providing a foundation for learning Spanish language and culture will prepare each child for a global society.
- Receiving an integrated and equitable education is essential for each child.
- Learning opportunities at Maxwell should be designed to effectively meet the unique needs of each child.
- Decision-making at Maxwell should be centered on what is best for all children.
- Maintaining a safe learning environment that provides well-defined guidelines for behavior helps children excel.
- Including multicultural enrichment experiences in the curriculum helps each child understand his/her world and aids in the development of relationships through a concern and respect for others.

To teach and recognize the development of the skills and values that support our mission we are not only a PBIS school but have implemented a Systemic 21st Century Learner Initiative. Maxwell staff and parents identified eleven critical learner attributes: creativity, global awareness, innovation, risk-taking, empathy, self-direction, adaptability, initiative, problem solving, collaboration and Spanish-speaking. We teach and reward students applying these attributes individually, as a class, by grade and school-wide in a monthly assembly.

Our PBIS data, student achievement data and student/ family survey results show we are meeting the goals of our mission and vision.

Notable Achievements and Areas of Improvement

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

Notable and unique achievements for Maxwell students include: transitioning to middle school from Maxwell with foundation for Spanish proficiency, demonstration of value of other cultures, and possessing a well-rounded academic foundation.

Maxwell has the distinction of being an International Spanish Academy (ISA). The ISA network membership has entrance criteria that requires a highly-developed, active-engagement, dual-language immersion course of study. As part of the ISA group, Maxwell has a formal relationship with the Ministry of Education and Culture in Madrid, Spain. ISA students are taught by international teachers with an emphasis on global citizenship and 21st century learner skills. Through this network and having teachers from countries around the world, our students develop a broad global perspective.

Maxwell is in the Distinguished Category and categorized as a High Performance School per Unbridled Learning criteria. Our students' assessment performance on KPREP indicated that our overall results are in the 94th percentile in the state. In addition to state assessment results, Spanish Language data shows that Maxwell students perform above benchmark (per Spanish Language assessment) in the assessed areas of Reading, Writing, Listening, and Speaking.

Data shows that we need to continue improving in the area of Social Studies for all students. Last year, a change was made to provide Social Studies instruction in L2, and while student growth data showed this yielded positive results in language acquisition, it had a negative impact on student achievement per KPEP measures of Social Studies proficiency. We are also devoting time and resources toward Novice reduction in reading and math and investing additional support to students who are identified as English Language Learned and needing Specially Designed Instruction.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Maxwell has strong community partnerships that have a positive impact on teaching and learning.

Our PTA serves as an invaluable resource for our school and students. Families are eager to provide human and fiscal resources to support our immersion program goals and ensure that all students have what they need at Maxwell. Family nights, such as Weird Science Night, are planned collaboratively and are well attended and engaging.

In addition, administration and staff develop and maintain partnerships with a variety of departments at the University of Kentucky. We have ongoing opportunities with the Department of Hispanic Studies which are mutually beneficial for students. Through this partnership the university students have an authentic way to apply their language and cultural expertise while Maxwell students benefit from having regular volunteers who provide support for students in their Spanish classrooms. Students have the additional benefit of having opportunities for response and to use their Spanish language skills while seeing first-hand how Spanish is an asset in college and life beyond the school.

We also have a five year partnership with the University Of Kentucky College Of Health Sciences. All fourth-grade students learn about diverse career options in the health sciences directly from UK students and college professors who share their college experience and job paths. The purpose of this initiative is to get students involved, at a younger age, in thinking about health careers. After meeting with school administration and the deans of the colleges under the health sciences umbrella; teachers, professors, and graduate students collaborated to develop plans aligned to Science and Math Core Content. Teachers pre-teach the content each month, and our UK partners use the scientific method and authentic equipment and materials to take students through experiments. Students are engaged and in addition to learning content have an opportunity to explore career areas they might not immediately consider. Both UK and Maxwell staff meet regularly to collaborate on this initiative. We hope to draw a connection between science and math and the healthcare industry and have a positive impact on our students' future health choices and possible health careers.

Other colleges, including St. Catherine's and Midway who hosts a Panamanian teacher exchange visit Maxwell each semester as we have a reputation for having excellent teachers who provide differentiated and culturally responsive instruction,

Due to the unique nature of our Spanish Immersion Program, we also have ongoing partnerships with the Lexington Hispanic Community especially in the areas of arts and Humanities. Both local ballet companies have Hispanic directors. They work directly with Maxwell to provide students with low-cost opportunities to see ballet performances, and they use the day-time opportunities to teach our students elements of performance art and dance in Spanish. Maxwell students also perform skits, songs, and dances in Spanish at community events.