



School Improvement Plan

Larsen Elementary School

Coldwater Community Schools

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Improvement Plan Assurance

Introduction

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST	

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Max Larsen's development of a comprehensive needs assessment begins with our building School Improvement Team consisting of: principal, young 5s teacher, 2 kindergarten teachers, 2 first grade teachers, special education teacher, reading interventionist, mathematics interventionist & parent representative. This team meets 4-6 times per year to analyze data for gap analysis and determine goals and objectives. We receive support from the Assistant Superintendent of Curriculum & Instruction focused on providing a thorough understanding for the staff as a whole. During the development of the plan, the committee sought input from each stakeholder group (parents, teachers, paraprofessional educators & students) in the following ways: 1) Gathering data needed to complete comprehensive need assessment; 2) Forming stakeholder teams for the purpose of disaggregating and analyzing data; 3) Convening stakeholder team meetings to analyze and disaggregate Fountas & Pinnell reading data; Add+Vantage math assessment scores, Skyward Behavior Reports, demographic data, local assessments, and teacher, parent and student surveys to identify gaps from expected proficiency levels and actual achievement scores as well as to identify root causes. After reaching conclusions based on the disaggregation of data, goals are/were set or revised based on meeting the needs of all students and struggling students.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

- White/Caucasian = 91%. This includes a significant population (approx. 20-25%) of students who have immigrated from the Middle East.
- African American = 1%.
- American Indian = <1%
- Asian = 1%
- Two or More Races=<2%
- Hispanic = 9%.

~66% of Max Larsen students currently qualify for free or reduced lunch.

~25% of students at Max Larsen speak English as a second language.

~ 8% of students have IEPs at Larsen.

Student Achievement: Mathematics

CISD Math Screener:

- 67% of kindergarten students were proficient on the Spring CISD Math Screener. This was an increase of 24% from the beginning of the school year.

- 69% of first grade students were proficient on the Spring CISD Math Screener. This was an increase of 23% from the beginning of the school year.

North West Educational Assessment (NWEA):

- 36% of kindergarten students were proficient on the spring NWEA math assessment.

- 32% of first grade students were proficient on the spring NWEA math assessment.

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M-Step

- 41% of Coldwater third graders were proficient in mathematics compared to 45% statewide

Student Achievement: Reading

Dibels Next:

- 65% of kindergarten students were proficient on the spring Dibels Next assessment. This was an increase of 20% from the beginning of the year.

- 41% of first grade students were proficient on the spring Dibels Next assessment. This was an increase of 2% from the beginning of the year.

North West Educational Assessment (NWEA):

- 29% of kindergarten students were proficient on the spring NWEA reading assessment.

- 35% of first graders were proficient on the spring NWEA reading assessment.

M-Step

- 47% of third graders were proficient in reading compared to 46% statewide.

Gap Analyses: Mathematics

CISD Math Screener:

- There was a significant gap among kindergarten students on the spring CISD Math Screener in 4 areas as follows: Special education students' gap was -9, and low socioeconomic students' gap was -13, The gap for Hispanic students was -9 and the gap for females was -14.

- There was a significant gap among first grade students on the spring CISD Math Screener in 3 areas as follows: Special education students' gap was -9, low socioeconomic students' gap was -8, and the gap for females was -6. All gaps have decreased since last year.

NWEA

-There was a gap of -8 for Hispanic students and a gap of -23 for all non-Caucasian students in kindergarten on the mathematics section of the spring NWEA. There was no significant gender gap.

-There was a gap of -21 for non-Caucasian students and a gap of -13 for first graders on the spring NWEA math assessment. There was no significant gap for Hispanic students on this section.

M-Step

-The largest gaps in mathematics were in the ELL population (-14) and low SED students (-14). There was a -7 gap for males in mathematics. On a positive, there was a +10 gap for Hispanic students.

Gap Analyses: Reading

Dibels Next:

- There was a significant gap among kindergarten students on the spring Dibels Next assessment in two areas as follows: Special education students' gap was -13, Hispanic students' gap was -17. Low Socio-Economic students' gap has been reduced to -6.

- There was a significant gap among first grade students on the spring Dibels Next assessment in two areas as follows: Special education students' gap was -20, low socioeconomic students' gap was -17, Hispanic students' gap was +5 this year.

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NWEA:

- There was a -4 gap for males and a -19 gap for Non Caucasian students in kindergarten on the spring NWEA reading assessment. Hispanic students had a +3 gap.
- There was a -2 gap for males and a -26 gap for non Caucasian students in first grade on the spring NWEA reading assessment. Hispanic students had a gap of +4

M-Step

- In the area of reading, low SED and ELL students, again, had the largest gap. Low SES students had a gap of -22, ELL -28. Hispanic students' gap was -16. There was no significant gender gap.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

The connection between school improvement goals and our priority needs as discovered through CNA:

- Goal: All students will meet or exceed school expectations in mathematics.

*Demonstrated need: Students at Larsen demonstrate need for significant improvement in mathematics as demonstrated by the significant gap between percentage of students proficient on the math M-Step in Coldwater as compared to students statewide. Additionally, there is a significant lag in student achievement as measured by the NWEA assessment and CISD Math Screener assessment.

- Goal: All students will meet or exceed school expectations in English Language Arts.

* Demonstrated Need: Students at Larsen demonstrate need for significant improvement in ELA as demonstrated by the significant gap between percentage of students proficient on the reading M-Step in Coldwater as compared to students statewide. Additionally, there is a significant lag in student achievement as measured by the NWEA assessment, Dibels, and F & P assessment.

- Goal: All students will meet or exceed school social, emotional, and behavioral expectations.

*Demonstrated Need: Students at Larsen demonstrate need for significant improvement in social, emotional, and behavioral expectations as demonstrated by the significant percentage of students successful within the classroom. This can be seen through SWIS/Skyward data, bus discipline data, RTC referrals, and social work referrals.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

The needs of students identified as members of special populations and/or subgroups are addressed within each goal by using varied strategies. Some examples of supports indicated by each of the academic goals include:

ELLs receive tiered intervention support in understanding math vocabulary, in two-way spoken communication, and in reading. Students with disabilities are provided additional scaffolding through differentiation, tiered interventions, and specifically designed accommodations. Some of these accommodations include alterations in pacing, in placement, in grouping, and/or with materials used. Economically disadvantaged students are provided with additional supports where needed as determined by assessment data. Simply because a student is economically disadvantaged doesn't mean they are behind academically or behaviorally. Our work with Dr. Eric Jensen has increased our overall knowledge in working with students with low SES. As needed to complete at-home activities, intensive support in vocabulary acquisition, etc.

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

The following strategies focus on helping all students reach state standards:

- 1) Instructional Coaching
- 2) Tier 1 / 60-minute uninterrupted math and 90-min uninterrupted reading
- 3) Reader's Workshop
- 4) Writer's Workshop
- 5) 30 minutes each of daily reading/writing and math intervention/acceleration periods beyond core instructional times.
- 6) Instructional time schedule changes to implement sufficient time for all core content areas.
- 7) Build curriculum and assessment knowledge and use for skill grouping of students during intervention time.

Teachers will be supported in these implementations through sustained professional development in reading, writing and mathematics instruction and professional development to increase staff knowledge of strategies and motivations to engage struggling learners, economically disadvantaged learners and English Language Learners.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

Gap cause analysis concluded that due to a lack of background knowledge all K-1 (and in fact K-3) students need support with vocabulary to build their schema with additional strategies needed for the economically disadvantaged and English Language Learner subgroups. An additional causal factor noted was the need to finalize the scope and sequence for English Language Arts including phonics, literacy and writing at all grade levels. Staff cited decoding and applying background knowledge to words as areas of concern based on teacher observation.

Provide a multi-tiered system of supports beyond core instructional times will increase the quantity of instruction. The percent of students not achieving proficiency on the 3rd and 4th grade reading and math MEAP and M-Step assessments, along with students not achieving grade level benchmarks on local assessments or normed assessment benchmarks on the NWEA MAP assessment shows the need for additional time for learning and practicing concepts and skills. Gap cause analysis determined that a more structured approach to provided differentiated learning opportunities of extended time will benefit specific sub group gaps for English Language Learners, economic disadvantaged learners and students with disabilities.

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

Provide a multi-tiered system of supports beyond core instructional times will increase the quantity of instruction.

Within the multi-tiered system of supports Special Education students (who had a gap of -13 and -20 on Kindergarten and first grade DIBELS Next scores respectively) and socio-economically disadvantaged (who had a gap of -6 and -17 on kindergarten and first grade DIBELS Next scores respectively) will have increased time and increased differentiation for English Language Arts. The same will hold true in the area of mathematics with the focus again on our Special Education students (who had a gap of -9 and -9 on Kindergarten and first grade CISD Math Screener scores respectively) and socio-economically disadvantaged (who had a gap of -13 and -8 on Kindergarten and first grade CISD Math Screener scores respectively)

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

Max Larsen believes in the power of Multi-Tiered System of Supports (MTSS) model. As we believe in the power of this model we also believe that there is a need for 3 tiers of support. Tier 1 instruction (core classroom instruction) will be provided to every student and will be done through the use of best practice methods. We will be implementing new curriculum content into our instructional infrastructure for both math and reading during the 2018-19 to assist in continuing these foundational needs.

Within Tier 2 we'll provide 30 minutes each day of reading/writing and math intervention periods beyond core instructional times to provide deficit area specific instruction for struggling learners. This will take place at least 4 days each week. We've worked significant changes into our master schedule to provide unified uninterrupted time for tier 2 intervention to take place. During these blocks students will be leveled according to academic ability and skill based groups. For students not meeting benchmark standards, the intervention time will include research-based strategies to address specific academic deficits. Students meeting benchmark expectations will be provided additional practice with grade level standards. Students exceeding benchmark expectations will be provided enrichment activities in core content areas. These daily support blocks will be/are fluid and students will enter or exit any level dependent on the formative skills assessment that week or the summative common assessment. We've also skillfully "freed up" additional human resources to provide additional assistance to students of all levels at this time. Specifically, we've included the use of special education staff, specials teachers and in some cases cross grade level teaching assistance to provide deeper support.

Within Tier 3 an additional 30 minutes beyond core instruction and intervention periods with interventionists to provide deficit area specific instruction for struggling learners is now being provided. We now have a master schedule that allows us to provide additional support for students struggling in reading or math. This is always done with support of parents and in a manner that is appropriate for students in kindergarten and first grade.

Additionally, we provide extended day learning opportunities beyond core instruction and intervention teachers to provide deficit area specific instruction for struggling English Learners. Language Learning Center supports now are being provided within Max Larsen in the form of a before school program based on Imagine learning software. Fast ForWord software is in its second year of implementation for first grade. Resource room support is provided as per individual student IEPs.

5. Describe how the school determines if these needs of students are being met.

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We continue to monitor student progress during interventions as well as Tier 1 instruction. We use universal screeners to ensure that students are at or above benchmark standards and at the same time each student is advancing at least one year's growth within one year's time. It is vital that we use data from sources such as math screeners, NWEA and DIBELS to determine the need for diagnostic assessment to define specific areas of focus for student intervention. We then use this data to group students of similar need (from multiple classrooms if the needs exist). The Professional Learning Communities (PLCs) meeting times are critical for staff as they collaboratively work to determine student needs and groupings.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes		

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	It is assured that all teachers at Max Larsen Elementary in 2016-2017 and 2017-2018 meet (met) the state's highly qualified teacher standards for Young 5, Kindergarten and 1st Grade instructional staff.	

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

Teacher turnover was 25% in both Kindergarten and 1st Grade at Max Larsen Elementary School going into the 2017-2018 school year. One section of 1st Grade was eliminated, 2 teachers left the district and one left the building. In Kindergarten, one teacher retired and one left the district. As our Specials/Enrichment programs have moved to site-level, we now have 3 full-time Specials/Enrichment teachers with one being new to the building.

2. What is the experience level of key teaching and learning personnel?

Max Larsen Elementary School teachers have an average 15 years of overall experience as teachers. Teachers have an average of 72% of their years spent with Coldwater Community Schools. The reading interventionist has 24 years of experience and the math interventionist has 31 years of experience. The principal is new this year, but came with 12 years of experience as a teacher and 15 years of administrative experience.

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

The school district offers competitive salaries and benefits which includes some tuition reimbursement. All district teachers are provided a Chromebook for use in classroom instruction. The geographic location of Max Larsen Elementary provides easy access to several states in the region beyond Michigan. This area is known for its many recreational opportunities. All probationary teachers in the school district are assigned a mentor teacher and provided the professional development opportunities needed to be successful in their assignment. Grade level teams are given collaborative planning time weekly for common lesson planning and data analysis and application. After-school opportunities for social engagement with building colleagues is provided approximately twice monthly to enhance staff spirit and morale. Personal and professional celebrations are a purposeful part of each staff meeting agenda.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

The school district offers competitive salaries and benefits which includes some tuition reimbursement. All district teachers are provided an Chromebook and training for use in classroom instruction. The geographic location of Max Larsen Elementary provides easy access to several states in the region beyond Michigan. This area is known for its many recreational opportunities. All probationary teachers in the school district are assigned a mentor teacher and provided the professional development opportunities needed to be successful in their assignment. Substitute teachers are provided, as needed, for classroom teacher observations, as part of professional development and professional growth plans. Grade level teams are given collaborative planning time weekly for common lesson planning and data analysis and application

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

NA

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

All teachers have received ongoing, sustained professional development in teaching of reading and writing over the past four years, an area of significant need. We have contracted with Calhoun ISD to provide a coach and, during the first two years, teachers received regular daylong instruction in teaching of ELA at their assigned grade level. See Question 2 for information regarding the ongoing and sustained nature of this PD.

In mathematics, teachers have received ongoing intense instruction in conceptual development in mathematics. As the adoption of Everyday Mathematics took place, trainers were brought in over the course of two years to deliver day-long or half-day trainings to teachers &/or to troubleshoot and provide feedback. As Advantage Math Recovery was implemented, PD was delivered first by teachers traveling to Calhoun ISD to receive week-long intensive trainings. See Question 2 for information regarding the ongoing and sustained nature of this PD.

In science, teachers have been trained at the Battle Creek Math and Science Center in the building of science understandings through hands-on experiences. Another approach to supporting science instruction, integrated instruction using discussion and informational text, has been supported within the ELA PD mentioned previously.

2. Describe how this professional learning is "sustained and ongoing."

ELA PD at Larsen has been a major focus for four years with Calhoun ISD providing a coach to meet the professional learning needs of our teachers and principal. Periodically, the teachers were observed by the aforementioned coach and provided feedback related to the lessons.

In mathematics, we have adopted Advantage Math Recovery to supplement and support math instruction. Cyclically, teachers have attended a week of training followed later in the year by a second week of advanced training. Teacher leaders with advanced training have presented and supported professional learning. Additionally, we have made extensive use of peer support.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

A parent representative serves as a member of our building school improvement team. As a part of this effort, she is able to engage in the development and analysis of the building's comprehensive need analysis and to formulate the building school improvement plan (school-wide plan) including goals, strategies and activities. With the CNA as a foundation we ask for parent input at our annual Parent Title Meeting(s) each year. In the fall of the 2017-2018 school year, we scheduled this meeting for Sept 29. As we revised our school-wide plan in the spring of 2018, the parent representative continued to be on the team that prepared the plan to be presented to other stakeholders for approval or revision. Parents are also involved through the PAC (Parent Advisory Committee). This committee is made up of 15-20 parents who voluntarily meet quarterly with building administration. Another communication of the school wide title plan to parents is accomplished at the beginning of the year Open House and through Young 5s and Kindergarten registrations.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

Parents are made aware of title services, goals, and their child's place in them in multiple ways. Parents are asked to sign the parent compact each year in the fall. The parent compact outlines expectation from the school and parents. For example, parents are being asked to; ensure regular school attendance, review homework and attend school meetings & activities. All parents are invited to attend Parent Advisory Committee meetings which are held quarterly beginning in the fall of each year.

Parent Advisory Committee (PAC) meetings serve as multiple opportunities to inform parents of the school-wide plan and to discern strategies in which parents can serve an active part. At these meetings the school reviews our school needs and our strategies implemented to satisfy these needs. We seek the advice and comments of parents has to how to work together and involve everyone to meet these school needs. We have occasionally had parents on the interview teams for selection of new staff. This is something we can ensure for the future. Parents had input in the change of our PD early release from Wednesday to Friday this year. They support the value of ongoing Professional Development for staff. Preschool transitions are something that is very important to both school and parents. We work actively with our parents on larger scale things such as the annual Learning Fair (PreK students coming in to Larsen), and we work on smaller scale items such as preschool transition meetings and transition meeting to Jefferson for our 1st graders about to become 2nd graders.

We have held Title Parent Nights (also referred to as Parent/Student Data Night &/or Wonder Night) at which time we share our Title policies and plans with parents. We seek their input both formally through surveys at this event and informally through Q & A periods during the event. We have ask for parents' input regarding the usage of Title funds and provide information for them about HQ status of our staff, School Report scores, assessment data for their child, assistance available to their child and how the school is seeking to improve its services to children and its knowledge of their progress.

Volunteerism will be highly encouraged as alternative schedules are introduced and parents will be offered multiple opportunities to understand pedagogical approaches in order to support their child's learning at home. School newsletters will address parent engagement opportunities and parent input will be sought as programs and initiatives are evaluated. Additionally, Max Larsen has a wide variety of social media and technological communications. These include, but are not limited to, (school) Twitter with nearly 300 followers, Instagram, YouTube Video Newsletters and the Max Larsen App (available at the Google Play Store and Apple App Store). The Elementary Boosters are also a group that is highly involved in communication for parents and school staff.

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3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

Through the Parent Advisory Committee (PAC) and through Title Parent Night(s) parents will have an opportunity to evaluate the school-wide plan. We seek their input both formally through surveys at these meetings and informally through Q & A periods during these events. We will ask parents about their perceptions of the "pluses and deltas" of our current school-wide plan. That is to say, we'll ask them for the strengths and areas where we could provide improvement.

Parent advisory meetings will provide opportunities for two-way communication as parents present questions and concerns while staff members present valuable information to parents regarding ways to support their child's learning at home. Email addresses and phone numbers are provided to parents to empower them to get the fastest possible response to questions and concerns that may arise and to provide feedback related to school programs. This type of informal evaluation of school operations allows administration and staff to make adjustments to systems and operations "on the fly." Parents will be surveyed at least annually to gather perceptions related to climate, safety and teaching strategies. The data gained through these surveys will be applied directly to the formal evaluation process.

Recently Max Larsen added Survey Monkey and Google Forms to its tool belt for gathering immediate data from parents. Technology devices (iPads) are used at the end of parent events to gather data as parents exit the building. Survey Monkey questionnaires are pre-loaded on the iPads and feedback is gathered immediately.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

All materials and presentations will be offered to families in a language understood by the family whenever possible. That includes limiting use of educational jargon and acronyms.

- 1) A copy of Grade Level Content Expectation / Common Core Standards in parent-friendly language will be provided at our fall parent orientation night.
- 2) Local assessment information (Northwest Education Assessment Measures of Academic Progress, school-wide common assessments in reading, writing, math, science, and social studies) will be shared with parents at parent-teacher conferences. Report cards &/or assessment results sheet with cover letter guide to interpreting results will be provided at this time as well.
- 3) Students receiving additional assistance will be progress monitored on a bi-weekly basis depending upon student need. Progress monitoring information will be shared with parents at parent conferences, teacher assistance team meetings, or other times as requested by parents or teachers.
- 4) Staff members will receive training and support in working with parents with a variety of attributes, cultural and economic differences, family structures and spoken languages. This training will take the form of book studies, direct PD experiences and staff meeting discussions.
- 5) Key assessments results will be shared with parents as soon as possible after the assessment and in a way that is most meaningful for parents.

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

Max Larsen will maintain data on parent attendance at Open House(s), curriculum night, Parent-Teacher Conferences, volunteer work and all parent involvement activities/sessions. Parental input will be sought for events using a variety of survey methods to include web-based, phone messenger and paper copies.

Max Larsen will conduct an annual evaluation of the parent involvement plan using a language that is friendly to parents. This survey will be held at the last Parent Advisory Council meeting in the spring of each year as well as copies sent home to families to respond, if unable to attend the Parent Advisory Council meeting. Parents will be informed of their opportunity to submit comments or recommendations to the plan to strengthen the home-school collaboration.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

Max Larsen parents and staff will be informed of the results of the year's evaluations of the parent involvement plan, in a language that parents can understand, in order to identify barriers to greater parent involvement and to develop strategies to improve parent involvement. These results will be shared in the building's annual report and provided to the school improvement team to conduct gap analysis and determine anticipated parent involvement targets.

8. Describe how the school-parent compact is developed.

Each year in the spring, the school-parent compact is reviewed and revised via a team of teachers and parents in preparation for use in the upcoming school year. This team will decide upon the suggested responsibilities of parents, staff and students to ensure academic achievement based on the building's positive behavior support expectations. An additional space will be left in each section of the compact for completion at the parent and teacher face-to-face meetings for individual goals to meet the needs of each child. In the fall, each classroom teacher and their students develop specific goals for student academic success. The classroom teacher and student goals are written into the compact and sent home with each student. Then, at Parent-Teacher Conferences in October, the compact is reviewed individually with each parent, student goals are established, changes or additions are made based on student and family needs and placed on file in the school office.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

Our parent compact will be sent home to all parents during the first month of school. Copies will be available in the school office and posted on our school website. Max Larsen assures that the compact will be discussed annually, face-to-face, at fall Parent-Teacher Conferences with input provided by parents, teachers and students and changes or additions will be made (as needed) for each individual child. All parties involved sign the agreed upon compact.

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

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NA

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

Parents will receive information regarding curriculum, school practices, safety procedures, parent/student rights and key assessment results in a way that is most meaningful and easily understood for parents. This will include presentation of written and spoken information in a language fluently spoken and understood by the parent. Processes will include the services of translators and interpreters to ensure understanding by parents at special events, in written documents, in essential meetings such as kindergarten orientation, parent/teacher conferences, child study team meetings and IEP meetings. Additionally, written communication will avoid the use of jargon and unfamiliar acronyms.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

Preschool children and parents are invited to a Kindergarten Registration process in May where they will meet and talk to kindergarten teachers and complete necessary school entry transition screenings and paperwork.

Coldwater area preschool classrooms are bused over to tour kindergarten classrooms in the spring to meet teachers, learn about the building and to participate in readiness activities. These preschools include those operated by Coldwater Community Schools, Branch Intermediate School District and private organizations. Incoming Kindergarten children and parents are invited to the school's Open House in August to become familiar with classrooms, teachers and expectations.

The Branch Intermediate School District preschool consultant, special needs preschool teachers and specialized service providers work with Max Larsen Elementary resource and general education teachers to provide a smooth transition for special needs children. In addition to the above activities, times are arranged for special needs children and their parents to visit the school to familiarize them with the building and help transition the children to a new environment. Max Larsen staff joins IEPC for incoming students.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

- Max Larsen Elementary School assures that kindergarten and resource room teachers visit various Head Start, GSRP and Preschool classrooms to observe students, to meet with preschool teachers, to discuss skills and expectations and to complete an observation form.
- The school assures that Head Start, GSRP and local preschool teachers will visit and observe the kindergarten classrooms to observe activities, to meet with teachers, to discuss skills and expectations and to complete an observation form.
- A Max Larsen staff member serves as a liaison on the Head Start Parent Advisory Council.
- The principal &/or social worker attends all IEPs for preschoolers planning to attend Max Larsen and provides input to teachers and parents related to readiness support for the child.

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Teachers at Max Larsen Elementary have participated in analyzing the 2017-18 data. The data review looked at strengths and weaknesses in each core content area and identified student achievement gaps. Grade level teams meet during Early Release time to analyze district assessments.

We use the PLC process to discuss what should be learned, to what degree students have learned and then develop specific strategies for assisting students. Assessments that were/are analyzed include, but are not limited to: MLPP, Dibels, F&P, NWEA, Math Screeners and math unit assessments.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

Teacher are involved in the use of data and the analysis of data through daily operations and instructional changes based on data. They are also involved in the use of data through PLC early release times each week on Fridays. As mentioned above, teachers at Max Larsen Elementary have participated in data analysis.

We use the PLC process to discuss what should be learned, to what degree students have learned and then develop specific strategies for assisting students. Assessments that were/are analyzed include, but are not limited to: MLPP, Dibels, F&P, NWEA, Math Screeners and math unit assessments. Teachers work collaboratively to place students in skill based groupings for targeted interventions.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

Each intervention provided to students at Max Larsen is assigned entrance and exit criteria chosen collaboratively by curriculum teams, grade level teams and the school improvement team. These criteria are specific to each intervention and utilize, at a minimum, the various assessments mentioned within. Specific "cut off" points are determined based on need and therefore may vary from year-to-year or throughout the year. This is because every student is guaranteed a Tier II intervention. For example, the more advanced students are pushed during this time to the most advanced levels (even past grade level), while struggling students are grouped by areas of specific need (or skill deficit). Having said that, we do have "benchmarks" of what is "common expected" progress of students during the year. For example, we have a common RIT level expectation for NWEA. We are implementing a 20-20 protocol for monitoring student interventions this year. This means students who are struggling are monitored intentionally with a common document that reflects a guarantee of at least 20 noted intervention attempts of at least 20-minutes before being moved to a new intervention group/level.

Listed here are some of the common formative &/or summative assessments used to monitor progress and to place students in the various interventions available.

- Fountas & Pinnell Running Records, 1st grade
- WIDA screeners
- MLPP Literacy Benchmark Assessments
- NWEA Benchmark Assessments (September, January, May) - Kindergarten, 1st Grade
- Writing: District Writing Prompts (September, January, June) - Young 5, Kindergarten, 1st grade
- Math Recovery Math Screeners - (September, January, April or upon entry of new student) - Kindergarten
- NWEA Math Assessments (September, January, May) - 1st grade
- Dibels Next
- Commonly developed writing rubrics
- Science Unit Assessments/Checklists (End of each unit) - Kindergarten, 1st grade
- Social Studies Unit Assessments/Checklists (End of each unit) - Kindergarten, 1st grade

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Max Larsen Elementary students are provided timely, effective and additional assistance to achieve state academic standards:

Interventions are provided using one or more of the following methods: Reteaching or differentiated instruction by the classroom teacher; additional instructional time outside the core with an intervention specialist, EL professional/ paraprofessional staff member, or resource room teacher/support staff. Additional staff members, paid from general fund, such as "Specials" teachers may be pulled in when their schedules

allow.

The building schedule will provide daily, 30-minute intervention support blocks for literacy and mathematics. During these blocks students will be leveled according to academic ability and skill based groups. For students not meeting benchmark standards, the intervention time will include research-based strategies to address specific academic deficits. Students meeting benchmark expectations will be provided additional practice with grade level standards. Students exceeding benchmark expectations will be provided enrichment activities in core content areas. These daily support blocks will be/are fluid and students will enter or exit any level dependent on the formative skills assessment that week or the summative common assessment.

As funding permits, before school programming for EL students not meeting benchmark will be provided for an additional 15-30 minutes, 3-5 days per week. Students will be identified quarterly, or upon entrance into the school district, based on below grade level performances on building and district common summative assessments.

Max Larsen has an emphasis on the four core subjects of ELA, Math, Science and Social Studies. It is appropriate for a Kindergarten and 1st grade building to have a significant percentage of its time devoted to ELA and Math in particular. Larsen espouses the importance of integrated / cross curricular learning and believes that the inclusion of science & social studies through reading and math provides a greater opportunity for students to learn. Thus, although we do have separate "stand alone" instruction in science and social studies where appropriate, we also focus heavily on learning "cross-curricularly." The building of academic vocabulary and the weaving of science and social studies vocabulary into reading and writing is an area where this can be seen immediately. We use programs and systems such as: Raz Kids, 20/20 (20 specific monitored and individualized lessons of at least 20 minutes prior to Tier 2 intervention), before school EL program, DreamBox and Apps for education.

We evaluate the programs where appropriate with the Michigan PET tool and also through local, state and national student assessments. We use for example DIBELS Next, NWEA, locally developed reading assessment and F & P assessments in reading. We utilize NWEA, CISD Math Screeners in mathematics.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

Students' individual needs are met in Tier 1 through differentiated instruction and in Tier 2 through a Multi-Tiered System of Support. This framework is designed to support the learning success of each child, regardless of the level of support needed. MTSS has three tiers of instruction and support: Tier I includes the instruction and support provided to all children; Tier II (Supplemental) serves students needing more help. Extra instruction and support are provided to these children in small groups; and, Tier III (Intensive) is for children who need intense support in order to succeed. Extra instruction and support for these children are provided in even smaller groups.

Reader's Workshop: The elements of this program are inherently designed to promote differentiation: Guided Reading: utilizing individualized leveled texts, progress monitoring and decoding and reading for meaning, using language experience connections by inking language and experience to spoken and written language, using individualized reading procedures: conferencing with children about their reading, skill development and self selecting books and using developmentally appropriate activities.

Writer's Workshop: The Writer's Workshop model includes direct writing instruction scaffolded within the instructional components of writing aloud; shared writing; guided writing; independent writing; and teacher-student writing conferences. Instruction is differentiated and individualized through independent writing and writing conferences.

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We are moving toward a Math Workshop approach. AVMR training was provided this year for several staff members and through CISD will be provided again during the school year.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

- ~Tier I Instruction and interventions are delivered by classroom teachers/General Fund - supported where appropriate by interventionists through coaching.
- ~Tier II and Tier III interventions are provided by interventionists and where appropriate by general education teachers with specific guidance from the interventionist, Title Ia, Title VI
- ~Interventions are delivered by an Elementary Social Worker to support behavior, attendance, academics/Section 31a
- ~Professional development is provided to all staff members to ensure best practice offerings in all areas/General fund, Title Ia
- ~Interventions are provided to English Language Learners/General fund, Title III LEP, Title III Immigrant
- ~Parent Engagement Activities/Activity funds, Title Ia, general fund
- ~Special education testing and services/ISD special education funds, CCS general fund

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

- The Comprehensive Needs Assessments is created and analyzed by a team of stakeholders - substitute teachers, stipends, supplies and refreshments are provided using general funds of the district.
- Schoolwide reform strategies include the following:
 - o PD provided by general fund and Title Ia
 - o Tier I instruction and general assessments provided by general fund
 - o Tier II and Tier III academic, attendance, and behavioral interventions provided through general fund, Title Ia, Title III LEP, Title III Immigrant, Title VI, and Section 31a.
- Instruction by Highly Qualified Professional Staff
 - o General fund provides administrative staff to monitor the HQ status of all professional staff
 - o Salaries of teachers and instructional paraprofessionals are provided by general fund, Title Ia, Title III LEP, Title VI and Section 31a.
- Strategies to Attract High-Quality Highly Qualified Teachers to High Needs Schools
 - o PD is provided through general fund, Title Ia
 - o Mentoring for new teachers is provided with general funds.
 - o Time for teacher collaboration and mutual support (PLC time) is provided with general funds.
 - o New teacher induction is provided with general funds.
- High-Quality and Ongoing Professional Development
 - o PD is provided through general fund and Title Ia.
- Strategies to Increase Parental Involvement
 - o Parent involvement activities are provided through activity funds, general funds, and Title Ia.
- Preschool Transition Strategies
 - o Some parent engagement activities are provided through Title Ia.
 - o Most of the preschool transition strategies are provided through general funds and activity funds.

- Teacher Participation in Making assessment Decisions

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- o Time and place for teachers to hold meetings to come to collaboration on assessment decisions is paid through general funds.
- Timely and Additional Assistance to Students Having Difficulty Mastering the Standards
- o Tier I interventions and screening assessments are provided with general funds.
- o Tier II and Tier III interventions in the four core academic areas are provided mainly through Title Ia and Title VI.
- o Tier II and Tier III interventions for students struggling with behavior and/or attendance are provided through general funds and with Section 31a monies.
- o Special education testing and services are available using special education (ISD) funds and CCS general funds.
- Coordination and Integration of Federal, State and Local Programs and Resources
- o Management and allocation of funds is accomplished by central office staff and is paid with general funds.

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The Max Larsen Cardinal Pride positive behavior support program is funded by General funds, local community grants and funds generated through our local elementary booster's organization. Funds go toward assemblies, reward incentives, parent awareness brochures and Second Step program purchases. The community Head Start program is funded and operated through the Branch Intermediate School District.

Economically disadvantaged families are supported through school-based community services including the free/reduced lunch program, McKinney-Vento homeless services and referral to our Coldwater Adult Education program. Max Larsen participates with the other district elementary schools in hosting a spring Early Learning Fair. This event brings local community agencies, service providers, local businesses and the school community together to provide families of students who will be entering a preschool or Kindergarten program in the fall an opportunity to become aware of staff and resources available for their families. Funding for this event is provided through district General Funds, Branch Intermediate School District, Branch Area United Way, Branch Early Childhood Collaborative and school and local volunteers.

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

Max Larsen Elementary will annually evaluate the implementation of the schoolwide plan and programs through the school improvement process no later than the end of March each year. The entire staff, in collaboration with parent representatives, will analyze data from M-Step, district common academic assessments, MLPP, NWEA, positive behavior support data and staff, parent, student and community survey data to determine if progress is being made on the school goals.

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

Max Larsen staff and parent representatives will analyze and summarize data from the M-Step, district common academic assessments, MLPP, NWEA assessments and other data. Focus will be on 3 levels of data (national, state and local). This data will be compared to the targets set forth in the building school improvement plan. A summary statement will be prepared to be included in the building's annual report in August of each school year.

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

Staff and parents of Max Larsen Elementary students will know the schoolwide program has been effective in increasing the achievement of students who are furthest from the achievement standards by analyzing pre- and post-assessment data, along with summative assessment data, for students performing in the bottom 30% academically. Effectiveness will be determined as raising the achievement scores of these students at a more rapid rate than their grade-level peers.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

Achievement, behavior and perception data will be analyzed as it becomes available. A summarized report of these analyses will be made available to staff and families, but not less than twice a year. This analysis is the basis for any adjustments made to the school improvement plan. The plan is reviewed and revised each spring. The review results will become the planning guide for the following year's school improvement plan.

2018-2019 School Improvement Plan - Max Larsen

Overview

Plan Name

2018-2019 School Improvement Plan - Max Larsen

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	We will implement a systemic approach to teaching and learning for ALL.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$1760
2	All students will meet or exceed school expectations in mathematics.	Objectives: 3 Strategies: 3 Activities: 7	Academic	\$116240
3	All students will meet or exceed school social, emotional, and behavioral expectations.-	Objectives: 2 Strategies: 2 Activities: 6	Academic	\$14100
4	Students will meet or exceed district expectations in English Language Arts.	Objectives: 3 Strategies: 3 Activities: 15	Academic	\$244900

Goal 1: We will implement a systemic approach to teaching and learning for ALL.

Measurable Objective 1:

collaborate to provide continued refinement of a comprehensive Multi-Tiered System of Supports so that ALL students will learn and grow. We will use the Professional Learning Community (PLC) at Work model as our framework. This goal will be fully implemented by 06/03/2019 as measured by the increase of students at benchmark and the decrease of students needing strategic and intensive support in all core content areas.

Strategy 1:

Strategic School Design - The school improvement team, working in partnership with the other elementary schools and the district, will update the master schedule to maximize instructional time on core academic subjects while varying time based on subject and student priorities.

Category: Other - Organizational

Research Cited: "High performing schools find ways to increase instructional time in core academic subjects, especially for struggling students, by rearranging existing time throughout the day and adding overall instructional time." Shields, R. & Miles, K. (2008); Case Studies of Leading Edge Small Urban High Schools - University Park. Boston, MA: Education Resource Strategies.

Tier: Tier 1

Activity - Redesign the Master Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school improvement team will redesign the master schedule. In doing so, we will ensure that there are intentional blocks of instructional time for all core subject areas. Additionally, the master schedule will include additional opportunities to provide tier II and III supports in math and reading.	Other	Tier 1	Implement	06/30/2018	06/30/2019	\$0	No Funding Required	School Improvement Team

Activity - Job-embedded PD: Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the implementation of Instructional Rounds in our elementary buildings, we will develop a culture of collaboration and enhance teachers' instructional skills. Additionally, we will develop reflective practitioners. In order to accomplish this, we will incur sub costs so that teachers can be freed up to visit other classrooms during instructional periods and participate in the Instructional Rounds process.	Behavioral Support Program, Academic Support Program	Tier 1		07/30/2018	06/03/2019	\$1760	Title II Part A	Elementary Principals, Director of Teaching & Learning, Teachers

Strategy 2:

Teacher Collaboration Time - We will engage in multiple opportunities for collaboration to support learning for ALL students.

Category: Learning Support Systems

Research Cited: "[Many] schools offer no infrastructure to support collaboration or continuous improvement, and, in fact, the very structure of their schools serves as a

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powerful force for preserving the status quo. This situation will not change by merely encouraging

teachers to collaborate, but will instead require embedding professional collaboration in the routine practice of the school." DuFour, Rick. "Work Together, But Only If You Want To." Phi Delta Kappan 92, no. 5 (February 2011): 57-61

Tier: Tier 1

Activity - Early Release - Teacher Collaboration & Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will allocate extended time for collaboration through the implementation of weekly early release days on Fridays. This will create a minimum of 75 minutes for teacher/PLC collaboration on a weekly basis. (This is a district-wide initiative.)	Teacher Collaboration	Tier 1	Implement	07/30/2018	06/03/2019	\$0	No Funding Required	Administrators and Teachers

Activity - Formative Assessment for Michigan Teachers Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Formative Assessment for Michigan Teachers (FAME) program will provide the foundation for PLC collaboration around creating and utilizing formative assessments to improve instruction. Two kindergarten teacher, two 1st grade teachers, two interventionists and principal comprise the team that attended the launch event. The team will continue to meet periodically to continue the progress & continue training teachers. The FAME coach will also continue attending Cognitive Coaching (2018-19/2nd-year/4-days) as part of the FAME program.	Teacher Collaboration	Tier 1	Getting Ready	07/30/2018	06/03/2019	\$0	Other	Principal, FAME Team, FAME Coach

Goal 2: All students will meet or exceed school expectations in mathematics.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in foundational skills in Mathematics by 06/30/2019 as measured by end of the year district math screener.

Strategy 1:

Academic Math Intervention - Classroom and intervention teachers will provide a daily multi-tiered system of support for all students who have not yet met defined mathematics learning targets.

Category: Learning Support Systems

Research Cited: Multi-Tiered System of Support (MTSS) is a framework for school districts to align resources to support the learning success of each child, regardless of the level of support needed. MTSS has three tiers of instruction and support: Tier I includes the instruction and support provided to all children. 2. Tier II (Supplemental) serves students needing more help. Extra instruction and support are provided to these children in small groups. and Tier III (Intensive) is for children who need intense support in order to succeed. Extra instruction and support for these children are provided in even smaller groups. Kansas State Department of

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Education. (2009). Kansas Multi-Tier System of Supports: Research Base (Version 2.0). Topeka, KS: Kansas MTSS Core Team.

Tier: Tier 2

Activity - Math Intervention Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Title I Math Intervention teacher will plan, coordinate, and deliver Tier 2 and Tier 3 math instructional supports for students not yet reaching grade level instructional benchmarks jointly with classroom teachers. Intervention specialists will provide Tier II and Tier III interventions to students in Math and integrated Social Studies and Science and provide Tier I modeling and coaching support.	Academic Support Program	Tier 2	Implement	07/30/2018	06/03/2019	\$98000	Title I Part A	Building principal and the director of teaching and learning
Activity - DreamBox Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students participating in intervention with the math interventionist will use the program DreamBox Learning to support their acceleration in math learning.	Academic Support Program	Tier 2		07/30/2018	06/03/2019	\$240	Title I Part A	Principal, Math Interventionist
Activity - Math Screener Administrators	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One AVMR trained math screener will administer the CISD Math Screener three times yearly for up to 30 1/2-days.	Other - Universal Screener Administration	Tier 1	Implement	07/30/2018	06/03/2019	\$1450	General Fund	Director of Curriculum and Instruction, Principal
Activity - Educational Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Three paraprofessionals will support struggling learners during Tier 2 math interventions	Academic Support Program	Tier 2	Implement	07/30/2018	06/03/2019	\$8000	Other	Director of Curriculum and Learning, Principal

Measurable Objective 2:

75% of All Students will demonstrate a proficiency in foundational skills in Mathematics by 06/30/2019 as measured by 3rd grade MSTEP .

Strategy 1:

Parent and Family Engagement - Max Larsen will partner with parents to develop a school learning community that includes educators, students, parents, and community partners who work together to improve the school and enhance students learning. One component of a school learning community is an organized program

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of school, family, and community partnerships with activities linked to school goals.

Category: Mathematics

Research Cited: Research and fieldwork show that such programs improve schools, strengthen families, invigorate community support, and increase student achievement and

success (Epstein, 2001; Henderson & Mapp, 2002; Sheldon, 2003).

Tier: Tier 1

Activity - Parent and Family Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will have a variety of opportunities to participate in parent education events: Fall: Wonder Night, parents are given initial screener and NWEA data along with ideas on how to help their child at home. Needs: 225 2-pocket folders, 225 labels, copies of math strategies hand-outs and student data sheets. Copies must also be translated into Arabic and Spanish. The event requires an interpreter. T-shirts are given to each student attendee funded through 4-5 corporate sponsors. Winter: At Hundreds of Hearts Night, parents will participate in math and ELA activities with their child(ren) to better understand how to support their child(ren) at home. Needs: straws, paper plates, 1,000 smartie single packs, copies of 20 frames, instructions, 0-10 playing cards with dice patterns (Oriental Trading), Bingo prizes, pony beads, string, 10 heart beads per child, refreshments (juice and cookies), Valentine themed pencils and paper, and Valentine books to be printed (ink/paper) and colored at the event.	Parent Involvement	Tier 1		07/30/2018	06/03/2019	\$3000	General Fund	Principal and All Teachers

Measurable Objective 3:

75% of All Students will demonstrate a proficiency in foundational skills in Mathematics by 06/30/2019 as measured by NWEA (at or above the end of the year benchmark, RIT Score: K - 159.1, 1st - 179.0).

Strategy 1:

Professional Learning - Teacher will continue professional learning to deliver best practice instruction based on solid student data using research based strategies.

Category:

Research Cited: A review of research on the impact of professional learning communities on teaching practice and student learning

V Vescio, D Ross, A Adams - Teaching and teacher education, 2008

The impact of collaborative continuing professional development (CPD) on classroom teaching and learning

P Cordingley, M Bell, 2005

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Learning mathematics for teaching: Results from California's mathematics professional development institutes

HC Hill, DL Ball - Journal for research in mathematics education, 2004

Tier: Tier 1

Activity - AVMR	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elementary teachers will participate in AVMR/Math Recovery Course I & II training facilitated by Calhoun ISD. The AVMR training is designed to provide strategies and intensive support to teachers so that they understand math progressions and can meet the needs of struggling learners.	Professional Learning, Academic Support Program	Tier 1		07/30/2018	06/03/2019	\$5000	Title II Part A	Building administrators, Academic Interventionists, CISD Consultants, Teachers, Director of Teaching & Learning

Activity - Math Content Committee Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in a book study on Teaching Student-Centered Mathematics once per month to improve mathematics instruction	Teacher Collaboration, Professional Learning	Tier 1	Implement	07/30/2018	06/03/2019	\$550	Title II Part A	Director of Curriculum and Instruction, Principal, All teachers

Goal 3: All students will meet or exceed school social, emotional, and behavioral expectations.-

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in appropriate behavior in Practical Living by 06/30/2019 as measured by the number of students who had 0-5 behavior referrals.

Strategy 1:

Multi-Tiered System of Supports - Max Larsen will implement an integrated, multi-tiered system of curriculum, instruction, assessment, and intervention designed to meet the achievement and behavioral health needs of ALL learners. Our MTSS framework is designed to ensure that each and every student will have his/her individual needs met through high-quality curriculum, instruction, and assessment using a structure of core instruction and interventions.

Category: School Culture

Research Cited: MI Dept. of Education. (n.d.). Multi-Tiered System of Supports. Retrieved June 1, 2015, from http://www.michigan.gov/mde/0,4615,7-140-28753_65803-322534--,00.html

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Tier: Tier 1

Activity - Mindset Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will use 15-20 minutes of the school day in a Mindset Meeting. The Second Step curriculum will be the foundation of these meetings, but they may also include growth mindset, behavior expectations, Mind Yeti, or Calming Classroom activities. These lessons will be planned by the grade level team.	Behavioral Support Program	Tier 1	Implement	07/30/2018	06/03/2019	\$0	No Funding Required	Principal, Counselor, Classroom Teachers
Activity - Second Step Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Second Step curriculum will be the foundation of our Tier 1 instruction and interventions. Grade levels will be provided with the materials to teach this curriculum.	Behavioral Support Program	Tier 1	Implement	07/30/2018	06/03/2019	\$0	No Funding Required	Principal, Counselor, Classroom Teachers
Activity - Positive Behavior Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As part of Max Larsen's multi-tiered system of supports, positive behavior supports will be included as a Tier 1 support. The main focus of PBIS will be grade-level bi-weekly morning assemblies. During these assemblies, behavior expectations and growth mindset will be highlighted. Rewards will be presented to classrooms with the most PBIS tickets for the week in the focus area. Focus areas may include: Hallway expectations, classroom expectations, playground expectations, cafeteria expectations, grit, the brain can grow, teamwork, I CAN attitude, and risk taking.	Behavioral Support Program	Tier 1	Implement	07/30/2018	06/03/2019	\$0	No Funding Required	Principal, Social Worker, PBIS Committee, All Teachers
Activity - Check In/Check Out	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As part of Max Larsen's Tier 2 interventions, the Check In/Check Out program will be implemented for selected students. Adult mentors will meet briefly before and after school to review the student's behavior goals and provide positive reinforcement for appropriate behavior. The student will carry a small chart throughout the day, earning points for appropriate behavior. At the end of the day the student will meet with the adult mentor to review the day and receive feedback and small prizes as they are earned.	Behavioral Support Program	Tier 2	Implement	07/30/2018	06/03/2019	\$100	Other	Principal, Counselor, Adult Mentors, Classroom Teachers

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Activity - Responsible Thinking Program/Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A part-time Responsible Thinking Program Coordinator will support struggling learners in the area of behavior. This classroom will target disruptive classroom behaviors. After the classroom teacher asks the (RTC) questions, "What are you doing?" and "What is the rule?", students will have time to reflect in the Thinking Chair. If, after they meet with the teacher, they continue to disrupt, they will go to RTC. The teacher will be responsible for filling out the referral and the coordinator will assist the child in completing a responsible thinking form. The student will then return to class.	Behavioral Support Program	Tier 2	Implement	07/30/2018	06/03/2019	\$8000	Section 31a	Principal, RTC Supervisor, All Teachers

Measurable Objective 2:

A 15% decrease of All Students will demonstrate a proficiency in Practical Living by 06/30/2019 as measured by a decrease in the number of chronically absent students (10 or more absences).

Strategy 1:

Attendance Supports - In order to master essential objectives, students must have regular attendance. Max Larsen Elementary has a 31% chronic absence rate (10 days or more). In order to reduce the number of absences, our school will implement absence supports.

Category: Other - Attendance

Research Cited: Romero, M., and Lee, Y. (2007). A National Portrait of Chronic Absenteeism in the Early Grades. New York, NY: The National Center for Children in Poverty.

Tier: Tier 1

Activity - Attendance Support Counselor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A part-time attendance supervisor will support struggling learners by building relationships with families and assisting to build in mechanisms to decrease absenteeism.	Behavioral Support Program, Academic Support Program	Tier 2	Implement	07/30/2018	06/03/2019	\$6000	General Fund	Principal, Attendance Support Supervisor

Goal 4: Students will meet or exceed district expectations in English Language Arts.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in foundational skills in Reading by 06/30/2019 as measured by the DIBELS composite score.

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Strategy 1:

Professional Development - Professional Development - Professional development will be provided to administrators, teachers, and other staff members to support teaching and learning. Job-embedded professional development will be included on an ongoing basis through weekly early release time for collaboration, instructional rounds, technology based training, classroom observations/walk through, book studies, and other collaborative opportunities during the school day and beyond. Additionally, schools have selected conferences and/or PD sessions that specifically align to their needs and their improvement plans.

Category:

Research Cited: We believe that the requirement to provide ongoing, high quality, job-embedded professional development to staff in a school is clearly tied to improving instruction in multiple ways. First, the requirement that professional development be “job-embedded” connotes a direct connection between a teacher’s work in the classroom and the professional development the teacher receives. (National Archives and Records Administration, 2009, p. 58479)

Tier: Tier 1

Activity - ELA Content Committee Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in a book study once per month to improve reading instruction.	Teacher Collaboration, Professional Learning	Tier 1	Implement	07/30/2018	06/03/2019	\$750	Title II Part A	Principal, Interventionist
Activity - Early Literacy Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An Early Literacy Coach from CISD will collaborate with teachers to improve Tier 1 reading instruction.	Teacher Collaboration, Professional Learning	Tier 1	Implement	07/30/2018	06/03/2019	\$0	Section 31a	Principal and CISD Early Literacy Coach
Activity - Literacy Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet twice during the school year to develop a shared understanding of the ELA instructional infrastructure including formative and summative assessments.	Teacher Collaboration, Professional Learning	Tier 1		07/30/2018	06/03/2019	\$3800	Other	Principal, Reading Interventionist

Measurable Objective 2:

75% of All Students will demonstrate a proficiency in foundational skills in English Language Arts by 06/30/2019 as measured by 3rd grade MSTEP.

Strategy 1:

Implementation of a Multi-Tiered System of Supports - Implementation of a Multi-Tiered System of Supports - We will implement an integrated, multi-tiered system of

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curriculum, instruction, assessment, and intervention/enrichment designed to meet the achievement and behavioral health needs of ALL learners. Our MTSS framework is designed to ensure that each and every student that walks into a school/classroom will have his or her individual needs met through high-quality curriculum, instruction, and assessment using a structure of core instruction, interventions, and enrichments

Category:

Research Cited: MI Dept. of Education. (n.d.). Multi-Tiered System of Supports. Retrieved June 1, 2015, from http://www.michigan.gov/mde/0,4615,7-140-28753_65803-322534--,00.html

Tier: Tier 1

Activity - Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention specialists will provide Tier II and Tier III interventions to students in ELA and Math and integrated Social Studies and Science and provide Tier I modeling and coaching support.	Academic Support Program	Tier 2	Implement	07/30/2018	06/03/2019	\$100000	Title I Part A	Intervention specialists, building principals, director of teaching and learning

Activity - ELL Para Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualifying ELL students will receive additional support in English language acquisition beyond Tier I core instruction provided by their general education teachers. Support will be provided by HQ teachers (general fund & 31a) and by HQ bilingual paraprofessionals (Title III) under the supervision of a HQ teacher.	Academic Support Program	Tier 2		07/30/2018	06/03/2019	\$20000	Title III	ELL Director, Building Principals, ELL Teacher(s), ELL Paraprofessionals

Activity - ELL Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL teachers will complete annual on-line PD modules for the WIDA.	Academic Support Program	Tier 2		07/30/2018	06/03/2019	\$1000	Title II Part A	ELL Director, ELL Teachers

Activity - Title 1 Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In order to meet the needs of struggling learners, the reading interventionist will require materials to create instructional games and activities. This may include cardstock, downloadable content & iPad apps.	Materials, Academic Support Program	Tier 2		07/30/2018	06/03/2019	\$200	Title I Part A	Principal, Reading Interventionist

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Activity - ELL Teacher Assistants	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Qualifying ELL students will receive additional support in English language acquisition beyond Tier I core instruction provided by their general education teachers. Support will be provided by HQ teachers (general fund & 31a) and by 3 HQ bilingual teacher assistants under the supervision of a HQ teacher.	Academic Support Program	Tier 2	Implement	06/30/2018	06/30/2019	\$1800	General Fund, Section 31a	Principal, ELL Teacher, ELL Teacher's Assistants
Activity - Classroom Library Replenishment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In order to provide ambitious instruction as outlined in the instructional infrastructure for reading, students need access to a comprehensive library. Research suggests that 20 books per student are required for this library. With that in mind, in 2017-18 any classroom without a 600 book level will get \$2,000 for a library. Two kindergarten and 2 first grade teachers will receive \$500 to replenish their libraries. This process will be ongoing.	Materials	Tier 1	Implement	07/30/2018	06/03/2019	\$0	Other	Principal, Reading Interventionist, Teachers/Classrooms in Rotation
Activity - Educational Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Three para professionals will support struggling learners during Tier 2 reading interventions	Academic Support Program	Tier 2		07/30/2018	06/03/2019	\$5000	Other	Principal, All Teachers
Activity - English Language Learning Highly Qualified Instructor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A certified, highly qualified English Language Learning teacher will work with ELL students on language acquisition during Tier 1 and Tier 2 times.	Academic Support Program	Tier 2	Implement	07/30/2018	06/03/2019	\$98000	General Fund, Section 31a	Principal, ELL Instructor
Activity - Fast ForWord Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During Tier 2 intervention time, 15 struggling students needing support in building cognitive capacity will engage in the Fast ForWord language program. Students will meet 3-4 days per week for 30 minutes. A subscription to the program, y-splitter headphones and small incentives will be needed.	Technology, Academic Support Program	Tier 2	Implement	06/30/2018	06/30/2019	\$5600	Other	Principal, Reading Interventionist, Fast ForWord Instructor
Activity - DIBELS Administration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Three trained DIBELS screeners will administer the DIBELS Next assessment three times yearly for up to 30 1/2-days.	Other - Universal Screener Administration	Tier 1	Implement	07/30/2018	06/03/2019	\$4350	General Fund	Principal, Reading Interventionist, Screeners
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Measurable Objective 3:

75% of All Students will demonstrate a proficiency in foundational skills in Reading by 06/30/2019 as measured by NWEA (at or above the end of the year benchmark, RIT Score: K - 157.7, 1st - 176.9).

Strategy 1:

Parent and Family Engagement - Max Larsen will partner with parents to develop a school learning community that includes educators, students, parents, and community partners who work together to improve the school and enhance students learning. One component of a school learning community is an organized program of school, family, and community partnerships with activities linked to school goals.

Category: English/Language Arts

Research Cited: Research and fieldwork show that such programs improve schools, strengthen families, invigorate community support, and increase student achievement and

success (Epstein, 2001; Henderson & Mapp, 2002; Sheldon, 2003).

Tier: Tier 1

Activity - Parent and Family Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will have a variety of opportunities to participate in parent education events: Fall Data Night. During Fall Data Night (Wonder Night) parents are given initial screener and NWEA data along with ideas on how to help their child at home. Needs: 225 2-pocket folders, 225 labels, copies of math strategies hand-outs and student data sheets. Copies must also be translated into Arabic and Spanish. The event requires an interpreter. T-shirts are given to each student attendee funded by 4-5 corporate sponsors. Winter: Hundreds of Hearts Night. Parents will have the opportunity to participate in reading and math activities to better understand their child's abilities and how to help them learn at home. Valentine-themed pencils and paper will be needed as well as books that are printed (paper/ink) and completed by students.	Parent Involvement	Tier 1	Implement	07/30/2018	06/03/2019	\$3000	General Fund	Principal, All Teachers

Activity - RazKids Subscription	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>In order to provide reading materials (and comprehension check) for students during literacy centers and within the Home Plan included in the 3rd Grade Reading Law, students will need access to books at their reading level. RazKids provides this in an online format accessible at both school and home.</p>	<p>Parent Involvement</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/30/2018</p>	<p>06/03/2019</p>	<p>\$1400</p>	<p>Other</p>	<p>Principal, Reading Interventionist, All Teachers</p>
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Early Literacy Coach	An Early Literacy Coach from CISD will collaborate with teachers to improve Tier 1 reading instruction.	Teacher Collaboration, Professional Learning	Tier 1	Implement	07/30/2018	06/03/2019	\$0	Principal and CISD Early Literacy Coach
Responsible Thinking Program/Coordinator	A part-time Responsible Thinking Program Coordinator will support struggling learners in the area of behavior. This classroom will target disruptive classroom behaviors. After the classroom teacher asks the (RTC) questions, "What are you doing?" and "What is the rule?", students will have time to reflect in the Thinking Chair. If, after they meet with the teacher, they continue to disrupt, they will go to RTC. The teacher will be responsible for filling out the referral and the coordinator will assist the child in completing a responsible thinking form. The student will then return to class.	Behavioral Support Program	Tier 2	Implement	07/30/2018	06/03/2019	\$8000	Principal, RTC Supervisor, All Teachers
ELL Teacher Assistants	Qualifying ELL students will receive additional support in English language acquisition beyond Tier I core instruction provided by their general education teachers. Support will be provided by HQ teachers (general fund & 31a) and by 3 HQ bilingual teacher assistants under the supervision of a HQ teacher.	Academic Support Program	Tier 2	Implement	06/30/2018	06/30/2019	\$900	Principal, ELL Teacher, ELL Teacher's Assistants
English Language Learning Highly Qualified Instructor	A certified, highly qualified English Language Learning teacher will work with ELL students on language acquisition during Tier 1 and Tier 2 times.	Academic Support Program	Tier 2	Implement	07/30/2018	06/03/2019	\$49000	Principal, ELL Instructor

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Classroom Library Replenishment	In order to provide ambitious instruction as outlined in the instructional infrastructure for reading, students need access to a comprehensive library. Research suggests that 20 books per student are required for this library. With that in mind, in 2017-18 any classroom without a 600 book level will get \$2,000 for a library. Two kindergarten and 2 first grade teachers will receive \$500 to replenish their libraries. This process will be ongoing.	Materials	Tier 1	Implement	07/30/2018	06/03/2019	\$0	Principal, Reading Interventionist, Teachers/Classrooms in Rotation
Fast ForWord Program	During Tier 2 intervention time, 15 struggling students needing support in building cognitive capacity will engage in the Fast ForWord language program. Students will meet 3-4 days per week for 30 minutes. A subscription to the program, y-splitter headphones and small incentives will be needed.	Technology, Academic Support Program	Tier 2	Implement	06/30/2018	06/30/2019	\$5600	Principal, Reading Interventionist, Fast ForWord Instructor
Educational Support	Three paraprofessionals will support struggling learners during Tier 2 math interventions	Academic Support Program	Tier 2	Implement	07/30/2018	06/03/2019	\$8000	Director of Curriculum and Learning, Principal
RazKids Subscription	In order to provide reading materials (and comprehension check) for students during literacy centers and within the Home Plan included in the 3rd Grade Reading Law, students will need access to books at their reading level. RazKids provides this in an online format accessible at both school and home.	Parent Involvement	Tier 1	Implement	07/30/2018	06/03/2019	\$1400	Principal, Reading Interventionist, All Teachers
Literacy Training	Teachers will meet twice during the school year to develop a shared understanding of the ELA instructional infrastructure including formative and summative assessments.	Teacher Collaboration, Professional Learning	Tier 1		07/30/2018	06/03/2019	\$3800	Principal, Reading Interventionist
Formative Assessment for Michigan Teachers Program	The Formative Assessment for Michigan Teachers (FAME) program will provide the foundation for PLC collaboration around creating and utilizing formative assessments to improve instruction. Two kindergarten teacher, two 1st grade teachers, two interventionists and principal comprise the team that attended the launch event. The team will continue to meet periodically to continue the progress & continue training teachers. The FAME coach will also continue attending Cognitive Coaching (2018-19/2nd-year/4-days) as part of the FAME program.	Teacher Collaboration	Tier 1	Getting Ready	07/30/2018	06/03/2019	\$0	Principal, FAME Team, FAME Coach

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Check In/Check Out	As part of Max Larsen's Tier 2 interventions, the Check In/Check Out program will be implemented for selected students. Adult mentors will meet briefly before and after school to review the student's behavior goals and provide positive reinforcement for appropriate behavior. The student will carry a small chart throughout the day, earning points for appropriate behavior. At the end of the day the student will meet with the adult mentor to review the day and receive feedback and small prizes as they are earned.	Behavioral Support Program	Tier 2	Implement	07/30/2018	06/03/2019	\$100	Principal, Counselor, Adult Mentors, Classroom Teachers
Educational Support	Three para professionals will support struggling learners during Tier 2 reading interventions	Academic Support Program	Tier 2		07/30/2018	06/03/2019	\$5000	Principal, All Teachers

Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
ELL Para Support	Qualifying ELL students will receive additional support in English language acquisition beyond Tier I core instruction provided by their general education teachers. Support will be provided by HQ teachers (general fund & 31a) and by HQ bilingual paraprofessionals (Title III) under the supervision of a HQ teacher.	Academic Support Program	Tier 2		07/30/2018	06/03/2019	\$20000	ELL Director, Building Principals, ELL Teacher(s), ELL Paraprofessionals

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
DIBELS Administration	Three trained DIBELS screeners will administer the DIBELS Next assessment three times yearly for up to 30 1/2-days.	Other - Universal Screener Administration	Tier 1	Implement	07/30/2018	06/03/2019	\$4350	Principal, Reading Interventionist, Screeners

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Parent and Family Engagement	Parents will have a variety of opportunities to participate in parent education events: Fall: Wonder Night, parents are given initial screener and NWEA data along with ideas on how to help their child at home. Needs: 225 2-pocket folders, 225 labels, copies of math strategies hand-outs and student data sheets. Copies must also be translated into Arabic and Spanish. The event requires an interpreter. T-shirts are given to each student attendee funded through 4-5 corporate sponsors. Winter: At Hundreds of Hearts Night, parents will participate in math and ELA activities with their child(ren) to better understand how to support their child(ren) at home. Needs: straws, paper plates, 1,000 smartie single packs, copies of 20 frames, instructions, 0-10 playing cards with dice patterns (Oriental Trading), Bingo prizes, pony beads, string, 10 heart beads per child, refreshments (juice and cookies), Valentine themed pencils and paper, and Valentine books to be printed (ink/paper) and colored at the event.	Parent Involvement	Tier 1		07/30/2018	06/03/2019	\$3000	Principal and All Teachers
Parent and Family Engagement	Parents will have a variety of opportunities to participate in parent education events: Fall Data Night. During Fall Data Night (Wonder Night) parents are given initial screener and NWEA data along with ideas on how to help their child at home. Needs: 225 2-pocket folders, 225 labels, copies of math strategies hand-outs and student data sheets. Copies must also be translated into Arabic and Spanish. The event requires an interpreter. T-shirts are given to each student attendee funded by 4-5 corporate sponsors. Winter: Hundreds of Hearts Night. Parents will have the opportunity to participate in reading and math activities to better understand their child's abilities and how to help them learn at home. Valentine-themed pencils and paper will be needed as well as books that are printed (paper/ink) and completed by students.	Parent Involvement	Tier 1	Implement	07/30/2018	06/03/2019	\$3000	Principal, All Teachers
English Language Learning Highly Qualified Instructor	A certified, highly qualified English Language Learning teacher will work with ELL students on language acquisition during Tier 1 and Tier 2 times.	Academic Support Program	Tier 2	Implement	07/30/2018	06/03/2019	\$49000	Principal, ELL Instructor
Math Screener Administrators	One AVMR trained math screener will administer the CISD Math Screener three times yearly for up to 30 1/2-days.	Other - Universal Screener Administration	Tier 1	Implement	07/30/2018	06/03/2019	\$1450	Director of Curriculum and Instruction, Principal

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Attendance Support Counselor	A part-time attendance supervisor will support struggling learners by building relationships with families and assisting to build in mechanisms to decrease absenteeism.	Behavioral Support Program, Academic Support Program	Tier 2	Implement	07/30/2018	06/03/2019	\$6000	Principal, Attendance Support Supervisor
ELL Teacher Assistants	Qualifying ELL students will receive additional support in English language acquisition beyond Tier I core instruction provided by their general education teachers. Support will be provided by HQ teachers (general fund & 31a) and by 3 HQ bilingual teacher assistants under the supervision of a HQ teacher.	Academic Support Program	Tier 2	Implement	06/30/2018	06/30/2019	\$900	Principal, ELL Teacher, ELL Teacher's Assistants

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Early Release - Teacher Collaboration & Professional Learning	We will allocate extended time for collaboration through the implementation of weekly early release days on Fridays. This will create a minimum of 75 minutes for teacher/PLC collaboration on a weekly basis. (This is a district-wide initiative.)	Teacher Collaboration	Tier 1	Implement	07/30/2018	06/03/2019	\$0	Administrators and Teachers
Positive Behavior Supports	As part of Max Larsen's multi-tiered system of supports, positive behavior supports will be included as a Tier 1 support. The main focus of PBIS will be grade-level bi-weekly morning assemblies. During these assemblies, behavior expectations and growth mindset will be highlighted. Rewards will be presented to classrooms with the most PBIS tickets for the week in the focus area. Focus areas may include: Hallway expectations, classroom expectations, playground expectations, cafeteria expectations, grit, the brain can grow, teamwork, I CAN attitude, and risk taking.	Behavioral Support Program	Tier 1	Implement	07/30/2018	06/03/2019	\$0	Principal, Social Worker, PBIS Committee, All Teachers
Mindset Meeting	Classroom teachers will use 15-20 minutes of the school day in a Mindset Meeting. The Second Step curriculum will be the foundation of these meetings, but they may also include growth mindset, behavior expectations, Mind Yeti, or Calming Classroom activities. These lessons will be planned by the grade level team.	Behavioral Support Program	Tier 1	Implement	07/30/2018	06/03/2019	\$0	Principal, Counselor, Classroom Teachers

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Redesign the Master Schedule	The school improvement team will redesign the master schedule. In doing so, we will ensure that there are intentional blocks of instructional time for all core subject areas. Additionally, the master schedule will include additional opportunities to provide tier II and III supports in math and reading.	Other	Tier 1	Implement	06/30/2018	06/30/2019	\$0	School Improvement Team
Second Step Curriculum	The Second Step curriculum will be the foundation of our Tier 1 instruction and interventions. Grade levels will be provided with the materials to teach this curriculum.	Behavioral Support Program	Tier 1	Implement	07/30/2018	06/03/2019	\$0	Principal, Counselor, Classroom Teachers

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Intervention Teacher	The Title I Math Intervention teacher will plan, coordinate, and deliver Tier 2 and Tier 3 math instructional supports for students not yet reaching grade level instructional benchmarks jointly with classroom teachers. Intervention specialists will provide Tier II and Tier III interventions to students in Math and integrated Social Studies and Science and provide Tier I modeling and coaching support.	Academic Support Program	Tier 2	Implement	07/30/2018	06/03/2019	\$98000	Building principal and the director of teaching and learning
Interventionist	Intervention specialists will provide Tier II and Tier III interventions to students in ELA and Math and integrated Social Studies and Science and provide Tier I modeling and coaching support.	Academic Support Program	Tier 2	Implement	07/30/2018	06/03/2019	\$100000	Intervention specialists, building principals, director of teaching and learning
DreamBox Learning	Students participating in intervention with the math interventionist will use the program DreamBox Learning to support their acceleration in math learning.	Academic Support Program	Tier 2		07/30/2018	06/03/2019	\$240	Principal, Math Interventionist
Title 1 Materials	In order to meet the needs of struggling learners, the reading interventionist will require materials to create instructional games and activities. This may include cardstock, downloadable content & iPad apps.	Materials, Academic Support Program	Tier 2		07/30/2018	06/03/2019	\$200	Principal, Reading Interventionist

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Job-embedded PD: Instructional Rounds	Through the implementation of Instructional Rounds in our elementary buildings, we will develop a culture of collaboration and enhance teachers' instructional skills. Additionally, we will develop reflective practitioners. In order to accomplish this, we will incur sub costs so that teachers can be freed up to visit other classrooms during instructional periods and participate in the Instructional Rounds process.	Behavioral Support Program, Academic Support Program	Tier 1		07/30/2018	06/03/2019	\$1760	Elementary Principals, Director of Teaching & Learning, Teachers
ELL Training	ELL teachers will complete annual on-line PD modules for the WIDA.	Academic Support Program	Tier 2		07/30/2018	06/03/2019	\$1000	ELLDirector, ELL Teachers
Math Content Committee Meetings	Teachers will participate in a book study on Teaching Student-Centered Mathematics once per month to improve mathematics instruction	Teacher Collaboration, Professional Learning	Tier 1	Implement	07/30/2018	06/03/2019	\$550	Director of Curriculum and Instruction, Principal, All teachers
ELA Content Committee Meetings	Teachers will participate in a book study once per month to improve reading instruction.	Teacher Collaboration, Professional Learning	Tier 1	Implement	07/30/2018	06/03/2019	\$750	Principal, Interventionist
AVMR	Elementary teachers will participate in AVMR/Math Recovery Course I & II training facilitated by Calhoun ISD. The AVMR training is designed to provide strategies and intensive support to teachers so that they understand math progressions and can meet the needs of struggling learners.	Professional Learning, Academic Support Program	Tier 1		07/30/2018	06/03/2019	\$5000	Building administrators, Academic Interventionists, CISD Consultants, Teachers, Director of Teaching & Learning