



# Coldwater Community Schools

March 25, 2019

Dear Parents & Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for Max Larsen Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Mr. Shawn M. Caldwell, Principal at Max Larsen Elementary School for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2VTX09Y> or you may review a copy in the main office at your child's school.

For the 2017-18 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

\* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Our school has not been given one of these labels.

Max Larsen Elementary School faces several key challenges and has many reasons to celebrate. Max Larsen has continued to center its school improvement goals around (3) main items; mathematics, reading, and student behavior. Max Larsen is a Young 5s to 1st Grade building which does not directly receive scores from M-Step or other uniform state assessments. However, the school does determine needs based on assessments from NWEA, DIBELS, CISD math screeners & locally developed assessments.

These assessments show we face challenges in math. NWEA scores for the Fall of 2017 reflect that 27% of our Kindergartners & 40% of 1st graders were proficient (or at benchmark) in math. An additional area of need was seen in our Spring 2017 math screener assessments, as 68% of Kindergartners & 69% of 1st Grade students were at benchmark.

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We also show challenges in reading. Local assessment data demonstrates we face challenges in this area. NWEA scores from the Fall of 2017 reflect that 30% of our Kindergarteners & 36% of 1st Graders were proficient (or at benchmark) in reading. DIBELS reading data shows relatively low scores in the Fall of 2017 for both Kindergarten/40% at benchmark & 1st Grade/39% at benchmark, yet show an increase in scores by the end of the year for Kindergarten/58% at benchmark, while 1st Grade/41% at benchmark showed only a slight increase.

It is also important for us to pay specific attention to the needs of our English Language Learners (EL). In the 2017-2018 school year approximately 25% of Larsen students were comprised of EL students.

We continue to work with Professional Learning Communities (PLC) through an early release Friday each week. In our PLCs we take on the challenges of meeting each child's specific learning deficit in reading, math or behavior. We use "Focus" time to organize a 3-tiered intervention approach four times a week for 20-minutes in both reading and math. Our PLCs give us the vehicle to continually analyze student data. We place students in Focus groups based on skills for which they need assistance. We constantly progress monitor students and continually review data at our PLC meetings to reorganize student groupings as needed.

Max Larsen is the only Young 5 to 1st Grade building within Coldwater Community Schools. Students come to Max Larsen from GSRP, Head Start & a variety of preschools around the county. Max Larsen is in its fifth year of implementation of a change to its school improvement plans which now focus, as mentioned above, on the three main areas of mathematics, reading & behavior.

A fourth "organizational goal" was also selected, as we recognize the importance of having a foundation that ties everything together. This includes everything from school calendar to master schedule to school-wide behavior/social emotional learning, plus alignment with the district improvement plan.

Our Specific Measurable Goals are as follows:

## Mathematics

- 80% proficient on math screener
- 75% proficient on MSTEP
- 75% proficient on NWEA

## Reading

- 80% proficient on DIBELS (composite score)
- 75% proficient on MSTEP
- 75% will be proficient on NWEA

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## Behavior

- Increase positive behaviors while decreasing the number of students with negative behaviors.
- Improve student attendance.

A copy of our Core Curriculum can be found at Max Larsen. Please contact Mr. Caldwell, Mrs. Renshaw or Mrs. Sawyer. Parents are always encouraged to attend Parent-Teacher Conferences (PTCs). During the 2017-18 school year, the attendance rates for our PTCs were 87% in the Fall. In the 2018-19 school year, the PTC attendance rates decreased to 80% in the Fall. Max Larsen Elementary students, staff & parents should take pride in their continued hard work to improve student achievement. Max Larsen embraces the idea that collaboration between all stakeholders plays a vital role in the process of ensuring each child's educational progress.

Yours in education,



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