



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, the school social worker, & parent representative. This team meets regularly 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) Convening team meetings to analyze and disaggregate DIBELS Next reading data; CISD Math Screener 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?

Demographic Data: Our school demographics include Young 5's through First Grade, with a fall pupil count of 447 and 1 administrator, 1 social worker, 27 teachers, and 16 support staff. There are 199 students in Kindergarten, 60 in Young 5's, and 188 in First Grade. We have 213 female students and 234 male students. We have 73.5% Free/Reduced Lunch rate. We have 386 Caucasian students, 37 Hispanic students, and 24 students of other ethnicities. Approximately 112 of our students are Arab. Currently we have 49 students identified with a disability. Our school has 121 English Language Learners and 39 immigrants. We have 22 students who meet the definition of homeless. The average class size over the past 3-5 years has been 25.9/class in Kindergarten & 26.8/class in 1st Grade, with each grade level being decreased by one section over this time frame.

Perception Data:

Staff Perceptions: Staff perceptions have an upward trend in almost all categories. Staff reported that 45% agree the school meets the social, emotional, and behavioral needs of kids. This is an increase of 10% from the beginning of the year, and a 29% increase from 2017-2018. Staff reported that 95% agree that they inform parents of students' progress and 95% of staff agree that they support their students learning at home. Staff now reports that 58% agree that the school has a good public image, this is an increase from 7% from last year. Staff reported that 50% agree that there is a strong culture, this is an increase in 24% from last school year. They also reported that 61% agree that there is adequate supervision before, during & after school, this is an increase from 3% last year. Staff reported that 68% agree that families feel welcome at school.

Parent/Family/Community Perceptions: Parent perceptions were very positive. Parents reported that 97% feel that students are safe and 95% feel that students are respected at school. They also reported that 97% feel that the school meets the academic, social emotional, and behavioral needs of the students. The parents reported that 91% if them feel welcome at the school and 88% of parents think that the school has a good public image. They also reported that 90% also feel that the school prepares their students for the future work. Parents no longer feel that supervision before/after school is a concern. 75% of parents agree there is enough supervision before school and 81% of parents

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agree that there is enough supervision after school.

Student Perceptions: The students reported that 90% of them feel that their teachers respect them and 94% of them feel that their building principal helps them meet their needs. They also reported that 84% of them feel safe and 87% of students think that the school has clear rules and expectations. Students reported that 92% of them feel that the school meets their academic needs and 77% felt that the school met their social emotional needs. Students reported that 88% of them feel that they know what their teachers expect of them, and 97% of students agree that the school expects quality work of students. Students are concerned about the supervision after school with only 46% of students reporting that there is enough supervision.

Process Data:

School Systems Review:

Staff determined that a schoolwide positive behavior system is in the implementation stage and we will continue to work on this system. We also feel that daily schedules have been updated to allow time for quality instruction and teacher collaboration. Staff determined that there is a need to continue work on Tier 1 curriculum across the grade levels, including implementing and adjusting formative and summative assessments. Staff determined that we are in need of updated systems and procedures for Professional Learning Communities including relevant and specific professional development.

Other Process Data:

Many tiered behavioral interventions have been put into place including, yet not limited to:

Check-in/Check-out, RTC programming updates/forms/processes, small group interventions with Social Worker, weekly Social-Emotional Learning assemblies during Monday Specials classes, targeted interventions in place based on RTP &/or behavioral referrals.

Outcome Data:

Student Achievement: (include national, state (all students & subgroups) & local data)

ELA: On the Dibels assessment 49% of Kindergarten students were at or above benchmark at the beginning of the year (composite score). On the Dibels assessment 61% of Kindergarten students were at or above benchmark at the middle of the year (composite score), which is a growth of 12% from the beginning of the year. On the Dibels assessment 43% of First Grade students were at or above benchmark at the beginning of the year (composite score). On the Dibels assessment 44% of First Grade students were at or above benchmark at the middle of the year (composite score), which is a growth of 1% from the beginning of the year. On NWEA in Kindergarten students went from 32% meeting growth goal in Spring 2016 to 58% meeting growth goal in Spring 2018. On NWEA in First Grade students went from 37% meeting growth goal in Spring 2016 to 47% meeting growth goal in Spring 2018.

Math: On NWEA in Kindergarten students went from 31% meeting growth goal in Spring 2016 to 47% meeting growth goal in Spring 2018. On NWEA in First Grade students went from 33% meeting growth goal in Spring 2016 to 53% meeting growth goal in Spring 2018. On the CISD Math Screener in Kindergarten, students went from 72% of students meeting the benchmark in Spring 2016 to 68% meeting the benchmark in Spring 2018. On the First Grade CISD Math Screener, 68% met the benchmark in Spring 2016 while 58% met the benchmark in Spring 2018.

WIDA: On WIDA First Grade students went from 1.5% Proficient during 2016-2017 to 5% Proficient in 2017-2018. Kindergarten students went from 4.8% Proficient during 2016-2017 to 3% Proficient in 2017-2018.

Behavior: Responsible Thinking Program (RTP) referrals/behavior data was compiled on January 19, 2019, in an effort to discover the percentage of students at or above grade level expectations in regards to behavior. Available data was compiled using Skyward. Of the

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active 447 students, 398 students (approximately 89%) have received 0-2 RTP referrals. 18 students (approximately 4%) have received 3-5 RTP referrals. 16 students (approximately 3.5%) have received 6-9 RTP referrals & 15 students (approximately 3.5%) have received 10+ RTP referrals. In summary, approximately 93% of students have received 5 or less RTP referrals, which closely resembles national PBIS models/estimates.

On March 6, 2019, behavior/RTP referrals were compiled again in an effort to determine next steps/supports for identified students. Of the 16 students identified in the 6-9 RTP referral range, 3 students received additional referrals that moved them to the subsequent behavior tier (10+ referrals). Of the 15 students identified in the 10+ RTP referral range, 7 students received additional behavior referrals. Also of the 15 students identified in the 10+ RTP referral range, 3 students have not received a behavior referral since the 2018 calendar year.

Attendance: Statewide data from 2017-2018 reports the attendance rate at Max Larsen Elementary at 94.02%, compared to the statewide attendance rate of 92.88%. In 2017-2018, Max Larsen Elementary reported 17.6% of students as chronically absent, compared to the statewide chronically absent rate of 19.9%.

Currently, based off recent attendance reports generated from Skyward data, Max Larsen Elementary is producing an attendance rate of 90.13%. This attendance data is current and accurate, with data being generated between 8/21/18 and 3/6/19. There is presently no available statewide data regarding attendance for the 2018-2019 school year.

Other Outcome Data: Last year we determined that we needed an aligned Tier 1 curriculum with time set aside for interventions, this has been implemented during this school year. The scheduled has been updated to benefit instructional and intervention, and will just need to be updated for following school years. Teachers would like professional development to strengthen Tier 1, and research based-materials are needed across the tiers. We would like to continue peer-to-peer observations, but create a system for implementing next steps to benefit Tier 1 instruction.

Students are not retaining grade level content from end of year to the beginning of the next year. We would like to continue the Kids Read Now summer program and find additional ways to support students' learning over the summer. We also need to find better ways to support parents when they are working with their child at home.

Due to our large class sizes, it is difficult to meet the diverse needs of all learners. Smaller student-teacher ratios would allow for more frequent teacher-student instructional time.

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 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?

Our measurable objectives are based on the entire student population. 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.

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.
- 8) A comprehensive PBIS program will be established.

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.

A comprehensive PBIS system will help meet the non-academic needs of students and promote positive school culture.

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

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An area of need is to continue work on tier 1 curriculum across the grade levels, including implementing and adjusting formative and summative assessments. Research based materials are needed across all subject areas, for example manipulatives for math, read aloud books, and science consumables.

We would like to continue peer-to-peer observations next school year, and create a system for implementing next steps to benefit Tier 1 instruction.

Another area of need is updated systems and procedures including relevant and specific professional development.

--PLC protocol training and implementation across grade levels

--PBIS supports

--EL supports

--School Culture

--MTSS

--Child Study

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 in the second year of implementing new curriculum content into our instructional infrastructure for both math and reading during 2019-20 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. Resource room support is provided as per individual student IEPs.

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

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.

Periodically, the intervention team will meet to review RTC referrals from Skyward data and adjust behavior interventions.

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 meet 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 15% at Max Larsen Elementary School going into the 2018-2019 school year.

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. The reading interventionist has 25 years of experience and the math interventionist has 32 years of 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 through an early release model.

Monthly, grade-level teams meet to collaborate around curriculum, instruction and assessment.

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 through an

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early release model.

Monthly, grade-level teams meet to collaborate around curriculum, instruction and assessment.

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.

Job embedded coaching at the team level (ELA and math) and individual level (ELA)

Trauma training

KRA training

AVMR math training

Purposeful Play training

Orange Frog training

PBIS training

NGSX Science training

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

Through the installation of the Blueprint for Acceleration and the instructional infrastructure district system we are developing a system of sustained and ongoing professional development.

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.

Parents are involved in the schoolwide plan during the following events:

Open House

Wonder Night

Parent/Teacher Conferences

Other Title I Events

We seek parental input through the use of surveys and informal data.

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.

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 asked 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.

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

Through Title I 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.

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.

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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		Larsen Parent Involvement Plan

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) Assessment information (NWEA, 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.
- 2) Students receiving additional assistance will be progress monitored on a schedule 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.
- 3) 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.
- 4) Kids Read Now is a district K-3 summer reading program that provides books during the summer. Discovery Sheets are included with each book for parent/child interaction around reading

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.

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 with the School Improvement Team for informed decision making.

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

During the 2015-16 school year, the school-parent compact was reviewed and revised via a team of teachers and parents. This team decided 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 was 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

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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. Since its development we have found that this compact meets our needs.

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

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)?

NA

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

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 April/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?

- 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.

- 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 2018-19 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, phonics and high-frequency word assessments, CISD Math Screeners and math formative assessments.

During the 2018-19 school year, grade level teams created performance tasks for the math and ELA units. These assessments will be revised and updated during the 2019-20 school year.

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

Teachers are involved in data analysis through PLC early release times each week on Fridays. 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.

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
- Common Formative 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 prompts
- 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 members, or resource room teacher/support staff. Additional staff members, 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

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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 progress monitoring or formative assessments.

As funding permits, before school tutoring for students not meeting benchmark will be provided for up to 30 minutes, 3-5 days per week.

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, before school tutoring program, and ,DreamBox.

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.

Math Workshop: The elements of this program are inherently designed to promote differentiation. **Guided Math:** Teachers will meet with groups based on students' needs. AVMR training will be provided to support teachers' understanding of the math continuum.

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).
- ~Tier II and Tier III interventions are provided by interventionists, support staff and where appropriate by general education teachers with specific guidance from the interventionist, (Title Ia, Title 3, 31a, Early Literacy Grant, general fund)
- ~Interventions are delivered by an Elementary Social Worker to support behavior, attendance, academics (31a)
- ~Professional development is provided to all staff members to ensure best practice offerings in all areas (General fund, Title IIa)
- ~Interventions are provided to English Language Learners (General fund, Title III LEP, Title III Immigrant, 41a)
- ~Parent Engagement Activities (Title Ia, general fund, Title III LEP)
- ~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.

1. The Comprehensive Needs Assessments is created and analyzed by a team of stakeholders

2. Schoolwide reform strategies include the following:

- PD provided by general fund and Title IIa
- Tier I instruction and general assessments provided by general fund
- Tier II and Tier III academic, attendance, and behavioral interventions provided through general fund, Title Ia, Title III LEP, Title III Immigrant, Section 41a, Early Literacy Grant, and Section 31a.

3. Instruction by Highly Qualified Professional Staff

- General fund provides administrative staff to monitor the HQ status of all professional staff
- Salaries of teachers and instructional paraprofessionals are provided by general fund, Title Ia, Title III LEP, Early Literacy Grant, Section 41a, and Section 31a.

4. Strategies to Attract High-Quality Highly Qualified Teachers to High Needs Schools

- PD is provided through general fund, Title IIa
- Mentoring for new teachers is provided with general funds.
- Time for teacher collaboration and mutual support (PLC time) is provided with general funds.
- New teacher induction is provided with general funds.

5. High-Quality and Ongoing Professional Development

- PD is provided through general fund and Title IIa.

6. Strategies to Increase Parental Involvement

- Parent involvement activities are provided through activity funds, general funds, and Title Ia, Title III.

7. Preschool Transition Strategies

-Most of the preschool transition strategies are provided through general funds and activity funds.

8. Teacher Participation in Making assessment Decisions

-Time and place for teachers to hold meetings to come to collaboration on assessment decisions is paid through general funds.

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

-Tier I interventions and screening assessments are provided with general funds.

-Tier II and Tier III interventions in the four core academic areas are provided mainly through Title Ia, general fund, Title III, Section 31a, and Early Literacy Grant.

-Tier II and Tier III interventions for students struggling with behavior and/or attendance are provided through general funds and with Section 31a funds.

-Special education testing and services are available using special education (ISD) funds and CCS general funds.

10. Coordination and Integration of Federal, State and Local Programs and Resources

- 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 and funds generated through our local elementary booster's organization. Funds go toward assemblies, reward incentives, parent awareness brochures.

The community Head Start program is funded and operated through the Branch Intermediate School District. The school collaborates with Head Start when possible.

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.

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 May each year. The entire staff, in collaboration with parent representatives, will analyze data from M-Step, district common academic assessments, 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, 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 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.

Through ongoing data analysis Max Larsen will determine whether the school-wide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

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?

We used the school improvement check list to evaluate, revise and ensure continuous improvement of students in the school-wide program.

2019-2020 Larsen School Improvement Plan

Overview

Plan Name

2019-2020 Larsen School Improvement Plan

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	All students will meet or exceed school expectations in mathematics.	Objectives: 3 Strategies: 3 Activities: 6	Academic	\$116650
2	All students will meet or exceed school social, emotional, and behavioral expectations.	Objectives: 2 Strategies: 2 Activities: 5	Academic	\$8100
3	All students will meet or exceed district expectations in English Language Arts.	Objectives: 3 Strategies: 3 Activities: 13	Academic	\$250850

Goal 1: 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 06/30/2020 as measured by end of the year district math screener.

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

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 - 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	06/30/2020	\$98000	Title I Part A	Building principal and interventionists
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	06/30/2020	\$600	Title I Part A	Principal, Math Interventionist

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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	06/30/2020	\$1450	General Fund	Principal & Interventionist

Activity - UbD Units - Curriculum, Instruction & Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are in the process of designing and implementing units of study for ELA. Thinking about goals for deeper understandings that students would learn in their grade levels and then designing tasks for students to show what they learn. Our teachers and instructional coach are coming together around that work to break the units into individual lessons or learning experiences. Every task and piece of instruction has a purpose that fits in with the overarching goals of the unit. Teachers are using Michigan state standards, research-based materials, and all of their rich knowledge about Larsen's students to bring our units to life. They are participating in these dialogues multiple times throughout the month including taking Learning Walks to see the units and instructional practices come alive in each room.	Teacher Collaboration, Walkthrough, Professional Learning, Academic Support Program, Curriculum Development	Tier 1		07/01/2018	06/30/2020	\$8600	Title II Part A, General Fund	Principal, Teachers, Instructional Coach

Measurable Objective 2:

80% of All Students will demonstrate a proficiency in state standards in Mathematics by 06/30/2020 as measured by district local assessments.

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: 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
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<p>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.</p>	<p>Parent Involvement</p>	<p>Tier 1</p>		<p>07/30/2018</p>	<p>06/30/2020</p>	<p>\$3000</p>	<p>General Fund</p>	<p>Principal and All Teachers</p>
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Measurable Objective 3:

75% of All Students will demonstrate a proficiency in foundational skills in Mathematics by 06/30/2020 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

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
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Elementary teachers will participate in AVMR/Math Recovery Course I 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	06/30/2020	\$5000	Title II Part A	Building administrators, Academic Interventionists, Teachers,
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Goal 2: 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 06/30/2020 as measured by the number of students who had 0-1 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

Tier: Tier 1

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 used as the curriculum for our Character Education program. This will be taught weekly during Enrichment.	Behavioral Support Program	Tier 1	Implement	07/30/2018	06/30/2020	\$0	No Funding Required	Principal, Social Worker, Classroom Teachers, Enrichment Teachers

Activity - Positive Behavior Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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As part of Max Larsen's multi-tiered system of supports, positive behavior supports will be implemented to support students' social, behavioral, emotional needs.	Behavioral Support Program	Tier 1	Implement	07/30/2018	06/30/2020	\$0	No Funding Required	Principal, Social Worker, PBIS Committee, All Teachers
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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	06/30/2020	\$100	Other	Principal, Social Worker, Adult Mentors, Classroom Teachers

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	06/30/2020	\$8000	General Fund	Principal, RTC Coordinator, All Teachers

Measurable Objective 2:

A 15% decrease of All Students will demonstrate a proficiency in Practical Living by 06/30/2020 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

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Activity - Proactive Attendance Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
More emphasis will be placed on proactively encouraging and supporting good attendance habits. This will be done through information sharing and relationship building with parents and students. Ex. automated absence calls (daily), personal phone calls by teachers for multiple absences, attendance publications will be distributed to parents, follow up attendance letters, etc.	Behavioral Support Program, Academic Support Program	Tier 2	Implement	07/30/2018	06/30/2020	\$0	No Funding Required	Principal, Social Worker, Secretaries, Teachers

Goal 3: All 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 06/30/2020 as measured by the DIBELS composite score.

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 - Early Literacy Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An Early Literacy Coach will collaborate with teachers to improve Tier 1 reading instruction.	Teacher Collaboration, Professional Learning	Tier 1	Implement	07/30/2018	06/30/2020	\$0	Section 31a	Principal, Early Literacy Coach, Teachers

Activity - UbD Units - Curriculum, Instruction & Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers are in the process of designing and implementing units of study for ELA. Thinking about goals for deeper understandings that students would learn in their grade levels and then designing tasks for students to show what they learn. Our teachers and instructional coach are coming together around that work to break the units into individual lessons or learning experiences. Every task and piece of instruction has a purpose that fits in with the overarching goals of the unit. Teachers are using Michigan state standards, research-based materials, and all of their rich knowledge about Larsen's students to bring our units to life. They are participating in these dialogues multiple times throughout the month including taking Learning Walks to see the units and instructional practices come alive in each room.	Teacher Collaboration, Professional Learning	Tier 1		07/30/2018	06/30/2020	\$3800	Other	Principal, Interventionists, Teachers, Instructional Coach
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Measurable Objective 2:

80% of All Students will demonstrate a proficiency in state standards in English Language Arts by 06/30/2020 as measured by district local assessments.

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 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	06/30/2020	\$100000	Title I Part A	Interventionists and building principal
Activity - ELL Para Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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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	06/30/2020	\$20000	Title III	ELL Director, Building Principals, ELL Teacher(s), ELL Paraprofessionals
Activity - ELL WIDA 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	06/30/2020	\$100	General Fund	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 Title I program will purchase instructional materials to support learning.	Materials, Academic Support Program	Tier 2		07/30/2018	06/30/2020	\$200	Title I Part A	Principal, Reading Interventionist
Activity - ELL Support Staff	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	06/30/2020	\$10000	General Fund	Principal, ELL Teacher, ELL Support Staff
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.	Materials	Tier 1	Implement	07/30/2018	06/30/2020	\$0	Other	Principal, Reading Interventionist, Teachers/Classrooms in Rotation
Activity - Para Support for Academic Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Three para professionals will support struggling learners during Tier 2 reading interventions	Academic Support Program	Tier 2		07/30/2018	06/30/2020	\$10000	Other	Principal, All Teachers
Activity - EL 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 and will support general education teachers to provide additional support for English Learners.	Academic Support Program	Tier 2	Implement	07/30/2018	06/30/2020	\$98000	Section 31a, General Fund	Principal, ELL Instructor
Activity - DIBELS Administration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	06/30/2020	\$4350	General Fund	Principal, Reading Interventionist, Screeners

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
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Parents will have a variety of opportunities to participate in parent education events: Fall Wonder 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	06/30/2020	\$3000	General Fund	Principal, All Teachers
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Activity - RazKids Subscription	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	06/30/2020	\$1400	Other	Principal, Reading Interventionist, All Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

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	06/30/2020	\$98000	Building principal and interventionists
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	06/30/2020	\$100000	Interventionists and building principal
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	06/30/2020	\$600	Principal, Math Interventionist
Title 1 Materials	In order to meet the needs of struggling learners, the Title I program will purchase instructional materials to support learning.	Materials, Academic Support Program	Tier 2		07/30/2018	06/30/2020	\$200	Principal, Reading Interventionist

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
AVMR	Elementary teachers will participate in AVMR/Math Recovery Course I 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	06/30/2020	\$5000	Building administrators, Academic Interventionists, Teachers,

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UbD Units - Curriculum, Instruction & Assessment	Teachers are in the process of designing and implementing units of study for ELA. Thinking about goals for deeper understandings that students would learn in their grade levels and then designing tasks for students to show what they learn. Our teachers and instructional coach are coming together around that work to break the units into individual lessons or learning experiences. Every task and piece of instruction has a purpose that fits in with the overarching goals of the unit. Teachers are using Michigan state standards, research-based materials, and all of their rich knowledge about Larsen's students to bring our units to life. They are participating in these dialogues multiple times throughout the month including taking Learning Walks to see the units and instructional practices come alive in each room.	Teacher Collaboration, Walkthrough, Professional Learning, Academic Support Program, Curriculum Development	Tier 1		07/01/2018	06/30/2020	\$3600	Principal, Teachers, Instructional Coach
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Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	06/30/2020	\$1400	Principal, Reading Interventionist, All Teachers
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.	Materials	Tier 1	Implement	07/30/2018	06/30/2020	\$0	Principal, Reading Interventionist, Teachers/Classrooms in Rotation
Para Support for Academic Interventions	Three para professionals will support struggling learners during Tier 2 reading interventions	Academic Support Program	Tier 2		07/30/2018	06/30/2020	\$10000	Principal, All Teachers

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UbD Units - Curriculum, Instruction & Assessment	Teachers are in the process of designing and implementing units of study for ELA. Thinking about goals for deeper understandings that students would learn in their grade levels and then designing tasks for students to show what they learn. Our teachers and instructional coach are coming together around that work to break the units into individual lessons or learning experiences. Every task and piece of instruction has a purpose that fits in with the overarching goals of the unit. Teachers are using Michigan state standards, research-based materials, and all of their rich knowledge about Larsen's students to bring our units to life. They are participating in these dialogues multiple times throughout the month including taking Learning Walks to see the units and instructional practices come alive in each room.	Teacher Collaboration, Professional Learning	Tier 1		07/30/2018	06/30/2020	\$3800	Principal, Interventionists, Teachers, Instructional Coach
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	06/30/2020	\$100	Principal, Social Worker, Adult Mentors, Classroom Teachers

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 will collaborate with teachers to improve Tier 1 reading instruction.	Teacher Collaboration, Professional Learning	Tier 1	Implement	07/30/2018	06/30/2020	\$0	Principal, Early Literacy Coach, Teachers
EL Highly Qualified Instructor	A certified, highly qualified English Language Learning teacher will work with ELL students on language acquisition and will support general education teachers to provide additional support for English Learners.	Academic Support Program	Tier 2	Implement	07/30/2018	06/30/2020	\$49000	Principal, ELL Instructor

General Fund

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent and Family Engagement	<p>Parents will have a variety of opportunities to participate in parent education events:</p> <p>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.</p> <p>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.</p>	Parent Involvement	Tier 1		07/30/2018	06/30/2020	\$3000	Principal and All Teachers
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	06/30/2020	\$1450	Principal & Interventionist
Parent and Family Engagement	<p>Parents will have a variety of opportunities to participate in parent education events:</p> <p>Fall Wonder 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.</p> <p>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.</p>	Parent Involvement	Tier 1	Implement	07/30/2018	06/30/2020	\$3000	Principal, All Teachers

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UbD Units - Curriculum, Instruction & Assessment	Teachers are in the process of designing and implementing units of study for ELA. Thinking about goals for deeper understandings that students would learn in their grade levels and then designing tasks for students to show what they learn. Our teachers and instructional coach are coming together around that work to break the units into individual lessons or learning experiences. Every task and piece of instruction has a purpose that fits in with the overarching goals of the unit. Teachers are using Michigan state standards, research-based materials, and all of their rich knowledge about Larsen's students to bring our units to life. They are participating in these dialogues multiple times throughout the month including taking Learning Walks to see the units and instructional practices come alive in each room.	Teacher Collaboration, Walkthrough, Professional Learning, Academic Support Program, Curriculum Development	Tier 1		07/01/2018	06/30/2020	\$5000	Principal, Teachers, Instructional Coach
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	06/30/2020	\$4350	Principal, Reading Interventionist, Screeners
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	06/30/2020	\$8000	Principal, RTC Coordinator, All Teachers
ELL WIDA Training	ELL teachers will complete annual on-line PD modules for the WIDA.	Academic Support Program	Tier 2		07/30/2018	06/30/2020	\$100	ELL Director, ELL Teachers
ELL Support Staff	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	06/30/2020	\$10000	Principal, ELL Teacher, ELL Support Staff

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EL Highly Qualified Instructor	A certified, highly qualified English Language Learning teacher will work with ELL students on language acquisition and will support general education teachers to provide additional support for English Learners.	Academic Support Program	Tier 2	Implement	07/30/2018	06/30/2020	\$49000	Principal, ELL Instructor
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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	06/30/2020	\$20000	ELL Director, Building Principals, ELL Teacher(s), ELL Paraprofessionals

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Positive Behavior Supports	As part of Max Larsen's multi-tiered system of supports, positive behavior supports will be implemented to support students' social, behavioral, emotional needs.	Behavioral Support Program	Tier 1	Implement	07/30/2018	06/30/2020	\$0	Principal, Social Worker, PBIS Committee, All Teachers
Second Step Curriculum	The Second Step curriculum will be used as the curriculum for our Character Education program. This will be taught weekly during Enrichment.	Behavioral Support Program	Tier 1	Implement	07/30/2018	06/30/2020	\$0	Principal, Social Worker, Classroom Teachers, Enrichment Teachers
Proactive Attendance Supports	More emphasis will be placed on proactively encouraging and supporting good attendance habits. This will be done through information sharing and relationship building with parents and students. Ex. automated absence calls (daily), personal phone calls by teachers for multiple absences, attendance publications will be distributed to parents, follow up attendance letters, etc.	Behavioral Support Program, Academic Support Program	Tier 2	Implement	07/30/2018	06/30/2020	\$0	Principal, Social Worker, Secretaries, Teachers