

Larson Elementary School

2010-2011 ANNUAL REPORT

Julie Rosekrans, Principal

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Principal's Greeting/Message

August 9, 2011

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2010-2011 educational progress for Larson Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact Julie Rosekrans for assistance.

The AER is available for you to review electronically by visiting the following web site www.harrisonschools.com or you may review a copy from the Principal's office or Parent Resource area at your child's school. State law requires that we also report additional information that is found in this document in the subsequent pages.

For 2010-2011, Larson Elementary School made Adequate Yearly Progress (AYP) in English language arts and mathematics. While we are pleased to have reached this important goal, we are continuously working to improve. We appreciate the continued support of parents, staff and our community in this effort.

The staff at Larson Elementary School welcomes this opportunity to provide parents, students, staff and community members with information about our school. We are proud of our accomplishments. With hard work and continued involvement from parents and community members, we are confident that we will prevail in our efforts to become a fully accredited school.

Sincerely,

Julie A. Rosekrans, Principal
Larson Elementary School

Description of the School

Larson Elementary Schools serves students in Kindergarten, First Grade and Second Grade. Programs and services provided at the school include school-wide Title I Support, Parent Liaison, Police Liaison, School Nurse, Early Childhood Program, Balanced Literacy Framework, Young Authors, Study Island, Breakfast Program, Parent Workshops, Family Nights, SPARKS, PTO, Skyward Reporting for Parents, Technology, Music Programs, Health and Wellness, Extended Learning Opportunities, and Community Collaboration and Support.

Process for Assigning Pupils to the School

All district pupils in Kindergarten, First Grade and Second Grade are assigned to Larson Elementary School since there is only one building in this district that serves this grade span of pupils. Students may also be assigned to this building for a program offered that better meets their educational needs.

School Improvement Process

School improvement at Larson Elementary School is an ongoing process. Believing that all students can learn, the school improvement document is designed to increase students' level of academic achievement and help them become life-long learners. Our current school improvement 3-5 year plan is in its second year of implementation. In the development of our plan, the staff at Larson has investigated best practices as indicated in research. We recognize the impact that highly effective strategies and instruction can have on student success. As we address our Grade Level Expectations and core academic standards, we look for the best possible methods of teaching for mastery. Workshops, conferences and in-services are attended by staff in an effort to stay current with effective practices. We identify professional development needs based on our school goals, assessment data, and teacher need. Access to the internet has made it possible for staff to research and obtain information on a wide variety of subjects, strategies and programs in a short period of time.

Larson Elementary School strives towards meeting the No Child Left Behind and Education YES! Initiatives. The core academic areas are the focus of our school improvement plan along with providing meaningful parent involvement programs and activities, teacher education and professional development. The staff is committed to ensuring that the students enjoy a safe, drug free environment where they can contribute positively as members of the school community.

Measuring student progress and evaluating program effectiveness is an ongoing process. Data is collected through MEAP, GLCE assessments, Dibels, Math Screeners and through observation as related to the standards being taught. Where appropriate, data is disaggregated in an effort to develop an effort to determine our greatest area of need, close the subgroup gaps and ensure alignment with our goals. On a daily basis, teachers progress monitor their students in order to inform their instruction and to provide the necessary interventions to at-risk students.

The staff at Larson Elementary School has developed a variety of ways in which to improve student achievement and to provide additional assistance for at-risk students. A Title I program is provided for identified at-risk students in grades kindergarten through second grade based on data. Currently, the Title I staff consists of 3.5 teachers. An after school SPARKS program is available to all students.

Status of School Improvement Plan

A copy of the School Improvement Plan is available on the school website at www.harrisonschools.com and a paper copy can be accessed from the principal's office or parent resource area. The School Improvement Team, composed of several focus groups, meets regularly during the school year. The purpose of the team is to develop, review and evaluate goals, objectives and strategies for the School Improvement Plan. The School Improvement Team facilitates the continuous collection and analysis of academic assessment data to guide instruction and evaluate progress toward student achievement goals.

GOALS	PROGRESS		
	NOT YET BEGUN	MAKING PROGRESS	COMPLETED
Goal 1 Reading All students at Larson Elementary School will make progress towards becoming proficient readers.			
Strategy: Parental Involvement Parents will learn how to support their child's learning at home in reading through evidenced based workshops and activities presented by school staff. Topics will be determined by academic need based on data and parent input based on surveys.		X	
Strategy: Best Practice Instruction All teachers will systematically implement with fidelity evidence-based instructional strategies pertaining to reading.		X	
Strategy: Professional Development and Collaboration Teachers will participate in ongoing, systemic, research/evidence based professional development based on data tied to student achievement. Student data will be used to evaluate effectiveness and implementation of new learning. Teachers will also collaborate regularly to analyze student data to ensure fidelity of implementation and use data to drive instruction.		X	
Goal 2 Writing All students at Larson Elementary School will make progress in becoming proficient in writing.			
Strategy: Parental Involvement Parents will learn how to support their child's learning at home in reading through evidenced based workshops and activities presented by school staff. Topics will be determined by academic need based on data and parent input based on surveys.		X	
Strategy: Best Practice Instruction All teachers will systematically implement with fidelity evidence-based instructional strategies pertaining to writing.		X	
Strategy: Professional Development and Collaboration Teachers will participate in ongoing, systemic, research/evidence based professional development based on data tied to student achievement. Student data will be used to evaluate effectiveness and implementation of new learning. Teachers will also collaborate regularly to analyze student data to ensure fidelity of implementation and use data to drive instruction.		X	
Goal 3 Mathematics			

All students at Larson Elementary School will make progress in becoming proficient in math.			
Strategy: Parental Involvement Parents will learn how to support their child's learning at home in reading through evidenced based workshops and activities presented by school staff. Topics will be determined by academic need based on data and parent input based on surveys.		X	
Strategy: Best Practice Instruction All teachers will systematically implement with fidelity evidence-based instructional strategies pertaining to math.		X	
Strategy: Professional Development and Collaboration Teachers will participate in ongoing, systemic, research/evidence based professional development based on data tied to student achievement. Student data will be used to evaluate effectiveness and implementation of new learning. Teachers will also collaborate regularly to analyze student data to ensure fidelity of implementation and use data to drive instruction.		X	
Goal 4 Science All students at Larson Elementary School will make progress at becoming proficient in science.			
Strategy: Parental Involvement Parents will learn how to support their child's learning at home in reading through evidenced based workshops and activities presented by school staff. Topics will be determined by academic need based on data and parent input based on surveys.		X	
Strategy: Best Practice Instruction All teachers will systematically implement with fidelity evidence-based instructional strategies pertaining to science.		X	
Strategy: Professional Development and Collaboration Teachers will participate in ongoing, systemic, research/evidence based professional development based on data tied to student achievement. Student data will be used to evaluate effectiveness and implementation of new learning. Teachers will also collaborate regularly to analyze student data to ensure fidelity of implementation and use data to drive instruction.		X	
Goal 5 Social Studies All students at Larson Elementary School will make progress at becoming proficient in social studies.			
Strategy: Parental Involvement Parents will learn how to support their child's learning at home in reading through evidenced based workshops and activities presented by school staff. Topics will be determined by academic need based on data and parent input based on surveys.		X	
Strategy: Best Practice Instruction All teachers will systematically implement with fidelity evidence-based instructional strategies pertaining to social studies.		X	
Strategy: Professional Development and Collaboration Teachers will participate in ongoing, systemic, research/evidence based professional development based on data tied to student achievement. Student data will be used to evaluate effectiveness and implementation of new learning. Teachers will also collaborate regularly to analyze student data to ensure fidelity of implementation and use data to drive instruction.		X	

Core Curriculum Status

Harrison Community Schools has six curriculum leadership teams which allows for vertical alignment of curriculum. They represent reading, writing, math, science, social studies and technology. The teams have representation from grades k through 12 with the exceptions of reading and writing which are k through 8. These teams meet at least six times per year. The goal is to align curriculum, instruction and assessment for all grades. The teams take information / input back and forth between the curriculum leadership teams and their grade level teams. All decisions are made using consensus. Currently, the math curriculum has been organized into binders according to the math strands. The curriculum includes a scope and sequence, National Core Standards, pacing guides, lessons, interventions, Grade Level Expectations and assessments. Teachers are in the process of completing curriculum binders for language arts, science and social studies. While each teacher has their own curriculum binders, a complete set is housed in the office for easy access to parents and other staff members.

Highly Qualified Staff

Larson Elementary School is committed to making sure that all of its teachers and staff are Highly Qualified in accordance with the No Child Left Behind (NCLB) Act of 2001. Currently each of the buildings teachers holds a valid State of Michigan teaching certificate for the position to which he or she is assigned. NCLB states that parents must be informed of their right to know a teacher's qualifications. According to information submitted to the Michigan Department of Education's Registry of Education Personnel (REP), 100% of Larson Elementary Teachers met the highly qualified standards for the classes they teach.

**Larson Elementary School
Local Assessment Data**

Kindergarten End of the Year Reading Scores

Achievement	2007/2008	2008/2009	2009/2010	2010/2011
Above Grade	26%	36%	30%	51%
At Grade Level	24%	30%	39%	24%
Below Grade	46%	24%	27%	24%
At Risk	4%	10%	4%	1%

Kindergarten Reading Disaggregated Data

Subgroups	2009/2010		2010/2011	
	Proficient	Non Proficient	Proficient	Non Proficient
Males	56%	44%	76%	24%
Females	80%	20%	73%	27%
SES	67%	33%	95%	5%
Non-SES	72%	28%	89%	11%
Disability	0%	100%	34%	66%

Kindergarten End of the Year Writing Scores

Achievement	2007/2008	2008/2009	2009/2010	2010/2011
Above Grade	56%	66%	85%	82%
At Grade Level	30%	15%	6%	7%
Below Grade	12%	17%	9%	11%
At Risk	4%	2%	0%	0%

Kindergarten Writing Disaggregated Data

Subgroups	2009/2010		2010/2011	
	Proficient	Non Proficient	Proficient	Non Proficient
Males	84%	16%	81%	19%
Females	97%	3%	94%	6%
SES	90%	10%	83%	17%
Non-SES	91%	9%	100%	0%
Disability	0%	100%	0%	100%

Kindergarten End of the Year Mathematic Scores

Subgroups	Reads Numbers to 30		Counts to 100		Verbally Counts Objects 0-30		Sequential Order		Tells/ Writes Add/Sub Sentence	
	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011
Proficient	83%	77%		84%	91%	85%	84%	84%	89%	87%
Males		82%		82%		82%		86%		86%
Females		76%		85%		88%		82%		93%
SES		74%		78%		81%		78%		84%
Non-SES		86%		97%		94%		97%		95%
Disability		34%		0%		34%		34%		0%

First Grade End of the Year Reading Scores

Achievement	2007/2008	2008/2009	2009/2010	2010/2011
Above Grade	29%	41%	33%	42%
At Grade	15%	8%	32%	33%
Below Grade	28%	35%	23%	9%
At Risk	28%	16%	12%	16%

First Grade Reading Disaggregated Data

Subgroups	2009/2010		2010/2011	
	Proficient	Non-Proficient	Proficient	Non-Proficient
Males	51%	49%	65%	35%
Females	73%	27%	83%	17%
SES	58%	42%	65%	35%
Non-SES	75%	25%	84%	16%
Disability	0%	100%	0%	100%

First Grade End of the Year Writing Scores

Achievement	2007/2008	2008/2009	2009/2010	2010/2011
Above Grade	4%	19%	9%	47%
At Grade	24%	24%	21%	34%
Below Grade	45%	38%	40%	12%
At Risk	27%	19%	30%	7%

First Grade Writing Disaggregated Data

Subgroups	2009/2010		2010/2011	
	Proficient	Non-Proficient	Proficient	Non-Proficient
Males	26%	74%	77%	23%
Females	35%	65%	88%	12%
SES	53%	47%	80%	20%
Non-SES	72%	28%	85%	15%

Disability	0%	100%	75%	25%
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First Grade Math End of the Year Score

Subgroups	Counts by 1, 2, 5 to 110 from any number	Read numerals to 110	Writes/orders numbers by 1, 2, 5, 10 to 110	Recalls addition facts to 20	Recalls subtract facts to 20	Time	Counts coins and bills
Proficient	90%	96%	85%	73%	61%	79%	43%
Males	85%	96%	86%	78%	62%	82%	67%
Females	93%	96%	84%	71%	59%	73%	34%
SES	89%	94%	83%	64%	59%	82%	39%
Non-SES	98%	100%	91%	78%	70%	78%	52%
Disability	60%	80%	60%	40%	20%	40%	0%

Second Grade End of the Year Reading Scores

Achievement	2007/2008	2008/2009	2009/2010	2010/2011
Above Grade	52%	63%	68%	78%
At Grade	11%	15%	14%	14%
Below Grade	23%	19%	13%	3%
At Risk	14%	3%	5%	5%

Second Grade Reading Disaggregated Data

Subgroups	2009/2010		2010/2011	
	Proficient	Non Proficient	Proficient	Non Proficient
Males	72%	28%	88%	12%
Females	78%	22%	94%	6%
SES	82%	18%	86%	14%
Non-SES	84%	16%	98%	2%
Disability	11%	89%	0%	100%

Second Grade End of the Year Writing Scores

Achievement	2007/2008	2008/2009	2009/2010	2010/2011
Above Grade	0%	4%	22%	34%
At Grade	39%	31%	31%	18%
Below Grade	55%	36%	18%	15%
At Risk	6%	29%	29%	33%

Second Grade Writing Disaggregated Data

Subgroups	2009/2010		2010/2011	
	Proficient	Non-Proficient	Proficient	Non-Proficient
Males	54%	46%	64%	36%
Females	51%	49%	45%	55%
SES	58%	32%	41%	59%
Non-SES	37%	63%	67%	33%
Disability	0%	100%	45%	55%

Second Grade Math End of the Year Scores

Subgroups	Place Value 2.5	Two Digit Add/Sub Fluency 2.10	Time 2.37	Money 2.29
Proficient	88%	70%	64%	84%
Males	95%	68%	67%	82%
Females	82%	71%	64%	86%
SES	85%	73%	63%	85%
Non SES	92%	75%	71%	80%

Second Grade Math End of the Year Scores

Subgroups	Measurement 2.33	Fractions 2.19	Problem Solving Add/Sub 2.09	Problem Solving Measurement 2.32	Problem Solving Money 2.33
Proficient	92%	76%	76%	75%	54%
Males	94%	76%	74%	81%	62%
Females	88%	74%	74%	69%	68%
SES	93%	75%	67%	65%	48%
Non SES	95%	78%	88%	90%	65%

DIBELS

Students in kindergarten, first grade and second grade were given DIBELS screeners in language arts.

**Kindergarten Language Arts (DIBELS)
Year End Scores**

Recorded by percentage of children in each category.

Year	DIBELS Kindergarten Letter Naming Fluency			DIBELS Kindergarten Nonsense Word Fluency			DIBELS Kindergarten Phoneme Segmentation		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
Benchmark	79%	74%	84%	65%	68%	71%	63%	68%	80%
Strategic	9%	17%	9%	14%	15%	19%	17%	22%	16%
Intensive	12%	10%	7%	20%	17%	11%	20%	11%	4%

**First Grade Language Arts (DIBELS)
Year End Scores**

Recorded by percentage of children in each category.

Year	DIBELS First Grade Nonsense Word Fluency			DIBELS First Grade Phoneme Segmentation			DIBELS First Grade Oral Reading Fluency		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
Benchmark	47%	71%	63%	97%	98%	97%	34%	53%	54%
Strategic	34%	29%	30%	0%	2%	3%	34%	40%	33%
Intensive	18%	0%	7%	3%	0%	0%	33%	7%	13%

**Second Grade Language Arts (DIBELS)
Year End Scores**

Recorded by percentage of children in category.

DIBELS Second Grade Oral Reading Fluency and Retell				
Year	2008	2009	2010	2011
Benchmark	37%	47%	41%	45%
Strategic	20%	16%	19%	24%
Intensive	43%	37%	40%	31%

Combined Reports Data for Clare-Gladwin Regional Education Service District, Harrison Community Schools, Hillside Elementary School

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading	03	All Students	2009-10	99%	89.8%	84.7%	84.7%	22.4%	62.2%	14.3%	1%
English Language Arts / Reading	03	All Students	2010-11	100%	86.8%	75.2%	75.2%	34.3%	41%	21.9%	2.9%
English Language Arts / Reading	03	Female	2009-10	98%	91.9%	83.7%	83.7%	26.5%	57.1%	16.3%	0%
English Language Arts / Reading	03	Female	2010-11	100%	89.3%	77.8%	77.8%	37%	40.7%	20.4%	1.9%
English Language Arts / Reading	03	Male	2009-10	100%	87.9%	85.7%	85.7%	18.4%	67.3%	12.2%	2%
English Language Arts / Reading	03	Male	2010-11	100%	84.3%	72.5%	72.5%	31.4%	41.2%	23.5%	3.9%
English Language Arts / Reading	03	Black or African American	2009-10	<10	80.6%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	03	White	2009-10	99%	92.7%	84.4%	84.4%	22.9%	61.5%	14.6%	1%
English Language Arts / Reading	03	White	2010-11	100%	90.4%	75%	75%	33.7%	41.3%	22.1%	2.9%
English Language Arts / Reading	03	Students with Disabilities	2009-10	100%	71%	72.2%	72.2%	11.1%	61.1%	22.2%	5.6%
English Language Arts / Reading	03	Students with Disabilities	2010-11	100%	62.1%	46.7%	46.7%	6.7%	40%	40%	13.3%
English Language Arts / Reading	03	Economically Disadvantaged	2009-10	100%	84.5%	82.4%	82.4%	16.2%	66.2%	16.2%	1.5%
English Language Arts / Reading	03	Economically Disadvantaged	2010-11	100%	80.2%	71.3%	71.3%	30%	41.3%	25%	3.8%
English Language Arts / Reading	04	All Students	2009-10	100%	84.1%	77.8%	77.8%	21.3%	56.5%	18.5%	3.7%

Double click on the table above to view the complete MEAP, Mi-Access, NAEP, and Adequate Yearly Progress Report.

Parent Involvement Policy

It is the policy of Larson Elementary Schools to fully implement parental involvement programs, activities and procedures with meaningful consultation with parents of participating children. One percent of funding has been dedicated to parental involvement activities. Such programs, activities and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

Larson Elementary School

Title I School-Wide Parent Involvement Policy

Vision

Parents are their children's first and most important teachers. When the school and parents are involved cooperatively, positive results occur. These include high student achievement, reduced absenteeism, improved behavior, and a feeling of confidence regarding the partnership between home and school.

Part I: Policy Involvement

The Larson Elementary Title I School-Wide Parent Involvement Policy was created as a collaborative effort between parents and staff. Parents played a key role in the development of this policy and we will continue to utilize their feedback and suggestions in order to update and improve our School-Wide Title I Program. 1118(b)

Convene an annual meeting: 1118 (c) (1)

Larson Elementary School will:

- *Hold an annual meeting for all parents at the first Parent-Teacher-Organization meeting in September.*
- *The purpose of the meeting will be to share the School-wide School Improvement Plan, review the Parent Involvement Policy, and to explain our Title I program and how parents can be involved to help their child is successful.*
- *Parents will be notified of the meeting through U.S. mail by way of the school newsletter informing them of the time and date.*
- *Hold a meeting to present the Annual Report at our second PTO meeting at the end of September.*

Offer flexible meeting times & varied activities designed to support and encourage the involvement of all parents: 1118 (c) (2)

Larson Elementary School will ensure the involvement of all parents by offering the following activities:

- *Parent Orientation Night (curriculum based)*
- *Monthly Parent Academic Workshops (Childcare Provided)*
- *Parent – Teacher Conferences*
- *Monthly PTO Meetings*
- *Flexible IEP Times*
- *Parent Involvement Coordinator*
- *Fall Open House*

- *Progress reports every two weeks*
- *PA25 Annual Report*
- *Parent participation with building school improvement tasks*
- *Two way communication*
- *Student / Parent / School Compact*
- *Parent Volunteers*

Involve parents in planning, reviewing, and improving the School-Wide Title 1 program, including the School and District Parent Involvement Policy: 1118 (c) (3)

Larson Elementary School will ensure the involvement of parents in planning and reviewing the School-Wide Title 1 program by:

- *Reviewing the School-Wide Title I Parent Involvement Policy at the first PTO meeting in September.*
- *Posting the Parent Involvement Policy for parents to review during the fall Parent Teacher conferences in a visible location. A suggestion box under the plan will make it possible for parent to share suggestions.*
- *Reviewing and distributing the parent-school compact at our fall PTC's.*
- *Conducting a parent survey for all parents using Survey Monkey. Surveys will be conducted during the fall PTC's.*
- *Placing a suggestion box in a visible location for continued communication between parents and school all year. Reviewing suggestions and comments at monthly PTO meetings. Acting on these suggestions made by stakeholders as appropriate. Revision will be made to the School-Wide Title I Parent Involvement Policy as needed based on the parent survey and suggestion box.*
- *Hold a Title I meeting in January at flexible times to review the title I program, parent involvement policy and ask for suggestions for improvement. Provide parents with a short survey so they may provide feedback on the program. These suggestions will be used to revise the parent school compact and parent involvement policy.*
- *Expanding all avenues of communication with parents (school newsletters, district publications, School Messenger and website) to increase parent involvement in the school-wide Title I program.*

Provide timely information about the School-Wide Title 1 Program, the academic curriculum, assessments used to measure progress, and grade level expectations: 1118 (c) (4) (A) (B)

Larson Elementary School will provide timely information through:

- *Monthly Parent Academic Workshops (Childcare Provided)*
- *Parent – Teacher Conferences – November and February*
- *Monthly PTO Meetings*
- *Annual Title I Meeting*
- *Flexible IEP Times*
- *Parent Involvement Coordinator*
- *Fall Open House*
- *Progress reports and report cards*
- *PA25 Annual Report*
- *Parent participation with building school improvement tasks*
- *Two way communication – Telephone calls, E-mail correspondence*
- *Student / Parent / School Compact*

- *Parent Volunteers*
- *District Web Site – Policy and Compact available on web site*
- *Home visits*
- *Parent-Student handbook*
- *Weekly take home folders*
- *School/classroom newsletters*
- *Early Childhood conferences, “Here We Come” to kindergarten transition meeting with all preschools in the district, Early Childhood Curriculum and Parent Meeting (childcare provided)*

Provide parents the opportunity to interact with teachers regarding the education of their children. Include parents in the decision making process and utilize their suggestions for improvement. Revise the School-Wide plan to meet student and parent need and share revisions with LEA: 1118 (c) (4) (C) & 1118 (c) (5)

Larson Elementary School will provide parents an opportunity to interact with their child’s school by:

- *Parent suggestion box located in a visible location where parents can make suggestions for improvement and comments regarding the School-Wide Title I Program. Include School-Wide Title I as a monthly agenda item at PTO meetings and share suggestions. Utilize parent feedback to revise and update our School-Wide Title I program to meet the needs of parents and students. Share suggestions and comments with the LEA and act on suggestions as appropriate*
- *Conduct a parent survey at the fall Parent Teacher conferences for all parents using Survey Monkey. Parent Involvement Consultant will assist with technology needs.*
- *Hold a Title I meeting in January to begin evaluating the school improvement plan, parent involvement policy and compact. Revisions will be made based on suggestions for improvement from parent survey, written and verbal communication. Suggestions will be used to make revisions when appropriate.*
- *Parent conferences (November, February, additional conferences upon parent request).*
- *Telephone calls – e-mail correspondence between parents, teachers and school.*
- *Larson’s mail system (Hornet Mail).*

Part II: Share Responsibilities for High Student Academic Achievement

Develop jointly with parents and teachers a School/Parent/Student Compact. The compact will outline ways in which the parents, school staff, and students will work together to ensure high student academic achievement. The compact will be reviewed and discussed during fall parent-teacher conferences: 1118 (d) (1) & 1118 (d) (2) (A)

Larson Elementary School will develop a School/Parent/Student Compact:

- *The School/Parent/Student compact is developed with parent input and reviewed annually. Revisions are made based on the Fall PTC survey results and additional suggestions provided by parents.*
- *The compact is reviewed and given to all parents at the November Parent-Teacher conference. Teachers discuss how the compact relates to the success of each individual child. This ensures a strong home/school connection and allows all stakeholders to have a voice.*

Provide frequent reports to parents on their children's progress: 1118 (d) (2) (B)

Larson Elementary School will provide various academic reports to parents:

- *Reports cards – November, March, and June*
- *Progress reports available on a as-needed basis*
- *Parent contact regarding progress for academic disadvantage students*
- *On-line access to grades, lessons, and attendance (Skyward). Parent training on how to use Skyward will be available during Parent Teacher Conferences*
- *PTC's in November and February – additional conferences available upon request*

Afford parents reasonable access to staff. Provide opportunities for parents to volunteer participate and observe in their child's classroom: 1118 (d) (2) (C)

Larson Elementary School has an open door policy for parents with both administration and staff. Additionally, parents are encouraged to participate in the following activities:

- *Monthly PTO meetings (Parent Teacher Organization)*
- *Room helpers*
- *Reading Buddies*
- *Tutoring one-on-one*
- *Chaperones for field trips*
- *Playground/lunchroom help/Parking help*
- *Lunch with their child*
- *Library volunteers*
- *Typing in our publishing center*
- *Office/health room help*
- *Fitness Mileage Club*

Part III: Building Capacity for Involvement

Provide information and assistance to parents regarding the state and local academic standards and assessments: 1118 (e) (1)

To ensure that parents are informed about academic standards and assessments, Larson Elementary School will provide the following:

- *Parent copy of Grade Level Content Expectation/Common Core Standards at Fall Open House*
- *Parent Teacher Conferences*
- *Local assessment information (Dibels, school-wide assessments in reading, writing, math, spelling, benchmark assessment in science / social studies) shared with parents at PTC's*
- *Students receiving additional assistance will be progress monitored on a monthly or bi-weekly basis depending on student need. Information will be shared with parents when appropriate.*
- *Title I Consultant available at conferences to provide information and answer questions about assessments.*
- *During preschool/kindergarten transition, staff share kindergarten expectations and provide parents with examples of at home activities to help their child reach their highest potential.*
- *Monthly parent workshops (including Early Childhood Program)*

Provide materials and training to parents: 1118 (e) (2)

Larson Elementary School offer training and materials to parent through the following events and activities:

- *Take-home book bags – daily or weekly*
- *Monthly parent workshops*
- *Fall Open House*
- *Provide lists of community resources to individual parents and assistance in accessing these resources as needed*
- *Summer school*
- *Weekly school/teacher newsletter*
- *Website –provides parents with materials and resources to help their child achieve success and support at home.*
- *PTO meetings*
- *Preschool/Kindergarten Transition Night*

Educate teachers, Title 1 staff and principals regarding the value of parent involvement, ways to communicate effectively with parents, and implementation of parent programs: 1118 (e) (3)

- *Larson Elementary School values and respects parent involvement in the school community. Parent involvement will be part of the professional development plan. Time at bi-weekly staff meetings will be devoted to learn about effective parent communication (6 types). Teachers will learn how to post classroom newsletters, add materials and resources to the school website. A parent resource room is available to all parents.*

Coordinate parent involvement activities with other programs: 1118 (e) (4)

Larson Elementary School will work to coordinate programs to ensure success for all:

- *Transition to Kindergarten activities to educate preschool parents, daycares and community stakeholders on Kindergarten expectations*
- *GSRP – Great Start Readiness Program – Preschool program located across the street and affiliated with Larson Elementary School prepare students for Kindergarten expectations*
- *Headstart and RESD Preschool*
- *Preschool students and their parents are invited to Larson Elementary School to tour their new building (April)*
- *Big Brother/Big Sister lunch program*
- *Grandparents program*
- *PTO*
- *October Fun – School wide fun night*
- *City Library assemblies*
- *Chartwell's food service program*
- *SPARKS – after school program*

Inform parents of school and parent programs in a timely and practical format in a language they can understand: 1118 (e) (5) To ensure that all parents are informed in a timely and user-friendly manner, Larson Elementary School will provide:

- *Daily take home folders*
- *School/classroom newsletters written in a language parents can understand*
- *Local newspaper*
- *Accommodations available as needed*

Provide support for parental involvement at their request: 1118 (e) (14)

Larson Elementary School will make every effort to support our parents and make sure their needs are met:

- *Make every effort to accommodate parent requests to ensure that students and parents individual needs are met in order to foster more positive parent involvement.*
- *Parent Involvement Coordinator will ensure increased communication*

Part IV: Accessibility

Parent involvement activities accessible to all parents, including those with disabilities and parents who use English as their 2nd language: 1118 (f) Larson Elementary School will provide:

- *Flexible meeting times*
- *Handicapped accessible facilities*
- *Home visits*
- *Transportation assistance*
- *School/classroom newsletters written in a language parents can understand*
- *Collaborations with community agencies*
- *Other accommodations available as needed*

Parents Right to Know Statement

As a parent of a student at Larson Elementary School you have the right to know the professional qualifications of the classroom teachers who instruct your child. Federal law allows you to ask for certain information about your child’s classroom teachers and requires us to give you this information in a timely manner. Specifically, you have the right to ask for the following information about each of your child’s classroom teachers:

- Whether the Michigan Department of Education has licensed or qualified the teacher for the grades and subject he/she teaches.
- Whether the Michigan Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- The teacher’s college major; whether the teacher has any advanced degrees and , if so, the subject of the degree.
- Whether any teachers’ aides or similar paraprofessionals providing services to your child and, if they do, their qualifications.

If you would like to receive any of this information, please call your child’s school

The Parent Involvement Policy is approved by the Harrison Community School Board of Education and fulfils the requirements of No Child Left Behind.

Parent Teacher Conferences

Parent Teacher Conference Attendance Data						
Subgroups	2008 – 2009		2009 – 2010		2010 - 2011	
	Number of students represented	Percentage of students represented	Number of students represented	Percentage of students represented	Number of students represented	Percentage of students represented
All	253	76%	240	70%	269	76%
American Indian/ Native Alaskan	0	0%	3	1%	1	1%
Asian/ Pacific Islander	1	.5%	3	1%	4	1%
Black, Not of Hispanic Origin	5	2%	3	1%	2	1%
Hispanic	5	2%	7	2%	4	1%
White, Not of Hispanic Origin	242	96.5%	224	96%	258	96%
Students with Disabilities	7	3%	2	1%	9	44%
Limited English Proficient	0	0%	0	0%	0	0%
Economically Disadvantaged	166	66%	141	59%	183	68%
Male					130	48%
Female					139	55%