



# Maxwell Elementary School

La Escuela de Inmersión en Español

## Comprehensive School Improvement Plan February 1, 2008



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

X	School		District
X	Preliminary		Revised

Priority Need	Goal
<p><b>A.1.</b> According to KCCT 2007 Data, our Writing Index is the lowest of all academic areas.</p> <p><b>A.2.</b> There is a significant disparity between student performance on Writing Portfolios and On-Demand Writing Tasks.</p> <p><b>A.3.</b> Data disaggregation shows that students under-perform on Open Response tasks.</p>	<p><b>A.1.</b> To increase the overall Writing Index to the same level as the other academic areas.</p> <p><b>A.2.</b> To reduce the performance gap between On-Demand Writing and Portfolios.</p> <p><b>A.3.</b> Students will be able to answer open response questions in all content areas at similar proficiency levels to those of multiple choice questions.</p>
Causes of the Need	Objectives for Reaching the Goal
<p><b>A.1.</b> The overall Writing Index was 96.7 – at least 15 points below all other academic areas.</p> <p><b>A.2.</b> The On-Demand Writing index far outscored the Portfolio Index.</p> <ul style="list-style-type: none"> <li>• On Demand Index – 107.3</li> <li>• Writing Portfolio Index – 85.9</li> </ul> <p><b>A.3.</b> The average score on Open Response questions was one scoring level lower than the total score of the subject area indicating a weakness in students’ ability to answer questions effectively in writing.</p>	<p><b>A.1.</b> By the end of the school year, the overall Writing Index will reach an score of at least 115.</p> <p><b>A.2.</b> By the end of the school year, the difference between the Writing Portfolio index and the On-Demand Index will be no more than 10 points as indicated by KCCT data.</p> <p><b>A.3.</b> Students will score at the same level on Open Response questions as they do for multiple choice questions as indicated by KCCT data.</p>



# Maxwell Elementary School

La Escuela de Inmersión en Español

## Comprehensive School Improvement Plan February 1, 2008



**Action Component: Academic Achievement**  
**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
<p><b>A.1(a) &amp; A.2(a)</b> Intermediate Intervention teachers will provide support for teachers and instruction to intermediate students.</p>	<p><i>Implementation:</i> An intermediate intervention teacher will focus on student writing samples and working with individual students and their pieces.</p> <p><i>Short Term Measure of Success:</i> Samples of student work will be monitored throughout the school year to assess and make adjustments in teacher instruction and student's needs.</p> <p><i>Long Term Measure of Success:</i> Student achievement will increase as measured through the portfolio writing portion of the KCCT.</p>	SBDM Intervention Teachers	8/07 - Ongoing	\$40,000 (2) .5 teachers	Staffing Allocation		
<p><b>A.1(b) &amp; A.2(b)</b> Provide bi-monthly and more training for all teachers as needed through a PD focus on types of writing pieces, writing mechanics, and scoring with the Analytic Scoring Guide. One Teacher per grade level will participate in monthly Lucy Caulkins training.</p>	<p><i>Implementation:</i> Teachers will receive PD focused on the different types of writing pieces, writing mechanics, and scoring with the Analytic Scoring Guide</p> <p><i>Short Term Measure of Success:</i> Samples of student work will be monitored throughout the school year to assess and make adjustments in teacher instruction and student's needs.</p> <p><i>Long Term Measure of Success:</i> Student achievement will increase as</p>	Writing Cluster Leader, Writing Resource Teacher, Principal, PSA IAKSS	9/07 - Ongoing	Lucy Caulkins Kits  Stipends	PD  SCIF		



# Maxwell Elementary School

La Escuela de Inmersión en Español

## Comprehensive School Improvement Plan February 1, 2008



**Action Component: Academic Achievement**  
**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
	measured through the portfolio writing portion of the KCCT.						
<p><b>A.1(c) &amp; A.2(c)</b> Improve students ability to generate writing pieces.</p>	<p><i>Implementation:</i> Writing committee will develop grade level standards and share with staff.</p> <p>All staff will implement strategies from training by mentoring students monthly.</p> <p><i>Short Term Measure of Success:</i> Samples of student work will be monitored throughout the school year to assess and make adjustments in teacher instruction and student's needs.</p> <p><i>Long Term Measure of Success:</i> Student achievement will increase as measured through the on-demand writing portion of the KCCT.</p>	<p>Writing Cluster Leader, Writing Resource Teacher, Principal, PSA</p>	<p>9/07 - Ongoing</p>	<p>N/A</p>	<p>N/A</p>		
<p><b>A.3(c)</b> Increase student ability to answer open response questions effectively</p> <p>(Teacher models-model 4s posted for every open response)</p>	<p><i>Implementation:</i> Homeroom and Special Area teachers will incorporate district Learning Checks into instruction and develop 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. Small group remediation for student not scoring 4s on open</p>	<p>Teachers, Principal, PSA, Reading Coach</p>	<p>Ongoing</p>	<p>N/A</p>	<p>N/A</p>		



# Maxwell Elementary School

La Escuela de Inmersión en Español

## Comprehensive School Improvement Plan February 1, 2008



**Action Component: Academic Achievement**  
**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
	<p>responses will be provided. Utilize monthly grade level meetings to share open-response questions and writing strategies.</p> <p><i>Short Term Measure of Success:</i> A successively larger percentage of students will be able to obtain scores of “4” on the open response examples that are given by teachers throughout the year as evidenced by student progress reports.</p> <p><i>Long Term Measure of Success:</i> Students will achieve better scores on the open response portions of the KCCT.</p> <p><i>Short Term Measure of Success:</i> Below level students will be identified and ESS and during school 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><b>A.3(d)</b> Provide ESS instruction for students to improve their ability communicate knowledge of content in writing using the</p>	<p><i>Implementation:</i> After school programs will be offered for students who are below level in reading and math. Instruction provided will be assessed requiring written response in Open Response format.</p>	<p>Teachers, Principal, PSA, Reading Coach</p>	<p>Ongoing</p>	<p>N/A</p>	<p>N/A</p>		



# Maxwell Elementary School

La Escuela de Inmersión en Español

## Comprehensive School Improvement Plan February 1, 2008



**Action Component:** Academic Achievement  
**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
open response format.	<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>						



# Maxwell Elementary School

La Escuela de Inmersión en Español

## Comprehensive School Improvement Plan February 1, 2008



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

X	School		District
X	Preliminary		Revised

Priority Need	Goal
<p><b>B.1.</b> According to 2006-2007 PAS data, an achievement gap in reading exists between African American and Free/Reduced Lunch students in comparison to Caucasian students. According to 2007 KCCT data, there is a significant achievement gap between AA and Caucasian students in 4<sup>th</sup> grade.</p> <p><b>B.2</b> According to 2006-2007 PAS data, an achievement gap in math exists between African American and Free/Reduced Lunch students in comparison to Caucasian students. According to 2007 KCCT data, there is a significant achievement gap between AA and Caucasian students in 4<sup>th</sup> grade.</p>	<p><b>B.1.</b> By May 2008 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>B.2.</b> By May 2008, 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 PAS assessment.</p>
Causes of the Need	Objectives for Reaching the Goal
<p><b>B.1</b> The following %age of African American and Free/Reduced Lunch students scored below proficiency in reading (novice or apprentice) on the 2007 Spring PAS assessment for 1<sup>st</sup>-5<sup>th</sup> grade and 2007 KCCT assessment for 4<sup>th</sup> grade.</p> <p><b>PAS:</b>                      African American - 31%    Caucasian - 7%                      Free/Reduced - 28%        Pay - 9%</p> <p><b>KCCT:</b>                      African American - 27%    Caucasian - 2%</p> <p><b>B.2</b> The following %age of African American and Free/Reduced Lunch students scored below proficiency in math (novice or apprentice) on the 2007 Spring PAS assessment for 1<sup>st</sup>-5<sup>th</sup> grade and 2007 KCCT assessment for 4<sup>th</sup> grade.</p> <p><b>PAS:</b>                      African American - 27%    Caucasian - 8%                      Free/Reduced - 22%        Pay - 8%</p> <p><b>KCCT:</b>                      African American - 27%    Caucasian - 5%</p>	<p><b>B.1</b> By the end of the 2007-2008 school year 85% of African American students and 85% of students receiving Free/Reduced lunch services will achieve proficiency in reading as measured by the PAS.</p> <p><b>B.2</b> By the end of the 2007-2008 school year 85% of African American students and 85% of students receiving Free/Reduced lunch services will achieve proficiency in math as measured by the PAS.</p>



# Maxwell Elementary School

La Escuela de Inmersión en Español

## Comprehensive School Improvement Plan February 1, 2008



**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
<p><b>B.1(a) &amp; B.4(a)</b>                      Professional Development on Working with At-Risk Readers and culturally responsive teaching strategies.</p>	<p><i>Implementation:</i> Increase students' reading levels as measured by KCCT, PAS, GRADE and District LC.</p> <p><i>Short Term Measure of Success:</i> Teacher's lesson plans will reflect differing modes of instruction. Weekly team meeting discussions will revolve around instructional successes and areas for improvement.</p> <p><i>Long Term Measure of Success:</i> Decrease the number of students being identified as below proficiency.</p>	Teachers, Leadership Team, Literacy Coach	Ongoing	N/A	N/A		
<p><b>B.1(b) &amp; B.4(b)</b>                      Provide one-on-one additional small group reading instruction for students performing below grade</p>	<p><i>Implementation:</i> Increase in KCCT, PAS, and GRADE scores and students' reading levels measured by teacher developed KCCT-like classroom assessments. There is a reading intervention teacher at each grade level to provide targeted small group instruction.</p> <p><i>Short Term Measure of Success:</i> Teacher's lesson plans and weekly discussions will reflect more individualized instruction based on student achievement.</p> <p><i>Long Term Measure of Success:</i> A decrease in the number of students needing additional one on one support in reading.</p>	Teachers, Leadership Team, Literacy Coach, Intervention Teachers	Ongoing	N/A	N/A		



# Maxwell Elementary School

La Escuela de Inmersión en Español

## Comprehensive School Improvement Plan February 1, 2008



**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
<p><b>B.2(b) &amp; B.3(b) &amp; B.4(b)</b> Provide a common math vocabulary list with translations</p>	<p><i>Implementation</i> Teachers will crease vocabulary word walls to introduce and review vocabulary as a part of instruction. Teachers will provide parents a vocabulary and translation list of Spanish Mathematics terms at the beginning of each unit.</p> <p><i>Short Term Measure of Success:</i> Students will report that parents are better able to assist with homework and general understanding.</p> <p><i>Long Term Measure of Success:</i> Students will include vocabulary in written responses and Mathematics KCCT Open Response scores will increase</p>	Special Area Teachers, Classroom Teachers	Ongoing	N/A	N/A		
<p><b>B.1(c), B.2(c), B.3(c), &amp; B.4(c)</b> Individualized academic plans will be developed for students performing below level in reading or math.</p>	<p><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.</p> <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 increase proficiency on reading and math portions of the KCCT, CTBS, PAS, and District LC assessments.</p>	Principal, PSA, Reading Coach, Teachers, Administrative Team	Ongoing	N/A	N/A		



# Maxwell Elementary School

La Escuela de Inmersión en Español

## Comprehensive School Improvement Plan February 1, 2008



**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
<p><b>B.1(f), B.2(f), B.3(f), &amp; B.4(f)</b>                      Provide ESS instruction in reading and math for students performing proficiency</p>	<p><i>Implementation:</i> Increase in reading and math proficiency as measured on KCCT, PAS, GRADE 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 and math.</p>	Principal, PSA, Literacy Coach, ESS Coordinator and Teachers	Ongoing	N/A	N/A		
<p><b>B.1(g), B.2(g), B.3(g), &amp; B.4(g)</b>                      Utilize the Student Assistance Team(SAT) to eliminate barriers to student performance and closing achievement gaps</p>	<p><i>Implementation</i> SAT team will meet monthly to 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 to increase academic and social success.</p> <p><i>Long Term Measure of Success:</i> Increase in the number of students making gains toward academic proficiency and growth in social skills.</p>	SAT Team Members	Ongoing	N/A	N/A		



## Maxwell Elementary School

La Escuela de Inmersión en Español

### Comprehensive School Improvement Plan February 1, 2008



**Action Component:** Parent & Family  
**Component Manager:** Heather Bell, Principal & Michelle Grant, PSA

X	School		District
X	Preliminary		Revised

<b>Priority Need</b>	<b>Goal</b>
<p><b>C.1.</b> Through parent-teacher conferences, SBDM meetings, and PTA meetings, parents expressed desire to be fully informed of student achievement and individual needs.</p> <p><b>C.2.</b> Parents need to participate more frequently in school decision making process and activities geared towards increasing student achievement.</p>	<p><b>C.1</b> Results of all student assessments will be communicated with parents at least twice per year in parent conferences. Additional conferences will be held quarterly for those students in need.</p> <p><b>C.2.</b> The school will provide parent trainings to help parents learn strategies and implement activities for “at home” extensions.</p>
<b>Causes of the Need</b>	<b>Objectives for Reaching the Goal</b>
<p><b>C.1.</b> Parents’ participation in allowable school decision-making opportunities is minimal.</p> <p><b>C.2.</b> School-to-home communication is often one-way and does not result in student improvement.</p> <p><b>C.4.</b> Parent participation is low in parent workshops/nights.</p>	<p><b>C.1.</b> By the end of the school year, each committee will provide documentation of efforts to increase parental involvement and update families of committee work through the Digno de Notes.</p> <p><b>C.2.</b> Improved two-way communication between school and home will enable greater support of student needs. Web-based surveys to increase parent input will be utilized.</p> <p><b>C.3.</b> School staffs offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children’s learning, and school’s improvement efforts.</p>



## Maxwell Elementary School

La Escuela de Inmersión en Español

### Comprehensive School Improvement Plan February 1, 2008



**Action Component: Parent & Family**  
**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
<p><b>C.1(a)</b> Continue to support the communication envelope system.</p> <p><b>C.1(b)</b> Publicize communication efforts with parents and families.</p>	<p><i>Implementation:</i> Envelopes will go home with the youngest child in each family to ensure that communication is provided weekly.</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 web-based survey..</p>						
<p><b>C.2(a)</b> 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 to be</p>	Principal, PSA, Webmaster	Ongoing	N/A	N/A		



# Maxwell Elementary School

La Escuela de Inmersión en Español

## Comprehensive School Improvement Plan February 1, 2008



**Action Component: Parent & Family**  
**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
	analyzed and presented to SBDM.  <i>Short Term Measure of Success:</i> An increasing number of surveys will be completed. <i>Long Term Measure of Success:</i> Parents will feel an increased sense of participation as indicated by PTA and principal feedback.						
<b>C.3(a)</b> Assist parents in ways to work with struggling students.	<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.  <i>Short Term Measure of Success:</i> An increasing number of parents will attend the trainings offered at the school. <i>Long Term Measure of Success:</i> A smaller percentage of students will score below level on school-wide and district reading assessments.	Parents, Teachers, PSA, Reading Coach, Principal	Sept 2006 – May 2007				