

**COMPREHENSIVE SCHOOL
IMPROVEMENT PLAN**



Maxwell Elementary

Escuela de Inmersión en Español

Heather Allen Bell, Principal

Michelle Grant, P.S.A.

301 Woodland Avenue

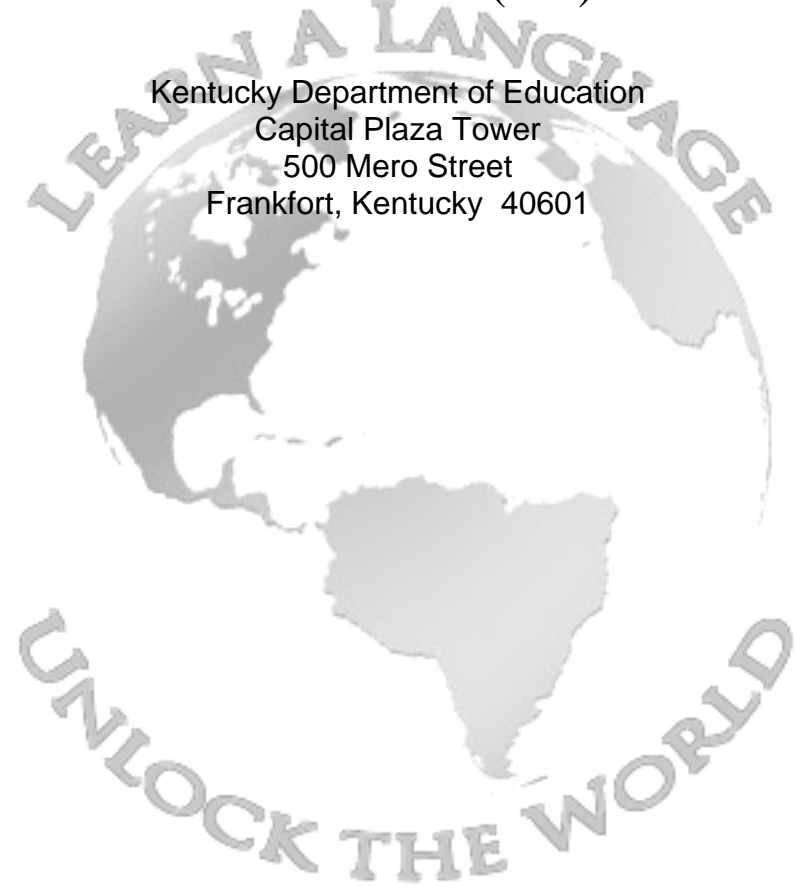
Lexington, Kentucky 40508

Fayette County

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Kentucky Department of Education
Capital Plaza Tower
500 Mero Street
Frankfort, Kentucky 40601



Assurance Certification

I certify that to the best of my knowledge, the information contained in this application is correct and complete and that the agency named in this application has authorized me, as its representative, to obligate this agency to conduct any ensuing program or activity in accordance with all applicable Federal and State laws, regulations and specific program assurances contained in the ***Kentucky Consolidated Planning Guidebook***. It is understood that this application constitutes an offer, and if accepted by the Kentucky Department of Education or negotiated to acceptance, will form a binding agreement.

Maxwell Escuela de Inmersión en Español

Heather Allen Bell, Principal

Georgette Bouvy, Teacher

Stephanie Hamilton, Parent

Betty Rhodes, Teacher

Ron Walker, Parent

Ashley Warren, Teacher

EXECUTIVE SUMMARY

Maxwell Escuela de Inmersión en Español

VISION

It is our vision that Maxwell Escuela de Inmersión en Español be a place characterized by a caring, open and flexible environment, with teachers as managers empowered to make instructional decisions, with the principal as a manager of managers, and with students as self-assured learners being challenged to greater achievement through an individualized and equitable program. This program will be one that emphasizes knowledge and the critical thinking skills necessary for making decisions in a democratic society. The school is a place in which the dignity of the individual is paramount, and in which people of all ages, preschool through senior citizen, work as a team to insure that learning occurs.

BELIEFS

We believe ...

- that high expectations improve student achievement
- that an emphasis on literacy, second language learning and multicultural education will better prepare each child for the future
- that an equitable education for each child is essential
- that education should be designed to meet the unique needs of the child and be compatible with what we know of his/her physical, mental, social and emotional patterns of growth
- that the child as an individual should be the paramount concern of every teacher.
- that, in order to build strong self-image, each child should have the opportunity to meet with continuing success and to move at his/her best possible rate of progress through the expected levels of achievement
- that maximum educational achievement is best accomplished in a safe environment, which provides well-defined guidelines of behavior, consistently enforced through the cooperative efforts of teacher, child, parent, and principal
- that the total program should help the child understand his/her world and aid in the development of good human relationships through a concern and respect for others

MISSION STATEMENT

The mission of Maxwell Escuela de Inmersión en Español is to provide an integrated multicultural environment that fosters the development of the traditional basic skills; as well as the additional skills of learning to learn, communicating in Spanish, and using higher-order thinking skills in order to empower students to become life-long learners who are able to live, to think, and to appreciate diversity in a changing world.

GOALS

- To have at least 50% of students score Proficient or Distinguished on the On-Demand Writing portion of the KCCT and the school's overall, combined writing score for both on-demand and portfolio writing index will be 100 by the next testing cycle.
- To have all students performing at or above the proficient level in reading and math on the PAS assessment by the time they exit fifth grade.
- To eliminate any achievement gaps between students of different races or socio-economic status as measured by KCCT assessments in the fourth and fifth grades.
- To have all students performing at or above the proficient level in reading and math on the Learning Check assessments by the time they exit fifth grade.

PROCESS OF DEVELOPING THE CONSOLIDATED PLAN

The Needs Assessment Teams consisted of the SBDM Council's standing committees which include the Academic Performance Committee, the Learning Environment Committee and the Efficiency Committee. Each committee consists of at least one English and Spanish teacher from Primary and Intermediate grades, and one or more parents and/or community members. Parents and/or community members as well as classified staff are invited, encouraged, and recruited to serve on committees. Committees reviewed the previous Consolidated Plan and then carefully analyzed students' test results from state, district, and building level data to determine goals and objectives for the new plan. A draft was presented to and reviewed by the staff before being sent to the SBDM Council for final review and approval.

Academic Performance Committee

Steve Montgomery, Co-Chairperson
Maria Thompson, Co-Chairperson
Adam Brewer, Teacher
Lynn Clark, Teacher
Angie Cox, Parent
Liz Gordon, Teacher
Lisa Hicks, Teacher
Debra Hutchinson, Parent
Katherine Marchaterre, Parent
Kim Overstreet, Parent
Eliska Schneider, Teacher
Sara Szwilski, Teacher
Lydia Wainright, Teacher

Learning Environment Committee

Paula Berry, Co-Chairperson
Amy Goodenough, Co-Chairperson
Rosa Cubero-Hurley, Teacher
Tim Davis, Teacher
Shemeka Gill, Teacher
Michelle Grooms, Teacher
Rosa Guimaraes, Teacher
Leyda Vasquez, Teacher
Peggy Wilson, Teacher
Julie Young, Teacher

Efficiency Committee

Nadxi Alquicira, Co-Chairperson
Michelle Grant, Co-Chairperson
Debbie Baird, Teacher
Michella Giles, Parent
Jessica Pierce, Teacher
Mel Oldham, Teacher
Dilcia Reynolds, Teacher
Susannah Vaca-Pollard, Teacher

DETERMINING NEEDS, GOALS, AND STRATEGIES

The Comprehensive Needs Assessment Guild was used to establish needs. The questions were assigned to the appropriate committee. The Board of Education goals, the district's mission, and the school mission were taken into account. The Academic Performance and Efficiency Committee compiled and categorized key findings obtained from student assessments. The SBDM Council and School Leadership Team then determined the priority needs and school goals. Achievement goals were written and measurable objectives determined. Strategies and activities were chosen based on "Best Practices."

IMPLEMENTATION AND INTERNAL REVIEW

Implementation of the plan is expected to improve student achievement for all students in all areas. The Implementation and Impact Checklist will be used to monitor implementation of the plan. Standing SBDM Committees will assess progress on an on-going basis and report to the SBDM Council regularly. Adjustments and changes will be made based on these reports. The plan was sent to district program coordinators for review and comment. The plan was revised based on the feedback provided. Committee and SBDM Council members reviewed the revisions and approved the plan. Public comment was secured through parent participation on committees, surveys, and invitation to attend SBDM Council meetings to discuss the plan. The council will review the plan annually.

COMMUNICATION PLAN

As a public document, the plan will be available in the school office, library, and on our SBDM web page. Each council member will receive a copy of the plan and committee chairpersons will be given a copy of the plan to serve as a basis for their committee work. Copies will also be provided to every staff member in their employee handbook and reviewed individually to determine professional development implications for each person's professional growth plan.



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Comprehensive School Improvement Plan May 1, 2006



Action Component: Academic Achievement
Component Manager: Heather Bell, Principal & Michelle Grant, PSA

X	School		District
X	Preliminary		Revised

Priority Need	Goal
<p>A.1. According to 2005-2006 Predictive Assessment Series (PAS) data 121 (27%) 1st-5th grade students scored below proficiency in reading.</p> <p>A.2. According to District Learning Check data 18% of students in 3rd, 4th, and 5th grade performed below proficiency in reading.</p> <p>A.3. According to the KCCT 2004-2005, 97% of the total population of 4th grade students scored novice or apprentice on the on-demand writing portion of the test.</p> <p>A.4. According to PAS data 97 (22%) students scored below proficiency in math.</p> <p>A.5. According to District Learning Check data 46% of students in 3rd, 4th, and 5th grade scored below proficiency in math.</p>	<p>A.1. To increase the number of students performing at or above the proficient level in reading on the PAS assessment.</p> <p>A.2. To increase the percent of students performing at or above the proficient level in reading on the District Learning Checks.</p> <p>A.3. By 2007 at least 50% of students will score Proficient or Distinguished on the On-Demand Writing portion of the KCCT and the schools over all combined writing score for both on-demand and portfolio writing index will be 100 by 2007. To reduce the percentage of students who score novice and apprentice on the on-demand portion of the KCCT assessment to no more than 50% by the end of the 2006-2007 school year as measured by the KCCT scores.</p> <p>A.4. To increase the number of students performing at or above the proficient level in math on the PAS assessment.</p> <p>A.5. To increase the percent of students performing at or above the proficient level in math on the District Learning Checks.</p>



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Causes of the Need

A.1 The following numbers of students scored below grade level (novice or apprentice) on the 2005-2006 Reading PAS at each grade level:

- 1st grade – 40 (43%)
- 2nd grade – 21 (22%)
- 3rd grade – 25 (27%)
- 4th grade – 18 (22%)
- 5th grade – 17 (21%)

A.2 The following numbers of students scored below grade level (novice or apprentice) on the 2005-2006 Reading LC at each grade level:

- 3rd grade – 14 (15%)
- 4th grade – 12 (14%)
- 5th grade – 3 (3%)

A.3 According to KCCT data 23% of fourth grade students scored novice and 74% scored apprentice on the On-Demand portion of the test.

A.4 The following numbers of students scored below grade level (novice or apprentice) on the 2005-2006 Math PAS at each grade level:

- 1st grade – 31 (34%)
- 2nd grade – 7 (8%)
- 3rd grade – 30 (33%)
- 4th grade – 17 (20%)
- 5th grade – 12 (15%)

A.5 The following numbers of students scored below grade level (novice or apprentice) on the 2005-2006 Math LC at each grade level:

- 3rd grade – 37 (40%)
- 4th grade – 53 (54%)
- 5th grade – 29 (37%)

Objectives for Reaching the Goal

A.1. By the end of the school year 2006-2007 85% of students will be at grade level in reading as measured by the PAS.

A.2. By the end of each school year 2006-2007 95% of students will be, at or above grade level as measured by the LC.

A.3. By 2007 at least 50% of students will score Proficient or Distinguished on the On-Demand Writing portion of the KCCT and the schools over all combined writing score for both on-demand and portfolio writing index will be 100 by 2007.

A.4. By the end of the school year 2006-2007 90% of students will be at grade level in math as measured by the PAS.

A.5. By the end of each school year 2006-2007 70% of students will be, at or above grade level in math as measured by the LC.



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<p>A.1(a) & A.2(a) Individualized instruction will be utilized to assist students who are below level in reading.</p>	<p><i>Implementation:</i> Teachers will provide individualized instruction to meet the academic and social needs of all students. This instruction will be developed with the assistance of the PSA and/or Reading Coach.</p> <p>Provide Professional Development on Identified Assessments: Dynamic Indicators of Basic Early Literacy Skills (DIBELS), DRA/BRI, Embedded Program Assessments, PAST/LIT. First</p> <p>Provide Professional Development on Early Literacy Strategies, PA, Phonics, and Guided Reading</p> <p>Provide Professional Development on Literacy Strategies Using Best Practices in Vocabulary, Comprehension, and Fluency</p> <p><i>Short Term Measure of Success:</i> Progress will be monitored through the appropriate grade-level tests (DRA, BRI, PAS, and/or DIBELS) that will be given periodically through out the school year. Results will be analyzed</p>	<p>Teachers, Principal, PSA, Reading Coach</p>	<p>Ongoing</p>	<p>N/A</p>	<p>N/A</p>		



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	during weekly team meetings with Principal, PSA and Literacy Coach. <i>Long Term Measure of Success:</i> By the end of each school year, successively smaller numbers of students will be listed as “below level” as determined by the respective tests.						
A.1(b) & A.2(b) Flexible grouping will be utilized to assist students who are below level in reading.	<i>Implementation:</i> Using diagnostic assessments teachers, with the assistance of the PSA and/or Reading Coach, will develop a flexible grouping arrangement to meet student needs. Groupings may be implemented both within a team and between grade levels. Provide Professional Development on Designing Next Steps Based on Achievement Data <i>Short Term Measure of Success:</i> Progress will be monitored through the appropriate grade-level tests (DRA, BRI, PAS, and/or DIBELS) that will be given periodically through out the school year. Results will be analyzed during weekly team meetings. <i>Long Term Measure of Success:</i> By the end of each school year, successively smaller numbers of students will be	Teachers, Principal, PSA, Reading Coach GT Teacher	Ongoing	N/A	N/A		



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	listed as “below level” as determined by the respective tests.						
<p>A.1(c) & A.2(c) Remediation will be provided for students who are below level in reading.</p>	<p><i>Implementation:</i> By implementing a diagnostic assessment for reading, at-risk students can be recognized. Strategies will be developed and implemented in order to improve the reading ability of those struggling readers. Remediation will be provided both during and after school (ESS) incorporating best practices and research-based strategies and programs identified to improve student achievement.</p> <p>Professional Development will be provided on Intervention Strategies</p> <p><i>Short Term Measure of Success:</i> Progress will be monitored through the appropriate grade-level tests (DRA, BRI, PAS, and/or DIBELS) that will be given periodically through out the school year. Results will be analyzed during weekly team meetings.</p> <p><i>Long Term Measure of Success:</i> By the end of each school year, successively smaller numbers of students will be listed as “below level” as determined by the respective tests.</p>	Teachers, Principal, PSA, Reading Coach	Ongoing	N/A	N/A		



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<p>A.1(d) & A.2(d) Notify and enlist parent support to assist struggling readers.</p>	<p><i>Implementation:</i> Parents will be used to help implement the Quick Reads program. Parents will be responsible for assessing and recording students' fluency progress using this program.</p> <p><i>Short Term Measure of Success:</i> : Progress will be monitored through the DIBELS assessment that will be given periodically through out the school year. Results will be analyzed during weekly team meetings with Principal, PSA and Literacy Coach. <i>Long Term Measure of Success:</i> By the end of each school year, successively smaller numbers of students will be listed as "below level" as determined by the respective tests.</p>	<p>Teachers, Principal, PSA, Reading Coach</p>	<p>Ongoing</p>	<p>N/A</p>	<p>N/A</p>		
<p>A.1(e) & A.2(e) Provide support to parents to help students build reading skills.</p>	<p><i>Implementation:</i> Parent/Teacher Conference will be required after each testing window for all students who are identified below grade level in reading in all grades. During the conferences, teachers will offer strategies and skills for parents who need help working with their children.</p> <p><i>Short Term Measure of Success:</i> A home intervention plan will be developed to meet the individual needs of each student.</p>	<p>Teachers, Principal, PSA, Reading Coach</p>	<p>Ongoing</p>	<p>N/A</p>	<p>N/A</p>		



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	<p><i>Long Term Measure of Success:</i> A smaller percentage of students will score below level on school-wide and district reading assessments.</p>						
<p>A.3(a) Provide training for teachers as needed individually or in small groups on individual types of writing pieces, writing mechanics, and scoring with the Holistic Scoring Guide.</p>	<p><i>Implementation:</i> New standards for the state and the new curriculum map using Depths of Knowledge will be implemented and reviewed at team meetings. Share writing portfolio/scoring expectations with 3rd and 4th grade teachers.</p> <p><i>Short Term Measure of Success:</i> Students will develop more complete portfolio pieces and pass on more usable pieces to revise for the state portfolio assessment.</p> <p><i>Long Term Measure of Success:</i> Increase in student writing levels as measured by writing scoring rubric.</p>	<p>Teachers, Principal, PSA</p>	<p>Ongoing</p>	<p>N/A</p>	<p>N/A</p>		
<p>A.3(b) Improve students ability to produce on-demand writing pieces.</p>	<p><i>Implementation:</i> Intermediate teachers will become mentors to lower level teachers to help implement on-demand writing structures at all grade levels. The PSA and Reading Coach will also model appropriate instructional strategies for on-demand writing practices.</p> <p><i>Short Term Measure of Success:</i> Samples of student work will be monitored</p>	<p>Teachers, PSA, Reading Coach, Principal</p>	<p>Ongoing</p>	<p>N/A</p>	<p>N/A</p>		



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	throughout the school year to assess and make adjustments in teacher instruction and student's needs. <i>Long Term Measure of Success:</i> Students will achieve better scores on the on-demand writing portion of the KCCT.						
A.3(c) Increase student ability to answer open response questions effectively	<i>Implementation:</i> Homeroom and Special Area teachers will incorporate district Learning Checks into daily instruction and/or unit assessments in all areas. Continue to develop and revise open response notebook developed by each grade level in the summer of 2005. Develop and implement a school wide plan to recognize students that score a 4 on their first try on open responses. Continue to implement small group and cooperative learning into analyzing, answering and interpretation of open responses. Small group remediation for student not scoring 4s on open responses will be provided. Utilize monthly grade level meetings to share open-response questions and writing strategies. <i>Short Term Measure of Success:</i> A successively larger percentage of	Teachers, Principal, PSA, Reading Coach	Ongoing	N/A	N/A		



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	students will be able to obtain scores of “4” on the open response examples that are given by teachers throughout the year. <i>Long Term Measure of Success:</i> Students will achieve better scores on the open response portions of the KCCT.						
A.4(a) & A.5(a) Utilize manipulatives to provide students with concrete experiences during skill introduction and mastery.	<i>Implementation:</i> Teachers will utilize manipulatives and different modes of instruction to ensure that all students learning needs are being met. <i>Short Term Measure of Success:</i> Teacher lesson plans will reflect differing modes of instruction. <i>Long Term Measure of Success:</i> Increase the number of students scoring proficient or above on the PAS assessment and Learning Checks.	Teachers, Principal, PSA, Reading Coach	Ongoing	N/A	N/A		
A.4(b) & A.5(b) Provide Professional Development for Spanish Teachers in using research based mathematical strategies to improve higher order thinking skills and critical problem solving skills.	<i>Implementation:</i> Teachers will be required to differentiate instruction and instructional modes to meet the learning styles of all students. <i>Short Term Measure of Success:</i> Teacher lesson plans will reflect differing modes of instruction. <i>Long Term Measure of Success:</i> Increase the number of students scoring proficient or above on the PAS assessment and Learning Checks.	Teachers, Principal, PSA, Reading Coach	Ongoing	N/A	N/A		



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<p>A.4(c) & A.5(c) Individualized instruction will be utilized to assist students who are below level in math.</p>	<p><i>Implementation:</i> Teachers will differentiate instruction based upon student learning style and academic level. <i>Short Term Measure of Success:</i> Teacher lesson plans will reflect differing modes of instruction. <i>Long Term Measure of Success:</i> Increase the number of students scoring proficient or above on the PAS assessment and District Learning Checks.</p>	<p>Teachers, Principal, PSA, Reading Coach</p>	<p>Ongoing</p>	<p>N/A</p>	<p>N/A</p>		
<p>A.4(d) & A.5(d) Remediation will be provided for students who are below level in math.</p>	<p><i>Implementation:</i> After school programs will be offered for students who are below level in math. Remediation using a research based program will be offered during the school day. <i>Short Term Measure of Success:</i> Below level students will be identified and services will be offered. <i>Long Term Measure of Success:</i> Increase the number of students scoring proficient or above on the PAS assessment and District Learning Checks.</p>	<p>Teachers, Principal, PSA, Reading Coach</p>	<p>Ongoing</p>	<p>N/A</p>	<p>N/A</p>		



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<p>A.4(e) & A.5(e) Provide ESS instruction for students scoring below grade level.</p>	<p><i>Implementation:</i> After school programs will be offered for students who are below level in reading and math. Remediation using a research based program will be offered during the school day.</p> <p><i>Short Term Measure of Success:</i> Below level students will be identified and services will be offered.</p> <p><i>Long Term Measure of Success:</i> Increase the number of students scoring proficient or above on the PAS assessment and District Learning Checks.</p>	<p>Teachers, Principal, PSA, Reading Coach</p>	<p>Ongoing</p>	<p>N/A</p>	<p>N/A</p>		



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Action Component: Equity

Component Manager: Heather Bell, Principal & Michelle Grant, PSA

X	School		District
X	Preliminary		Revised

Priority Need	Goal
<p>B.1. According to 2005-2006 PAS data an achievement gap in reading exists between African American and Free/Reduced Lunch students in comparison to Caucasian students.</p> <p>B.2 According to 2005 KCCT and 2005-2006 PAS data an achievement gap in math exists between African American and Free/Reduced Lunch students in comparison to Caucasian students.</p> <p>B.3 According 2005-2006 District Learning Checks an achievement gap exists between 3rd, 4th, 5th grade African Americans and Free/Reduced Lunch students in math in comparison to Caucasian students.</p> <p>B.4 According to 2005 CTBS data an achievement gap exists between Free/Reduced Lunch and Caucasian students.</p>	<p>B.1. By May 2007, there will be a decrease in the reading gap between African American and Free/Reduced Lunch students in comparison to Caucasian students scoring proficient or above on the PAS assessment.</p> <p>B.2. By May 2007, there will be a decrease in the math gap between African American and Free/Reduced Lunch students in comparison to Caucasian students scoring proficient or above on the KCCT and PAS assessments</p> <p>B.3 By May 2007, there will be a decrease in the math gap between African Americans and Free/Reduced Lunch in comparison to Caucasian students scoring proficient or above on District Learning Checks.</p> <p>B.4 By May 2007, there will be a decrease in the achievement gap between Free/Reduced Lunch and Caucasian students scoring proficient or above.</p>



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Causes of the Need

B.1 The following %age of African American and Free/Reduced Lunch students scored below proficiency in reading (novice or apprentice) on the 2005 KCCT and 2005-2006 PAS assessments for 1st-5th grade.

KCCT:	PAS:
African American - 28%	African American - 47%
Caucasian - 9%	Caucasian - 20%
Free/Reduced - 31%	Free/Reduced - 32%
Pay - 9%	Pay - 23%

B.2 The following %age of African American and Free/Reduced Lunch students scored below proficiency in math (novice or apprentice) on the 2005 KCCT and 2005-2006 PAS assessments.

PAS:	Caucasian - 20%
African American - 44%	Pay - 22%
Free/Reduced - 27%	

B.3 The following %age of African American and Free/Reduced Lunch Students scored below proficiency in math (novice or apprentice) on the District Learning Checks.

District Learning Checks:	Caucasian - 44%
African American - 67%	Pay - 45%
Free/Reduced Lunch - 63%	

B.4 The following %age of Free/Reduced Students scored below proficiency on the 2005 CTBS assessment.

CTBS:	Pay - 2%
Free/Reduced Lunch - 18%	

Objectives for Reaching the Goal

B.1 By the end of the 2006-2007 school year 80% of African American students will score at or above proficiency in reading as measured by the KCCT and 65% on PAS. 80 % of Free/Reduced Lunch students will score at or above proficiency in reading on the KCCT and 80% on PAS.

B.2 By the end of the 2006-2007 school year 70% of African American students will score at or above proficiency in math as measured by PAS. 80% of Free/Reduced Lunch students will score at or above proficiency in math on PAS.

B.3. By the end of the 2006-2007 school year 50% of African American students will score at or above proficiency in math as measured by the District Learning Checks. 50% of Free/Reduced Lunch students will score at or above proficiency in math on Learning Checks.

B.4. By the end of 2006-2007 school year 90% Free/ Reduced Lunch students will be, at or above proficiency as measured by the CTBS.



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B.1(a) & B.4(a) Professional Development on Working with At-Risk Readers	<i>Implementation:</i> Increase reading scores and students' reading levels as measured by KCCT, CTBS, PAS, and District LC <i>Short Term Measure of Success:</i> Teacher's lesson plans will reflect differing modes of instruction. Weekly discussions will revolve around successes and areas of improvement with these students. <i>Long Term Measure of Success:</i> Decrease the number of students being identified as "at-risk" academically.	Teachers, Leadership Team, Literacy Coach	Ongoing	N/A	N/A		
B.1(b) & B.4(b) Provide one-on-one additional small group reading instruction for students performing below grade	<i>Implementation:</i> Increase in KCCT, PAS, and LC scores and students' reading levels measured by in-school assessments. <i>Short Term Measure of Success:</i> Teacher's lesson plans and weekly discussions will reflect more individualized attention and instruction. <i>Long Term Measure of Success:</i> A decrease in the number of students needing additional one on one support in reading.	Teachers, Leadership Team, Literacy Coach	Ongoing	N/A	N/A		
B.2(a) & B.3 (a) & B.4 (a) Provide opportunities for Spanish Teachers to visit	<i>Implementation:</i> To gather effective strategies to increase number of students scoring on/above grade level	Principal, PSA, Reading Coach, Teachers	Ongoing	N/A	N/A		



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La Escuela De Inmersión en Español

Comprehensive School Improvement Plan May 1, 2006



Action Component: Equity
Component Manager: Heather Bell, Principal & Michelle Grant, PSA

**To be completed by SBDM
at Review Date:**

Strategy/Activity	Measure	Responsible Person(s)	Start Date/ End Date	Cost	Funding Source	I IP NI	Outcome/Report of Progress
other classrooms during math instruction	in math scores as measured by teacher participation, PAS, LC, CTBS, and KCCT <i>Short Term Measure of Success:</i> Teacher's lesson plans and weekly discussions reflect differing modes of instruction. <i>Long Term Measure of Success:</i> Capacity is built within the building for effective delivery of math instruction. TPR and other identified strategies are implemented school wide.						
B.2(b) & B.3(b) & B.4(b) Provide a math vocabulary list with translations	<i>Implementation</i> Teachers will provide parents a vocabulary and translation list of Spanish Mathematics terms at the beginning of each unit. <i>Short Term Measure of Success:</i> Students will report that parents are better able to assist with homework and general understanding. <i>Long Term Measure of Success:</i> Students will achieve higher scores on the Mathematics portions of the KCCT assessments.	Special Area Teachers, Classroom Teachers	Ongoing	N/A	N/A		
B.1(c), B.2(c), B.3(c), & B.4(c) Individualized academic plans will be developed for students performing below level in reading or math.	<i>Implementation:</i> At weekly Team Meetings, teachers and Leadership team members will identify students who are struggling. A plan for supporting those students will be developed.	Principal, PSA, Reading Coach, Teachers	Ongoing	N/A	N/A		



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	<p><i>Short Term Measure of Success:</i> As evidenced by teacher observation and classroom assessments, struggling students will perform at higher levels.</p> <p><i>Long Term Measure of Success:</i> Students will achieve higher scores on the reading and math portions of the KCCT, CTBS, PAS, and District LC assessments.</p>						
<p>B.1(d), B.2(d), B.3(d), & B.4(d) Provide Professional Development on Culturally Responsive Teaching Strategies and Instruction for All</p>	<p><i>Implementation:</i> This will ensure that teachers are equipped with the knowledge and skills needed to teach a diverse student population.</p> <p><i>Short Term Measure of Success:</i> PD logs will indicate that teachers are attending appropriate trainings to implement culturally responsive teaching.</p> <p><i>Long Term Measure of Success:</i> Achievement gaps will decrease.</p>	Principal, PSA, Classroom Teachers, District Personnel	Ongoing	N/A	N/A		
<p>B.1(f), B.2(f), B.3(f), & B.4(f) Provide ESS instruction in reading and math for students performing proficiency</p>	<p><i>Implementation:</i> Increase in reading scores and math scores as measured on KCCT, PAS, CTBS, District LC</p> <p><i>Short Term Measure of Success:</i> Students performing below proficiency will be targeted and services will be offered.</p> <p><i>Long Term Measure of Success:</i> Increase in the number of students achieving at proficient or above levels in reading</p>	Principal, PSA, Literacy Coach, ESS Coordinator and Teachers	Ongoing	N/A	N/A		



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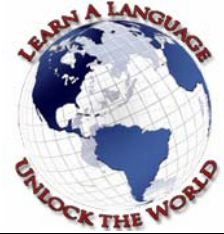
Strategy/Activity	Measure	Responsible Person(s)	Start Date/End Date	Cost	Funding Source	I IP NI	Outcome/Report of Progress
	and math.						
<p>B.1(g), B.2(g), B.3(g), & B.4(g) Utilize the Student Assistance Team(SAT) to collaborate on any issue involving student performance and closing achievement gaps</p>	<p><i>Implementation</i> Increase the academic success of all identified students as evidenced by review of SAT case conference plan</p> <p><i>Short Term Measure of Success:</i> At-risk students will be identified and targeted for academic and social success.</p> <p><i>Long Term Measure of Success:</i> Increase in the number of students making academic and social gains towards proficiency.</p>	SAT Team Members	Ongoing	N/A	N/A		
<p>B.1(h), B.2(h), B.3(h), & B.4(h) Continue to offer teachers individual or group Professional Development based on CSIP, staff needs, or teacher professional growth plans</p> <p>Professional Development on Data Analysis and on Designing Next Steps Based on Student Achievement Data</p>	<p><i>Implementation:</i> Increase teachers participating in meaningful professional development as measured by PD records.</p> <p><i>Short Term Measure of Success:</i> Teacher's long range plans reflect differing modes of instruction and utilize strategies and best practices shared in PD opportunities.</p> <p><i>Long Term Measure of Success:</i> Achievement gaps based on race will decrease more and more each year.</p>	Teachers, Principal, PSA, Literacy Coach	Ongoing	TBD	SCIF Funds		



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<p>B.1(i), B.2(i), B.3(i), & B.4(i) Scrimmage Testing/LC will be implemented for 1st-5th graders. All student work will be analyzed.</p>	<p><i>Implementation:</i> Students will become more comfortable in reading and answering open response questions and utilizing rubrics to measure their own success. <i>Short Term Measure of Success:</i> Students will increase their scores on formal and informal assessments. <i>Long Term Measure of Success:</i> Students will score better on state and district assessments.</p>	Principal, PSA, Reading Coach, Teachers	Ongoing	N/A	N/A		
<p>B.1(j), B.2(j), B.3(j), & B.4(j) All teachers will adhere to and implement the district curriculum map for their appropriate grade levels. Professional Development on Curriculum Mapping and Aligning Activities and Materials Professional Development on Spanish Curriculum Alignment</p>	<p><i>Implementation:</i> Teachers will modify and develop their own long range plans to correspond to district curriculum map <i>Short Term Measure of Success:</i> Teacher's plan books will follow district long range plans <i>Long Term Measure of Success:</i> Students will master core-content curriculum and increase performance on academic tests.</p>	Principal, PSA, Reading Coach	Ongoing	N/A	N/A		



Maxwell Elementary School

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Action Component: Parent & Family

Component Manager: Heather Bell, Principal & Michelle Grant, PSA

X	School		District
X	Preliminary		Revised

Priority Need	Goal
<p>C.1. Through parent-teacher conferences, SBDM meetings, and PTA meetings, parents express a need to be better informed about school activities, student progress and curriculum.</p> <p>C.2. Parents express a need to know how to help their student(s) who are struggling.</p>	<p>C.1 Each teacher will send periodic notice to parents about important academic events and volunteer opportunities in their classrooms.</p> <p>C.2. The school will provide parent trainings to help parents understand how to help their student and give them strategies and activities to work with.</p>
Causes of the Need	Objectives for Reaching the Goal
<p>C.1. Some parents perceive they are not receiving important communication related to school from their children in a timely manner.</p> <p>C.2. Many parents perceive a lack of avenues for input to school matters.</p> <p>C.3 Parents will be recruited to assist in the remediation/acceleration process for some students to increase achievement.</p>	<p>C.1. By May 2005 teachers will continue to send home periodic notices about class related events. Tuesday folders will continue to ensure families are sent information on a weekly basis.</p> <p>C.2. Publicize and seek parent participation through website, communication folders, weekly newsletters, and periodic surveys.</p> <p>C.3. Attendance at parent trainings will increase.</p>



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<p>C.1(a) Continue to support the communication envelope system.</p> <p>C.1(b) Publicize communication efforts with parents and families.</p>	<p><i>Implementation:</i> The envelopes will go home with the youngest child in each family to ensure that communication makes it home in a timely manner.</p> <p>Electronic versions of most documents will be posted on either the Maxwell website or on the PTA website.</p> <p>A school-managed email list will be used to communicate important information to parents.</p>	PTA, Principal, Teachers, Webmaster	Ongoing	N/A	N/A		
	<p><i>Short Term Measure of Success:</i> More visits to the school website will indicate a greater use of the information presented there.</p> <p><i>Long Term Measure of Success:</i> Reduce the percentage of parents who feel they do not receive adequate information as measured by parent-teacher conferences.</p>						
<p>C.2(a) Implement a survey system where parents can have more frequent and direct input into school matters.</p>	<p><i>Implementation:</i> As pressing matters arise, electronic surveys will be posted to allow parents (and teachers) efficient and direct input into school matters. Results of these surveys will be given to Maxwell leadership.</p>	Principal, PSA, Webmaster	Ongoing	N/A	N/A		



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	<p><i>Short Term Measure of Success:</i> An increasing number of surveys will be completed.</p> <p><i>Long Term Measure of Success:</i> Parents will feel an increased sense of participation as indicated by PTA and principal feedback.</p>						
<p>C.3(a) Assist parents in ways to work with struggling students.</p>	<p><i>Implementation:</i> The school will provide periodic parent trainings covering the five components of reading. These trainings will include both an explanation of concepts as well as activities that can be used.</p> <p><i>Short Term Measure of Success:</i> An increasing number of parents will attend the trainings offered at the school.</p> <p><i>Long Term Measure of Success:</i> A smaller percentage of students will score below level on school-wide and district reading assessments.</p>	<p>Parents, Teachers, PSA, Reading Coach, Principal</p>	<p>Sept 2006 – May 2007</p>				