



School Improvement Plan

Challenger Elementary School

Howell Public 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 2016-2017 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?	Abbreviated Goals & Plans Template	Abbreviated Goals and Plans template has been uploaded	17-18 Abbreviated Goals

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?

The data used in the Comprehensive Needs Assessment was compiled by administration and Challenger's Data Team Leader. This year Challenger completed two surveys. One survey was administered in the fall for our external review and one was completed in the spring using the EPROVE tool. We are utilizing our self-assessment and these surveys to determine our areas of need.

Analysis of the data was done by members of the School Improvement Team (SIT) and the Challenger Staff. In the meetings with SIT, explanations were shared for educational vocabulary as well as educational analysis of data. Teachers spent time reviewing the previous year's Interim Self Assessment and determined Challenger's strengths and weaknesses. The data lead the groups to identifying our concerns. This is a process that will be done and analyzed on a yearly basis.

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?

A clear and detailed analysis of multiple types of data occurred as part of this assessment. Data was collected through a centralized district process and analyzed by administrators, teachers, and SIP team. The teams identified the areas of need, and prioritized the needs.

Upon reviewing the EProve Surveys it was determined that teachers valued the following teaching practices for student growth: Student engagement, problem solving in multiple ways, providing a variety of ways for students to show learning, and involving students in their learning. While looking at the parent surveys, the data showed that parents view our school as respectful and responsible. This goes from administrators, teaching staff, to students. Parents were most concerned with class sizes, having sufficient materials, and protecting instructional time.

The following data was examined/analyzed:

DEMOGRAPHIC DATA THAT WAS ANALYZED - enrollment trends; trends related to the # of grade level sections in the building; staff demographics (types of staff, teacher turnover rate, years of experience, HQ status); ethnicity; % of students who are ED and SWD; and discipline, attendance, mobility, and homeless data.

PROGRAM/PROCESS DATA - Reviewing our programs through our Interim Self Assessment.

ACHIEVEMENT DATA THAT WAS ANALYZED - Trends from previous years by subject, by subgroup, and by aggregate; cohort proficiency analysis in reading and math; MDE targets and gaps for all students, and for the SWD subgroup, the ED subgroup, and the gender subgroup; K-2 MLPP DATA/DRA DATA/DIBELS DATA/NWEA DATA and 3-5 SRI DATA/DIBELS DATA; K-5 writing prompts/NWEA; building unit math tests; common district unit tests for each of the science kits; and the quarterly/semester common district social studies tests.

The demographic of Challenger shows a stable enrollment with a high Economically Disadvantaged population. The attendance is generally good with a few outliers (<15) that we have been following. We continue to monitor our attendance as we have noticed that students having
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missed many days leads to a negative trend in achievement. We have a very low English Language Learner population. Our discipline data shows that we have are seeing less difficulties during the classroom time, but unstructured time is when behavior may be affected.

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.

Due to our Interim Self Assessment, we are focusing on improving the areas of Teaching and Assessing for Learning and Using Results for Continuous Improvement. We are also focusing heavily on our PBIS model to create clear expectations and consequences. Along with the PBIS goal, we hope to continue to strengthen and maintain a positive culture for parents, teachers, and most importantly students.

Goals have been identified relative to the following priority areas: the implementation of and effective use of the reading workshop model, effective data analysis for the purpose of differentiating instruction, and the consistent implementation of the Daily 5 model in grades BK-2 and reading workshop in grades 3-5. .

The SWD subgroup and the ED subgroup will be the major focus of objectives and interventions. Most core content areas (Reading, Writing, Math, and PBIS) are covered in the goals that have been chosen. Although we do not have goals for Science and Social Studies, we will continue to improve these areas through our focus on content vocabulary and improving our Nonfiction reading strategies through the reading workshop model. Data analysis, differentiating instruction, and implementing best practices strategies are a common thread through all of the core content areas.

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 goals focus on the whole school with special attention paid to our lowest achieving population. Through a stronger implementation of the reader's workshop, writer's workshop and PBIS model, we will meet the needs of our entire school population. Within these goals we have structured supports to help improve the academic achievement of our struggling students specifically our ED and SWD populations. Multiple interventions will be taking place to help our struggling students such as implementation of instructional rounds, implementing our data wall and using it to track the progress of our tier 2/3 students, and implementing the MTSS process to support our students in K-2 to build the basic foundational skills needed to support their success in literacy.

Our PBIS goal will specifically focus on creating a school-wide PBIS model that will support all students at the Tier 1 on the MTSS model. We also have supports in place to intervene and support students that the data shows are at the Tier 2/3 level on the MTSS model. This will be done by identifying students, creating mentors, and supporting them through multiple interventions.

Component 2: Schoolwide Reform Strategies

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

READING - In grades 3-5 we are focusing on improving the use of the reading workshop model in the classroom. Teachers will work together to implement the workshop model with fidelity and all use the same research-based strategies. Teachers will also collaborate together to review NWEA scores to better direct their areas of focus. In grades K-2 teachers will utilize the Daily 5 structure for their reading workshop. Both of these models will support teachers in their quest to give all students the same language and structure when learning reading. In K-2, we are implementing a MTSS model to support our most struggling readers. Much of our Title 1 support will focus on supporting our K-2 readers. Teachers will receive more support from Title 1 staff to help boost the basic foundational literacy skills of our Tier 2-3 students. Aides will also help to push our advanced readers.

Teachers will research best practices around improving reading instruction that focuses on differentiated instruction and reading for all students. Teachers will be utilizing two resources (Fountas and Pinnell Phonics Lessons and the CAFE book) to implement research based teaching strategies and align teaching practice within and between grade levels. Teachers will utilize weekly grade level meetings to analyze the data (MLPP/DIBELS/DRA/SRI/NWEA progress monitoring data, MSTEP data when available, etc.) and plan their instruction. A daily 90 minute ELA block and a daily enrichment block will support all students in their identified areas of need related to reading.

WRITING - Teachers will research best practices around improving writing instruction that focuses on the writing workshop model and writing for all students. We are focusing a writing goal on writing constructed response narratives. This will be taught during writing time with additional focus during other core instruction. Teachers will utilize weekly grade level meetings to analyze the data (district writing prompts and classroom writing, MSTEP data when available) and plan their instruction. A daily 90 minute ELA block and a daily enrichment block will support all students in their identified areas of need related to writing.

MATH - Teachers will utilize the Everyday Math curriculum to improve instruction for all students in the area of math. Teachers will This year we are also focusing a math goal on writing constructed responses during math instruction. Teachers will utilize weekly grade level meetings to analyze the data (Fluency data, EDM unit tests and semester tests; MSTEP data when available, etc.) and plan their instruction. A daily 90 minute Math block and a daily enrichment block will support all students in their identified areas of need related to mathematics.

SCIENCE and SOCIAL STUDIES - Teachers will utilize the research collected around best practices in reading instruction to improve instruction and comprehension in the areas of science and social studies. Teachers will utilize weekly grade level meetings to analyze the data (science and social studies unit tests and district quarterly/semester common assessments in science and social studies; MSTEP data when available, etc.) and plan their instruction. A daily enrichment block will support all students in their identified areas of need related to science and social studies (vocabulary and comprehension development with non-fiction texts).

PBIS - Teachers will utilize information from the Capturing Kids Hearts training as well as professional development centered around implementation of a school wide PBIS model. Teachers will determine students that are considered tier 2/3 using school PBIS data. These students will then receive specific interventions and mentoring. Mentoring will be done by the use of a Title I aide as well as utilizing specials teachers to mentor students during extra instructional time during the day.

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).

The research-based methods and strategies in the schoolwide plan which increase the QUALITY/improve instruction are the utilization of differentiation, the implementation of Marzano's instructional strategies, the interventions utilized during times of supplemental instruction, and the utilization of Grade Level Meetings/PLCs (DuFour/Eaker) and data analysis. The research-based methods and strategies in the schoolwide plan which increase the QUANTITY of instruction are the daily RTI block, ICT cases, and enrichment.

Through this plan we hope to improve collaboration, create a more streamlined curriculum, align all of resources, and increase our time on task. Improved direction of our professional development will support not only our students' academic achievement, but also our teachers' professional growth. This will also support our accountability as teachers will have colleagues, administrators, and consultants in their classrooms to help support and grow their practice.

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

The research-based reform strategies in the schoolwide plan which align with the findings of our research; improving our K-5 reading models, a focus on effective data analysis, differentiated instruction, and improving our PBIS model to create a stronger culture.

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.

The strategies in the schoolwide plan that provide a level of interventions for students who need the most instructional support are as follows in each of the core content areas:

READING - dedicated 90-minute ELA block that includes reading & writing; BK-2 RTI approach, differentiated instruction; and Title I instructional aide support

WRITING - dedicated 90-minute ELA block that includes reading & writing; writer's workshop; and Title I instructional aide support.

MATH - dedicated 60-minute math block; differentiated instruction; reteaching;

SCIENCE and SOCIAL STUDIES - selection of materials that are at the students' instructional level; teaching vocabulary and comprehension strategies; reteaching

STRATEGIES THAT SUPPORT ALL CORE CONTENT AREAS - tiered MTSS interventions and strategies (reteaching, and research-based reading/comprehension/writing strategies); Schoolwide Positive Behavioral Interventions and Supports (PBIS) model is a tiered approach to behavior similar to a tiered MTSS approach for academics; Review Meetings which are meetings requested by teachers and/or parents for the purpose of addressing student needs for students who are struggling academically, behaviorally, emotionally, or socially.

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

To determine if our students' needs are being met, we will utilize our plethora of progress monitoring data. Teachers will create baseline data in the fall of the school year by administering the DIBELS, NWEA, DRA, SRI, Math fluency tests, and DAZE tests. In collaboration with LESA staff, Title 1 staff and administration, teachers will use this baseline data to determine which students need level 2 and 3 tier interventions. In conjunction with the IC team, Title 1, and LESA staff, teachers will collaborate when they notice that the prescribed interventions are not being effective. The Title 1 team will continue with biweekly progress monitoring of students and plan for their needs accordingly. Once a quarter, teachers will meet with LESA staff, Title 1, and administration to complete our electronic data wall. During this time, teachers and staff will collaborate to analyze the data, determine if interventions are working, and plan for new 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	All instructional aides are highly qualified.	

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	The teaching staff at Challenger Elementary is highly qualified.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

As of June, our teaching staff will stay the same as it was during the 16-17 school year. We are anticipating possibly one addition for the 17-18 school year.

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

For the 16-17 school year, we had 26 highly qualified teachers in our general education, special education, specials, and Title 1 classrooms.

Experience:

0-3 years = 1

4-8 years = 3

9-15 years = 9

15+ years = 13

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

The staff at Challenger participates in several programs and has developed procedures to enhance student and staff performance while attracting high quality teachers.

Professional Development opportunities are offered to staff.

Surveys are given to staff as an opportunity for them to provide feedback and participation in the decision making process.. Staff is given the experience to work with students with diverse learning styles.

Professional Learning Communities (PLC) or grade level meetings promote collaboration and teamwork among staff members.

Challenger has competitive MSTEP scores with surrounding school districts.

Challenger School is a clean, warm, welcoming, community-oriented, learning environment.

Certified staff stays working at Challenger when given the opportunity, which encourages long-lasting team collegiality. The movement of certified staff out of Challenger is due, mainly, to the reduction in our student population or retirement.

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

The Howell Public School District abides by No Child Left Behind (NCLB) legislation when hiring staff. District and building administrators attend college and universities within the state to recruit highly qualified teaching staff. During the interview process, only highly qualified candidates, per state and federal requirements, are selected. All reference and academic records are reviewed for accuracy. Professional Development opportunities are offered to staff. The district has a mentoring program for non-tenured teachers. Staff is involved in curriculum decision-making through committees. Teachers take part in the development of common assessments.

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?

There is a very low turn over rate. 85% of our staff has 9 or more years experience, most of which have been at Challenger for their entire career.

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.

Our district has 30 hours of District Provided Professional Development built into the school calendar. These days consisted of full day PD, online PD, and building level PD (staff meetings/grade level meetings). During this professional development, much of the work is directly aligned to our building level school improvement plan.

This year, we had Marcia McEvoy train our staff, parents, and students. When we did not hire someone from the outside, staff were engaged in collaborative work that directly aligned with the SI plan, which directly aligned to our surveys.

Along with the 30 hours of DPPD, we aligned most of our staff meetings and grade level meetings (PLCs) to our SI plan. The only time we are not specifically focused on the SI plan is when we have building level tasks to complete such as student placement, review of security procedures, evaluation information, etc. A large percentage of all meetings have a SI component as part of the agenda.

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

We will continue to focus on multiple initiatives from the 16-17 school year in 17-18. We will continue with the Daily 5 initiative, reading workshop, and PBIS. These activities have been specifically chosen as high impact goals that need to continue to make them sustained and ongoing. We will utilize DPPD and building level meetings to continue this professional development.

All of our professional development next year will have a greater focus on progress monitoring and building PLC's to create a stronger, collaborative learning environment. Next year's school improvement plan has been designed to be more manageable and sustainable. All of the strategies in the school improvement plan are aligned and will be ongoing throughout the year. We will utilize grade level meetings, staff meetings, professional development days, and release time to continue this work.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		PD Plan 17-18

Component 6: Strategies to Increase Parental Involvement

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

Challenger Elementary School follows the parent involvement policy guidelines in accordance with the No Child Left Behind Act of 2001, Section 1118. Challenger distributes and makes this Parent Involvement Policy readily available to the parents of each student participating in the School-wide Title I program and with parent input, update the policy periodically.

Title I provisions require that parents have the right to be involved in decisions related to their children's education, and the school is required to seek input from parents in a variety of ways. Challenger will meet these requirements by using the following avenues: a) the school improvement team will have parental representation at meetings where budget, student assessment data, and instructional strategies are discussed, developed, or revised. Parent members will be present when the expenditure of funds are discussed for the variety of programs related to the school improvement goal statements. b) Individual Parent/Teacher Conferences are held in November and March, and any additional meetings scheduled due to parent or teacher initiation. c) Parent surveys are used to determine parental satisfaction or dissatisfaction with the academic program, the school climate, the school improvement plan, and other important key issues involving parent-teacher partnerships including homework and communication between home and school. Challenger offers a flexible schedule of meetings to encourage parents' attendance.

Parent input is sought specifically through parent surveys and parent participation in committees and activities for the development and revision of our parent involvement policy, our Parent-School Compact, and our School-wide Title I Plan.

Parents are provided with timely information in the following ways; weekly/monthly classroom newsletter, bi-weekly district/building communication, monthly updates at PTO meetings, quarterly issued report cards, scheduled Parent/Teacher Conferences and parent or teacher initiated meetings, phone calls, emails, Challenger Elementary School website, Howell Public Schools District website, monthly Challenger newsletters and calendars, Howell Public Schools District Scanner newsletter, and Student Code of Conduct booklet.

The Annual Report informs parents of the academic assessments that are used to measure student progress. Parents receive copies of the student assessment results with the levels of proficiency defined, including parent friendly individual reports on the NWEA or MSTEP.

Parents are given materials and training on how they can improve their child's achievement. Some examples include: curriculum nights to explain the grade level curriculum and technology resources accessible by parents in order to support students in their core academic classes, Title 1 Literacy/Math Night. Our school newsletter also includes ideas for parents on child development and how to support their child's success in school.

Challenger staff will continue to train on the best ways to strengthen positive relationships between home and school. Challenger will continue to coordinate and integrate with Parker and Highlander Way Middle Schools, and our local preschool programs by participating in the following transition programs: Sixth Grade Orientation for 5th grade students and preschool to kindergarten transition activities. We also invite local preschools to the building so that they have a connection to a local elementary school. The building is handicapped accessible.

Challenger has a Parent Compact that was developed jointly by staff and parents. The Compact is used annually at parent conferences and signed by the parents, teachers, students, and principal. The Compact is reviewed each year, and the necessary revisions are made according to suggestions by parents, students, and staff. Challenger provides reasonable support for parental involvement by facilitating parents to volunteer in the building and in classrooms.

Parents are requested to attend Open House/Curriculum Night, special events and assemblies. Parents are encouraged to participate in a variety of ways. This allows for a rich partnership with parents, and benefits the students and staff.

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

The School Improvement Team has 7 parents as parental representation at meetings where budget, student assessment data, and instructional strategies are discussed, developed, or revised. Clarification of any component will be a priority so that all parents have a clear understanding of the meetings. Parent members will be present when the expenditure of funds are discussed for the variety of programs related to the school improvement goal statements such as family involvement curriculum nights, parent education programs, community outreach efforts and tutoring programs. Parent input will drive the development of the plan. The School Improvement Team monitors implementation.

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

Our parents are encouraged to complete an annual Parent Perception Survey. We also are in constant communication with our parents and encourage feedback at all times.

Parents will be involved in the evaluation of the schoolwide plan in a variety of ways.

- Parts of the CNA, such as the item analysis of MSTEP data, are completed by the SI Team at their monthly meetings. Parents will work with teachers to analyze the MSTEP data.
- School-wide reform strategies that are being implemented will be shared with parents and parents will be given ideas for supporting their children with these strategies.
- Parents are notified in the building's annual report that all staff (teaching and support staff) is highly-qualified according to the No Child Left Behind legislation.
- Parents are notified when staff will be participating in district-wide professional development days.
- Feedback is solicited from parents via paper surveys (parent night surveys; school-wide program evaluation surveys; ASSIST perception surveys).
- Monthly communication is sent home which makes parents aware of events that they can become involved in or opportunities that are available to support their child in the classroom or at the school. Challenger has a very active PTO and there are many opportunities to volunteer at the school.
- Parents of preschool children are given opportunities to become involved in their child's transition to kindergarten.
- Parents can help to carry out the school wide plan by attending SI meetings, parent night meetings, PTO meetings, and parent-teacher conferences/other meetings regarding their child's progress. They can volunteer in the classroom or with events outside of the classroom, both during the school day and outside of the school day. Parents can also support the implementation of the school wide plan or assist in carrying it out by familiarizing themselves with what their children are learning and then supporting their children as learners at home.

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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	Challenger has a Title I Parent Involvement Policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f), and the policy has been attached in the ADDITIONAL REQUIREMENTS section of the ASSIST Diagnostics.	Parent Involvement Policy

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

1. Provide assistance to parents to understand content standards, assessments, Title I programming, monitoring child's progress and how to work with educators through parent friendly language, teacher meetings, phone calls with teachers, and emails with teachers; student academic assessments results and interpretation of those results are communicated to the parents.

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

- Parent-Teacher Conferences - 2 nights scheduled in November; 1 night scheduled in March; also scheduled on a request basis by either teacher or parent.
- The state assessment will be administered in the spring and the results will be shared via Parent Reports being sent home to parents, at School Improvement Team Meetings, and through the school newsletters as soon as the state allows results to be shared.
- ELPA results for ELL students sent to parents (if we have students taking the ELPA). Individual parents will be given an opportunity to have an ELL tutor share/explain the results with them.
- Local common district assessment information (NWEA, DIBELS, district writing prompts, DRA2, district common assessments in Science, & Social Studies) shared with parents at conferences and on report cards (per district guidelines). Students in K-2 are given the NWEA, DIBELS and other literacy assessments at least three times per year. Students in grades 3-5 are given the NWEA, DAZE, and SRI exam at least three times per year. Parents will receive a report of their child's progress after each of these assessments or when appropriate. Common district assessments are scheduled by unit in Science and either quarterly or at the end of the semester in Social Studies.
- 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 Teacher available at conferences to provide information and answer questions about assessments

3. Provide materials and training for parents

Challenger Elementary School offers training and materials to parents through the following events and activities:

- Title I Annual Meeting
- Fall Curriculum Night/Open House
- Community Information/Resources re: Parent Workshops focusing on academic support will be made available to parents throughout the year
- Take Home Book Reading Program in grades K-2; monthly Reading Logs in grades 3-5
- Provide lists of community resources to individual parents and provide assistance in accessing these resources, as needed
- Websites and tech resources that parents can utilize at home are shared by our tech teacher and other staff.
- Summer Reading Program offered through Challenger Elementary
- Monthly School Newsletter - Challenger Newsletter/Weekly Wednesday Packets/Classroom newsletters/District publications and newsletters
- Tabs on the District Website (Schools/Departments/Academics/Athletics/Students/Parents/Publications/At the H) - provide parents with materials and resources to help their child achieve success and materials and resources to be informed parents in the district

4. Training for school staff on the importance of parent involvement

- Challenger Elementary School values and respects parent involvement in the school community. Parent involvement will be part of the SY 2017-2018

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professional development plan. Staff will attend workshops and implement new ideas for effective parent communication. When situations occur that involve students or the welfare of the entire school community, parents are always the first point of contact. Teachers will be encouraged to utilize technology when appropriate to communicate with parents.

5. Coordinate with parent involvement in other programs in the school

Challenger 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
- Transition to Middle School: activities to educate 5th grade students and parents about the Middle School program in Howell during the spring of 5th grade and during the summer
- GSRP (Great Start Readiness Program): Preschool program located in our school that prepares students for Kindergarten expectations
- Head Start
- Classroom Parent Volunteers
- PTO coordinated activities
- Scouting Programs
- Music Programs
- Community Library Programs

6. Provide information in a format that is understandable to parents

To ensure that all parents are informed in a timely and user-friendly manner, Challenger Elementary will provide:

- Daily Take Home Folders (grades K-2); Planners (grades 3-5)
- Bi-Weekly School Newsletter/Weekly Wednesday Packets/Classroom Newsletters/District Newsletters written in a language parents can understand
- Bilingual interpreter, as needed, throughout the district for all parent contacts
- When necessary, accommodations are available for parents with special needs (deaf, blind, etc.)

7. Provide other reasonable support as requested

Challenger 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 student's and parent's individual needs are met in order to foster more positive parent involvement
- Parent request for assistance will be immediately addressed by the classroom teacher and coordinated with the Title 1 Teacher, and with administration and other staff if appropriate.
- Challenger staff will continue to focus on the best ways to strengthen positive relationships between home and school.

1118 (f) Accessibility for disabled parents, LEP parents, parents of migratory children: Describe how you handle (or will handle) each of these parent groups:

Challenger Elementary School will provide:

- Flexible meeting times
- Handicapped Accessible Facilities
- Phone Conferences (Bilingual interpreter, as needed, throughout the district for all parent contacts)
- Monthly School Newsletters/Weekly Packets/Classroom Newsletters/District Newsletters written in a language parents can understand
- When necessary, accommodations are available for parents with special needs (deaf, blind, etc.)
- Collaboration with community agencies; i.e., Community Mental Health, United Way, LACASA, Big Brothers-Big Sisters, Kiwanis, Lunch Buddy Program, Shop with a Cop, Empty Stocking Fund, etc. These programs/agencies are coordinated through the administrator, counselor, and Title I Teacher.
- Transportation Assistance (L.E.T.S. Bus)

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

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

- Reviewing the School-Wide Parent/Student Compact at the Title I Annual Meeting.
- Distributing copies of the School-Wide Parent Involvement Plan and Compact for parents to review during November Parent-Teacher conferences; attach a page for parents to make suggestions re: the Parent Involvement Plan. Share suggestions with the School Improvement Team.
- Conducting a Parent Survey in the spring
- Reviewing and revising the School-Wide Title I Program to incorporate suggestions based on the Parent Survey results
- Placing a suggestion box in the front lobby for continued communication between parents and school all year. Reviewing suggestions and comments at monthly School Improvement Team Meetings and/or at PTO Meetings. Acting on these suggestions made by stakeholders as appropriate.
- Holding Title I meetings to review the Title I program, Parent Involvement Plan and ask for suggestions for improvement. An agenda will be generated and minutes will be taken (if appropriate); attendees will sign in; and a short survey will be completed by attendees. Parents who aren't able to attend will have a survey sent home to be completed and returned. These suggestions will be used to revise the parent school compact and Teacher-Parent-Student Compact and Parent Involvement Plan.
- Expanding all avenues of communication with parents (school newsletter, classroom newsletters, District publications and website) to increase parent involvement in the School-Wide Title I program. Our Title 1 teacher coordinates these efforts.

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

The results of the evaluation will be used to improve the schoolwide program throughout the year and for the following year. Written suggestions on the regarding the parent involvement policy, survey results following meetings or parent nights, and written suggestions received in the front lobby suggestion box will all be used by the SI Team, that includes parents, to improve the schoolwide program and decisions will be made as appropriate

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

The School-Parent compact was created by our Title I teacher and administrator, which will be reviewed by our SIP Team.

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

As we are a Title 1 School wide program, all families are asked to sign and commit to the Compact. Teachers go over the Compact at Parent-Teacher conferences and our Title 1 teacher is available for further discussion.

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

n/a

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

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

User Friendly: Challenger Elementary uses multiple means of communication to share student and school progress, all using parent-friendly language. We have Challenger's website, The Challenger Newsletter (newsletter), Parent Link (automated phone calling system), and individual teacher newsletters.

Limited English: A Bilingual interpreter, as needed, throughout the district for all parent contacts our Limited English families on a as needed basis.

Parents with Disabilities: When necessary, accommodations are available for parents with special needs (deaf, blind, etc.)

Literacy Issues: Teachers work with our families with any literacy issues for clarification and understanding.

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?

Challenger connects with preschool age children and their families in a variety of ways as they transition to kindergarten. Livingston Educational Service Agency (LESA) coordinates and supports the transition of preschool-aged children to kindergarten at a county level. Great Start Livingston and the county school districts meet regularly during the school year to address preschool transition and strategies that will be utilized. "Kindergarten Summits" are held during the school year. These "summits" provide an opportunity for preschool agencies and school district staff to collaborate re: transition to kindergarten. Strategies related to "kindergarten readiness", curriculum, and ways that preschools and elementary schools can partner to support families are discussed and implemented. The district coordinates the transition of preschool age children into the district's kindergarten programs through LESA initiatives and through Great Start initiatives in the county.

Howell Public Schools holds district Kindergarten registration. The date, times, and location are advertised for weeks through building marquees, newsletters and websites, district websites, PTO websites, local newspaper, local radio station, and flyers that are disseminated to area Day Care Centers, Preschools, Pediatrician offices and realtor offices. At Kindergarten registration, parents and students have a day of opportunities to complete and submit required registration paperwork, have their child's vision checked with Livingston County Health Department, register for pre and or post school day child care, complete an application for Free and/or reduced lunch. Bilingual Tutors are available to support our non English speaking parents through the registration and orientation process. Building principals, Kindergarten teachers, media specialist, and office staff are all on staff to help register and greet new parents.

During the school year, students that are in our ECP or GSRP programs frequently visit our Beginingergarten classroom to support the transition into kindergarten. Our teachers work closely with our LESA support staff to facilitate this transition. Challenger is fortunate to have 4 preschool type classrooms in our building. We are working hard on creating stronger connections with these programs. Students in these programs already have opportunities to eat lunch, participate in assemblies, be a part of field day, and take part in building drills. All of these interactions, along with 5th grade mentoring, give students a sense of belonging prior to coming into kindergarten.

Staffings are held for Head Start and Early Childhood program students entering kindergarten. Parents and often the students are part of these meetings which allows that initial connection and often the information that helps staff prepare to meet each child's needs. Students who are receiving support services through Child Find are invited with their parents to attend a transition IEP at Challenger Elementary to support the transition. Before the school year starts, Kindergarten staff, Speech and Language Therapist, Counselor, Principal, RTI Teacher, Building Office Staff and Bus Drivers all gather at Challenger to host an evening Kindergarten Open House. This allows each student to meet their teacher, see their classroom, find their locker, tour the entire building and meet the building staff they are most likely to interact with daily.

In the spring of each year, local preschool, Head Start, ECP, Great Start, and day care programs have an opportunity to complete a "county-wide" developed readiness and transitional information form/survey on each student who will be transitioning to a kindergarten program in the county. The purpose of the form/survey is to give preschool teachers an opportunity to provide information to the next year's kindergarten teacher regarding individual students and their level of readiness for kindergarten. These forms/surveys are distributed to the students' kindergarten teachers in the fall before school starts. Kindergarten teachers use the information to get some initial "data" regarding the students who will be in their classroom. The information is for teacher use only; an opportunity for the preschool teacher to share information with the kindergarten teacher. Parents have an opportunity to complete a district form regarding information about their child and the readiness skills that they are bringing to kindergarten. Kindergarten teachers compare the information received from preschool teachers and from parents with their initial assessment results from the first couple of weeks of school.

This year, Challenger held a Title I incoming kindergarten "Get to Know You Night" in June. This event was an opportunity for K students to
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get to know the teachers and vice versa, parents were able to hear a presentation from the principal in regards to school information and Title I. This provided valuable information for parents, teachers, and students to prepare for school in the fall.

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?

Challenger participates in a program our preschools have joined in to share information on incoming kindergarteners. We have share kindergarten readiness information with these preschools and ask them to disseminate this information to parents. Livingston Educational Service Agency (LESA) and the Great Start Livingston Collaborative provide coordinated training throughout the year for preschool and daycare providers. At the time of registration, either at the spring registration day at the building or when a parent registers at another time, parents of incoming kindergartners receive in their registration packet information about Begindergarten and Kindergarten programs in the district, speech and language development information for kindergartners, what parents can do to help their child prepare for the first day of kindergarten, and information regarding a "pathway" to early learning success (how to support their child academically, socially, and emotionally). At the fall Kindergarten "Meet & Greet"/Open House (held the week before school starts in conjunction with the PTO School-wide Ice Cream Social), parents receive information specifically related to their child's kindergarten classroom, and they receive information regarding the core content standards for kindergarten.

This year, Challenger held a Title I incoming kindergarten "Get to Know You Night" in June. This event was an opportunity for K students to get to know the teachers and vice versa, parents were able to hear a presentation from the principal in regards to school information and Title I. This provided valuable information for parents, teachers, and students to prepare for school in the fall.

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?

Challenger staff members have participated in the creation of district assessments across elementary buildings. Currently, the district common assessments, unit tests, Scholastic Reading Inventory, DRAs, NWEA, DIBELS, and end of the unit math assessments are used by our teachers. On a regular basis our grade level teams meet with the principal, the Title 1 teacher, the school psychologist, speech pathologist to examine the current data and make instructional decisions for the students. At this time, there is always a discussion as to which assessments are useful and which we need to improve. Each grade level team is responsible for this.

At the district level, the district School Improvement Team sets an assessment calendar for the year. This calendar outlines which assessments are administered and when they are given. Core-content specific committees at the district level have teacher representatives from each building and across grade levels. Building reps share information/minutes from committee meetings via e-mail or at a building staff meeting. These committees designed and developed district-wide common assessments in all four core content areas in the 10-11 school year and solicited feedback via an on-line survey/questionnaire following the first year of implementation (11-12 school year). All core-content specific committees met in May or June of 2012 to revise and refine the district-wide common assessments based on the feedback that had been collected during the first year of implementation. The revised assessments from June of 2012 are being utilized currently.

At the building level, classroom teachers identify students who are in need of intervention/additional support at the end of the year, at the beginning of the year and throughout the year. Parents may ask for additional support/interventions for their child, as well. The identification by teachers is based on a variety of assessments such as classroom observations, classroom work/behavior, and classroom, district, and state assessments/progress monitoring. Initially, the teacher will utilize the information gained from these various assessments to adjust instruction within the classroom and to provide supplemental instruction during the daily 45 minute Enrichment time. Support staff, such as the Title 1 staff and the LESA staff, and sometimes the special area teachers, may also provide interventions and support to these identified students during the Enrichment time through the MTSS process. Teachers will bring concerns for students to the Grade Level meeting with their grade level colleagues, the TC, School Psychologist, the Title 1 teacher, and the principal. This committee will determine the next step for interventions ensuring that parent input is evident. If all other interventions have been exhausted, the classroom teachers are asked to begin a SIDR - Student Information Data Review. Demographic information, current academic performance, pertinent medical information, and interventions and strategies that have been tried are documented in the SIDR. Dates of meetings are also recorded in the SIDR. Once a SIDR is started it follows the student from grade to grade each year.

Parents are informed of upcoming state/district assessments through specific letters about a specific assessment (MSTEP specific letter is sent 3-weeks prior to the MSTEP, NWEA letter is sent); classroom newsletters and student planners are utilized to inform parents of upcoming classroom assessments such as unit tests and quizzes, quarterly tests, and/or semester test. At the Annual Schoolwide Title I Parent Meeting in the fall, the assessments that all students take are reviewed with parents. Results of classroom work and assessments are available to parents on PowerSchool (web-based grade book), as well as on progress reports and report cards. Building assessments such as MLPP, DRA, DIBELS, SRI etc. are shared with parents at Parent-Teacher Conferences in the fall and in the spring. Results from the state assessments are sent home to parents with a letter asking them to call if they have any questions.

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

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Challenger grade levels use staff meetings and grade level meeting times to analyze standardized and local achievement data in the goal areas in a PLC. Additional time is incorporated for grade levels and support staff to plan and monitor interventions for at-risk students and target grade level areas of need. Staff meet monthly to review student progress and identify specific goals to be reinforced during the Enrichment extended learning opportunity within the school day. On a regular basis our grade level teams meet with the principal, the Title 1 teacher, the school psychiatrist to examine the current data and make instructional decisions for the students.

This year, our team created an electronic data wall that utilizes three progress monitoring assessments to determine if a student is Red, Yellow, or Green (proficiency ratings). Through this information teachers are better able to plan for interventions, monitor the progress and validity of the interventions, and facilitate discussions on how to best support our most struggling students.

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.

In September, general education teachers and the LESA staff conduct academic screening with all kindergarten students in the area of ELA and Mathematics utilizing MLPP, DIBELS, and the district-created assessment for Mathematics. Data from the screenings is analyzed by the teacher and the Title 1 staff during PLCs/grade level meeting times. This review/analysis of the data and grade level criteria is used to determine those students who need additional support. Focused instruction is provided by the general education teacher and the Title 1 staff to those students who are identified as being in need of additional support in mastering the standards/grade level proficiency in all core content areas.

Grade BK-5 teachers and the Title 1 staff will review/analyze the end of the year student data that is available in all four core content areas from June (results from the end of the year DRA/DIBELS/SRI, previous year's district common assessment results in all core areas, NWEA, and state assessment results for grades 3-5). New students in September will be assessed using MLPP/DRA/DIBELS in grades K-2; 3rd-5th grade students will be assessed using NWEA/SRI (all 3rd-5th graders will take the SRI in September). Data from these assessments is analyzed by the teacher and the Title 1 staff during PLCs/grade level meeting times. This review/analysis of the data and grade level criteria is used to determine those students who need additional support. Focused instruction is provided by the general education teacher and the Title 1 staff to those students who are identified as being in need of additional support in mastering the standards/grade level proficiency in all core content areas.

Continuous progress monitoring by the general education teachers, with assistance from the Title 1 staff, in all core content areas, will determine if needs are being met by the interventions that are being implemented, and instruction will be adjusted if needed. At the end of each quarter (more often if needed), grade level teams will meet with specialists in PLCs to analyze student data and review student intervention plans to make instructional adjustments as needed.

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?

General education teachers at each grade level K-5 secure a dedicated 90 minutes of ELA instruction and a dedicated 60 minutes of math instruction daily. After receiving differentiated instruction in the general education classroom, such as guided reading, reader's and writer's workshop, extension lessons in Everyday Math, and reteaching as needed in all of the core content areas, students who are experiencing difficulty mastering the state's academic achievement assessment standards at an advanced or proficient level receive timely, effective, additional assistance from the classroom teacher, the Title 1 staff, and other staff during a daily 45 minute Enrichment time (each grade level has its own specific 45 minute block of time).

Students identified for this additional assistance, receive supplemental reading and math support and supplemental support in science and social studies through a focus on comprehension and on content specific vocabulary within non-fiction text. When necessary, students who need additional time beyond the differentiated instruction/reteaching in the general education classroom and the scheduled Enrichment time are pulled by the Title 1 teacher or other available staff for an additional block of specialized instruction (there are students receiving up to 3

sessions of ELA instruction daily).

Classroom teachers are responsible for planning specific goals for supporting students during the Enrichment time. Classroom teachers and special education teachers/staff will collaborate when planning specific goals/accommodations for supporting students. Classroom teachers will team up with their grade level colleagues and support staff (the Title 1 staff, special education staff, and special area teachers) to deliver support/intervention to all at-risk students according to the goals set by the classroom teacher during the Enrichment time. The classroom teachers, special education teachers/staff, and the Title 1 teacher work with the most at-risk students.

Challenger supports a Positive Behavior Support model/plan to support all students. The staff as a whole has developed a behavior expectation matrix and a behavior consequence rubric that is posted in all classrooms and in the hallways. The matrix and rubric are shared with students at the beginning of the year, as well as on an as needed basis during the year. Parents receive this information at the beginning of each semester. The model/plan dictates that students who struggle with behavior/are not meeting the school/classroom expectations for behavior receive support through individually created behavior plans. These plans are teacher created, teacher-parent created, or teacher-parent-support staff created.

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

Challenger staff is committed to learning by making the most of differentiating instruction in the classroom to meet the needs of all students. For example, teachers use reader's and writer's workshop to plan targeted instruction and materials for all students. Staff collaborates with support staff to plan and implement this learning time. If differentiated instruction has not been successful in the classroom, Challenger has a process in place to identify and provide assistance to students experiencing difficulty on the State's academic achievement standards.

In September, academic screenings will be conducted among all students in the goal areas. Data from the screenings will be collected by the teachers. Immediately following, grade level teams will meet with support staff and principal to further analyze the data and determine grade level action steps. The action steps will include making an intervention plan for further differentiation for all students and targeted interventions to assist students needing some or intensive support. Teachers identify the needs of the students and plan accordingly. Teachers will plan specific goals for supporting students during the extended time within the 45 minute Enrichment time. Teachers will team with other grade level teachers to deliver support to all at risk students. The children are grouped into smaller instructional groups for the purpose of differentiating. The Title 1 teacher as well as up to 5 aides join the grade level to provide this to students. Special education staff will be included in reviewing the common assessments. Students with disabilities will receive the appropriate accommodations to ensure success for completing the assessment.

At the end of each quarter, grade level teams will meet to analyze student data and review the intervention plan to make adjustments as needed. Between quarters, teachers will continuously follow a cycle of classroom instruction, intervention and progress monitoring in order to provide timely and flexible support. In addition, Challenger's Instructional Consultation team works in collaboration with classroom teachers to identify areas of concern and help provide differentiated instructional strategies for at-risk students.

Struggling students needing academic assistance may be recommended by the classroom teacher to receive services, such as tutoring programs, mentoring programs. Our objective is to provide services in every area we can fit it in during the school day.

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.

Programs and resources are coordinated and integrated toward the achievement of the schoolwide goals in a variety of ways. Howell Public Schools' Deputy Superintendent of Instructional Services and the Supervisor of Financial Services (overseer of grants) meet regularly with building principals and the District SI Team, to discuss and plan the use of resources. All of the programs and resources that are listed below are used to support student achievement as outlined in the SI Plan goals. The SI Plan for CHALLENGER includes resources from Title IA and Title IIA, along with district, state, and other federal funds to enhance the academic achievement of all students. Each goal plan in the SI Plan lists the resources needed to implement the strategies that will be used to accomplish the goals. Each program/resource offers unique ways to support student achievement. Title IA funds are used to supplement and improve core programs to students who are identified as needing additional support to master the standards.

FEDERAL RESOURCES, PROGRAMS & GRANTS:

TITLE IA FUNDS - Challenger uses Title IA funds for an HQ RTI Teacher and HQ RTI paraprofessionals; software to supplement instruction; materials to assist parents in helping their children at home; materials to implement interventions; and professional development for staff.

TITLE IIA FUNDS - Challenger uses Title IIA funds for district and building professional development related to district and building initiatives

STATE RESOURCES, PROGRAMS & GRANTS:

31A Funds - Challenger does not utilize 31A funds; they are utilized by our at-risk schools in the district..

LOCAL RESOURCES, PROGRAMS & GRANTS:

GENERAL FUND MONEY - Challenger uses general fund money for salaries and to fund materials and supply budgets

PTO Funds - The Challenger PTO uses PTO funds raised through fundraising activities to fund cultural assemblies, field trips, family math night, fall and winter family activity nights, and kindergarten registration.

BUILDING STUDENT ACTIVITY MONEY - funds activities or materials/supplies that are utilized by a group of students or all students; funds field trips for students who are homeless or who can't afford to make a donation to the field trip

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.

Challenger will use the resources from Title I and other sources to implement the ten required schoolwide components.

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Component 1 - Comprehensive Needs Assessment: Title IIA; General Fund

Component 2 - Schoolwide Reform Strategies: Title IA; Title IIA; General Fund; PTO; Building Student Activity Fund

Component 3 - Title IA; Title IIA; General Fund

Component 4 - Attract and Retain Highly Qualified Staff: Title IIA; General Fund

Component 5 - Professional Development: Title IA; Title IIA; General Fund; Student Activities Account

Component 6 - Parental Involvement: Title IA; General Fund; PTO

Component 7 - Preschool Transition: General Fund; IDEA

Component 8 - Assessment Decisions: General Fund

Component 9 - Timely & Additional Assistance: Title IA; General Fund; IDEA

Component 10 - Coordination & Integration of Federal, State & Local Resources: General Fund

Evaluation - Title IA; General Fund

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 federal, state, and local programs that are consolidated/coordinated in the schoolwide program are as follows:

Title IA - learn and implement PLC strategies; provide RTI outside of core instruction; materials for parents to use at home with their children during the year and over the summer; parent night materials

Title IIA - learn and implement PLC strategies; learn and implement Common Core State Standards and Marzano's strategies related to instruction and vocabulary development; learn and implement strategies that support differentiated instructions such as Reading Apprenticeship strategies and strategies to support students with disabilities (START); learn to effectively analyze and utilize data

IDEA - special education staff support students in the general education classroom and during RTI/pull-out time; Child Find IEPs

General Fund - support homeless students and ED students

Building Student Activity Funds - support homeless students and ED students; support the PBIS model/plan and anti-bullying assemblies;

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PTO - funds support for a variety of activities/material purchases, such as cultural assemblies, field trips aligned to the common core; family science night, family involvement activities, and classroom materials and library materials

Evaluation:

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

Challenger evaluates the implementation of the schoolwide program in multiple ways throughout the year. At the Annual Schoolwide Plan Meeting, parents are given an opportunity to provide feedback on the schoolwide program, the Parent-Involvement Policy, and the Teacher-Parent-Student Compact. At Parent-Teacher Conferences in November and in March, parents are given an opportunity to complete a survey which asks them to evaluate the implementation of the schoolwide program. There is also a suggestion box located in the office at all times for parents to offer suggestions or leave comments regarding aspects of the schoolwide program or other programs, etc. at the school.

The SI Team and staff review the feedback/survey results/suggestions at the time they are collected or received. Changes that can be made immediately are made at that time. Suggestions requiring more discussion, or the updating of documents, are addressed at SI Team Meetings.

In addition to the evaluation that occurs at the Annual Schoolwide Plan Meeting, the staff and parents, and the SI Team, which includes the principal, SI Chair, Title 1 Teacher, a grade level representatives, a special rep, parents, and a business/community partner annually evaluate the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The goals, objectives and implementation of strategies through action steps, as well as the parent involvement activities are reviewed/analyzed. The SI Plan is revised as necessary to ensure the continuous academic improvement of all students in the schoolwide program, and is evaluated to determine if the goals in the plan and the fidelity of implementation of the strategies/action steps are making a difference. This annual evaluation occurs in the spring SI Team meetings. The results of the evaluation are shared with staff and parents during the early part of May, and are utilized to revise the SI Plan for the following year. The revised plan for the next year is approved at the May SI Team meeting and shared with staff before the end of the year. The SI Plan for the next year is shared with parents at the Annual Schoolwide Plan Meeting.

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.

Challenger evaluates the implementation of the schoolwide program in multiple ways throughout the year. At the Annual Schoolwide Plan Meeting, parents are given an opportunity to provide feedback on the schoolwide program, the Parent-Involvement Policy, and the Teacher-Parent-Student Compact. At Parent-Teacher Conferences in November and in March, parents are given an opportunity to complete a survey which asks them to evaluate the implementation of the schoolwide program. There is also a suggestion box located in the front lobby at all times for parents to offer suggestions or leave comments regarding aspects of the schoolwide program or other programs, etc. at the school. The SI Team and staff review the feedback/survey results/suggestions at the time they are collected or received. Changes that can be made immediately are made at that time. Suggestions requiring more discussion, or the updating of documents, are addressed at the SI Team Meeting in April.

In addition to the evaluation that occurs at the Annual Schoolwide Plan Meeting, the SI team annually evaluates the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement.

The goals, objectives and implementation of strategies through action steps, as well as the parent involvement activities are

reviewed/analyzed. The SI Plan is revised as necessary to ensure the continuous academic improvement of all students in the schoolwide program, and is evaluated to determine if the goals in the plan and the fidelity of implementation of the strategies/action steps are making a difference. This annual evaluation occurs at the April SI Team meeting. The results of the evaluation are shared with staff and parents during the early part of May, and are utilized to revise the SI Plan for the following year. The revised plan for the next year is approved at the May SI Team meeting and shared with staff before the end of the year. The SI Plan for the next year is shared with parents at the Annual Schoolwide Plan Meeting.

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.

Challenger determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards through consistent and regular progress monitoring of individual student achievement in the core content areas. Available data in all of the core content areas is analyzed. Annually, we analyze the performance of our students on the state assessments. We disaggregate proficiency rates for ALL students and for our identified sub-groups (SWD, ED, and gender). We look at proficiency percentages for students from year to year (2014-15% proficient compared to 2015-16% proficient), and we track cohort groups, as well from year to year (2014-15 3rd grade proficiency compared to 2015-16 3rd grade proficiency). This analysis is done at SI Team meetings, at staff meetings, and at PLC meetings. Assessment data is shared with parents throughout the year and is shared with students, as well, as we know that students are more apt to achieve at an increased rate when they know their current data and set goals for themselves.

In addition to determining whether the schoolwide program has been effective in increasing the achievement of students overall who are furthest from achieving the standards, Challenger also analyzes individual student data to determine whether the schoolwide program has been effective in increasing the individual achievement of students who have been identified as being furthest from achieving the standards. Classroom work, pretests/posttests, special education staffings/IEPs, and PLC and grade level meetings are sources of data for determining whether or not the schoolwide program has been effective in increasing individual student achievement. Classroom teachers are responsible for planning specific goals based on data to support students during differentiated instruction in the classroom and during the Enrichment time. They are also responsible for progress monitoring the achievement of these individual students.

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?

The process that is followed by Challenger to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program is the AdvancED district school improvement process. As a result of this process, the SI Plan functions as a dynamic document that is updated and revised throughout the year. The various components of the SI plan will be updated and revised by the SI Team which includes parents, as well as other groups as follows:

#1 CNA will be evaluated each year by the SI Team, with assistance from the Data Team Leader and building staff. State and local test data, perception data, demographic data, and program/process data from the current school year will be gathered and analyzed to evaluate and update the CNA.

#2 School Improvement Strategies will be evaluated quarterly by the SI Team and all building staff. State and local assessments will be evaluated to determine the effectiveness of the strategies. State assessments will be analyzed annually and local assessments will be

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evaluated quarterly. After this analysis, action steps in the SI Plan will be adjusted to ensure that all students are meeting the Common Core State Standards.

#3 Instruction by HQ Staff and #4 Strategies to Attract HQ Teachers will be evaluated annually by the Principal and district personnel to determine that all staff meet HQ qualifications.

#5 Professional Development will be evaluated monthly and annually by the SI Team and all building staff. The PD calendar and staff surveys will be reviewed following each PD opportunity to determine the effectiveness and value of the PD that was offered and whether or not additional PD is necessary and in what areas. Needs related to PD for parents will be surveyed on the parent survey that is administered at the Annual Parent Meeting in the fall.

#6 Strategies to Increase Parental Involvement will be evaluated at the Annual Schoolwide Meeting, at Parent-Teacher Conferences in the fall, and at Parent-Teacher Conferences in the spring. The SI Team, and building staff, will utilize the schoolwide parent surveys, as well as the parent surveys located in ASSIST to evaluate the effectiveness of the current strategies being used to increase parent involvement, as well as consider the addition of new strategies. Parents will be surveyed following PD opportunities for parents and following events that are held for parents and/or families.

#7 Preschool Transition Strategies will be evaluated through parent surveys and staff observations in the spring of each year by the SI Team and building staff.

#8 Teacher Participation in Making Decisions will be evaluated in October and in April through a review of the staff survey results from the survey that is located in ASSIST. The SI Team, the Principal, and grade level teams will analyze these survey results and share the analysis with the staff. All teachers serve on committees to examine and score our Self-Assessment as well as committees for our goals in the SIP.

#9 Timely and Additional Assistance will be evaluated throughout the year at PLC meetings/grade level meetings/staff meetings/SI Team meetings and in the spring of each year by the SI Team and building staff. A staff survey which asks questions about the timely and additional assistance that is provided will be utilized to determine its effectiveness and whether or not adjustments need to be made to what opportunities are being provided to students.

#10 Coordination & Integration of Federal, State & Local Programs & Resources will be evaluated annually in the spring of each year by the SI Team to make sure that funds have been allocated according to the law and that adjustments as to what funds are allocated for are made.