



School Improvement Plan

Challenger Elementary School

Howell Public Schools

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Introduction

The School Improvement Plan 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.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

The student population, at Challenger has maintained at the same levels for the past three years with a stable trend for the 15-16 school year. The enrollment last year averaged around 480 students. This year we have maintained around 480 students, ending with 474. Challenger is a BK (Beginnergarten)-5th grade building. There is one BK teacher; three All Day Every Day Kindergarten teachers; three 1st grade teachers; three 2nd grade teachers; three 3rd grade teachers; two fourth grade teachers; three 5th grade teachers; two special education/resource room teachers; one half-time teacher consultant, and one Title One teacher. We also have full-time teachers for art, music, PE, and technology, a part-time counselor, and a 1.0 speech therapist from the Livingston County Educational Service Agency (LESA). In addition we also have available to us on a part-time basis from LESA a school psychologist, school social worker, and occupational therapist. An ASD consultant, school physical therapist, and visually impaired and hearing impaired consultants available to us on an as needed basis.

Our demographics show a building with a high number of Economically Disadvantaged students. With a count around 50% free and reduced lunch. We have a minimal English Language Learners population. We have strong parent support and a dedicated teaching staff. Based on analysis of our procedures and programs, we have found these areas of challenges: instructional alignment between and among all grade levels in language arts and math; timely analysis and use of data to further differentiate instruction and plan interventions for students; and improving our PBIS procedures to address negative behavior and intentionally encourage positive behavior. We are addressing these areas of concern in our SI plan and we are seeing great growth with our goals. Our areas of strength are our Enrichment Program that provides differentiated instruction to meet our students' needs and our increased use of data as we plan for our students.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Howell Public School District Mission Statement:

Howell Public Schools is an exemplary learning community committed to maximizing every student's success.

Challenger's Vision Statement:

In partnership with parents and community, Challenger will foster a love of learning while encouraging each child to be a productive, caring, and responsible citizen.

Challenger's Mission Statement:

To empower and inspire each child to reach his/her potential

Challenger is part of the Howell Public Schools district which encompasses 167 square miles in the heart of Livingston County. Howell Public Schools provides educational services to nearly 7,450 students throughout seven elementary schools (grades K-5), two middle schools (grades 6-8), a freshman campus (grade 9), and one high school (grades 10-12). Challenger Elementary is one of 7 elementary schools in Howell Public School District. We have approximately 480 students. Our student population includes a growing number of economically disadvantaged students. Students with special needs comprise about 8% of our population. During the 2015-2016 school year Challenger employs 26 certified teachers as well as approximately 35 support staff members, which includes aides, LESA staff, office staff, custodial staff, and preschool staff. In the 2015-2016 school year, 100% of teachers were rated effective or highly effective on their year end evaluation. Our teaching staff is very experienced with 88% of teachers possessing 9 or more years of experience.

The school program is structured around a Response to Intervention model. Challenger protects a 90-minute ELA block and a 60-minute math block. Each grade level also has a 45-minute RTI block each day. During this time period, student data is used to drive intervention and instruction. Students receive special education services, Title One services, and other specialized instruction during the RTI block. Grade levels collaborate during grade-level (PLC) meetings to form and plan for individualized instructional groups. Challenger enjoys an excellent home-to-school connection. The active PTO plans numerous events throughout the school year, such as the schools spring carnival, Pastries with Parents, and Trunk or Treat at Halloween, just to name a few. In 2015, Challenger had a 96% attendance rate for fall parent/teacher conferences and has numerous parents volunteering in the classrooms at all grade levels on a daily basis.

Challenger Elementary is part of the family-friendly community of Howell. Howell is the 109th most populated city in Michigan, with a population of 42,851 (including the city of Howell and its surrounding townships), a median income of \$65,000 and a poverty rate of 6.57%. Howell is part of Livingston County and the county seat is located in Howell. Howell is known for the Michigan Balloonfest Challenge, an annual hot air balloon festival that is usually held the third weekend of June. The city is also the site of the three-day festival called the Howell Melon Fest.

Challenger is proud to consider itself a leader in technology. Challenger has been able to secure eight mobile laptop carts. The technology these carts provide are Chromebooks, Dell Laptops, Dell Hybrid Laptops, Ipads, a projector, and MacBooks. Each classroom has a mounted ceiling projector, ELMO, and two to three desktop computers. Our school also has a technology lab with 31 computers and a projector.

Teachers have participated in professional development focused on this technology and supports teachers on how to effectively utilize this
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technology in the classroom. This year the district is utilizing a teacher leader as a technology coach that will train the teaching staff utilizing best practices in technology.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Challenger has been strategically improving our program through multiple means. Academically we have achieved greater consistency in our delivery of literacy in grades BK-5. In grades BK-2, we have implemented a literacy block that utilizes the Daily 5 model. During this time, teachers have another highly qualified staff member in their classroom to support student academics. Each of the three grade levels also utilizes an RTI/Enrichment block that allows Title I staff, special education, and LESA staff to strategically target student needs. This year we have improved our reading workshop model in grades 3-5. During this time, each grade level receives targeted support from our Title I and special education staff. This allows all students to receive the same quality instruction from their general education teacher, while still receiving targeted support from highly qualified staff.

In math, all grade levels are utilizing the CCSS version of the Everyday Math Curriculum. Teachers have all received this research based resource and all materials needed to teach each lesson. In addition, the grades 3-5 teachers are receiving training on how to better utilize this resource and the online tools that support the lessons.

All of these initiatives allow for better conversation and analyzing data within and between grade levels. We are proud of how we are using grade level meetings to strategically look at student progress monitoring data in literacy. We have created a data wall that allows for teachers to quickly track student progress utilizing a green, yellow, and red monitoring system that is similar to the RTI model. During short one hour grade level meetings and longer 2 hour extended grade levels, teachers are able to meet during the school day to determine what is working, what is not, and what interventions need to be put into place for specific students.

Academic Points of Pride:

* Instructional Consultation Team

* Teachers meet at a minimum of every two weeks for grade-level meetings which includes analyzing student data, planning for interventions, and learning new teaching strategies.

* A data wall has been constructed that helps teachers track student data to determine if interventions and supports are helping student achievement.

* Challenger supports an enrichment block. This 45 minute period, every single day, is an extended learning opportunity within the school day for all learners. Teachers are trained to differentiate curriculum and extend learning for students at all levels. At-risk students who need additional support in language arts and math receive individualized instruction by trained support staff. Teachers identify goals for the students and track data for progress of goals.

* Challenger has established and facilitated Grade Level Meetings (PLC's) with each grade level (BK-5) to enhance teaching and learning while utilizing data to direct instruction.

* Team Teaching- The grade level teachers join their strengths to provide homogeneous and well as heterogeneous instruction to our students. All teachers teach all subjects.

* Technology- In addition to the computer lab, each classroom has two student computers. Along with 8 mobile carts that house different types of technology to support classroom lessons.

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Child" and nurture social and emotional growth to create strong citizens. Our Points of pride demonstrate our multiple accomplishments:

Culture "Points of Pride:"

- * Our student council supports our Challenger community by running food drives, facilitating holiday giving, and supporting local charities through school events.
- * More than \$7,000 donated to various groups.
- * More than 2,000 food items donated to families in need.
- * More than 30 blankets created and donated to veterans by our 3rd grade.
- * Numerous families support through staff assistance.
- * Countless hours given for programs such as Reaching Higher, Lunch Buddies, and Girls on the Run.
- * Teachers support our PBIS initiatives by organizing our student of the month program, creating interventions for students struggling with behavior, academics, or social integration, and determining creative ways to support students such as implementing student lunch monitors.
- * Daily live television broadcasts by our fifth grade students are delivered from our television studio.
- * PTO- Challenger Elementary has an active PTO that supports the students and faculty in many different areas. Parent groups provide money for field trips, camp, classrooms, and assemblies. They also help build community by supporting such activities as Open House, Trunk 'N Treat, Pastries with Parents, and the Spring Fun Fest. Many parents are involved with this school wide effort.
- * Field Trips Which Connect Learning to the Community- Students in all grade levels participate in numerous field trips throughout the year. These are planned by classroom teachers and are designed to enhance and support the academic curriculum, as well as help our students connect with the surrounding community.
- * Reaching Higher- A leadership program geared towards our upper elementary students. Challenger is one of three Howell elementary schools that offers Reaching Higher to their students.
- * Lunch Buddies- This K-5 program matches adult volunteers to at risk students in order to help them feel connected.
- * Mobile Dentist- This activity provides once a year dental services to our students in need.
- * Abilities Fair- This is an opportunity for children to experience a variety of physical limitations to help build empathy.
- * Jump Rope for Heart and Aces are programs to support physical fitness and our community through fund raising.
- * Wacky Wednesday- The Art, Music, Physical Education, and Technology teachers join with the classroom teachers in supporting the core curriculum through problem solving and team building activities.
- * Fifth Grade Safeties support and guide our kindergarten students during dismissal.
- * Book Buddies, older grade level classes pair with younger classes to support learning especially with reading.
- * March is Reading Month Celebrations- Each March a theme is chosen to support and enhance reading throughout the building. Through these efforts, our community has developed into one of personal responsibility for citizenship but most importantly, learning.
- * We have started to have 4H provide lost cost programs to our students during the 15-16 school year, with plans to increase participation next year.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Challenger is a caring community of learners where every staff member is responsible for every child. Our multiple interventions: Enrichment Time, Student Support Services, Instructional Consultation, Grade Level Meetings (PLC's) and the dedication of the staff to improve their own skills have made Challenger a positive learning environment for all students.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Parents were/are actively recruited and invited to participate in the building school improvement process. Parents were involved in the design of the schoolwide plan as representatives on our School Improvement Team/Steering Committee. We currently have eight parents who are active and regular members of this team/steering committee. Many of the parent members on the team for multiple years and are extremely knowledgeable in the SI process. Since we want to continue to refresh our team and actively recruit new members each year. We feel this is beneficial because new members are given time to learn from the current members and continue the high level of participation. Seven teachers are members of the team, which includes our Title 1 teacher (which is our Data Team Leader), art teacher, special education, Kindergarten, 1st grade, 2nd grade, and 5th grade teachers. Monthly meetings were scheduled at 7:50 in the morning. This allowed the greatest number of team members to attend. During these meetings, information was disseminated about the budget, progress on school improvement goals, and updates on the school improvement process.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

All teachers at Challenger Elementary are integral parts of the School Improvement Process. Teachers review the data, identify our needs, and suggest the goals. We then take this to our School Improvement Team for review and revision. This group reviews the work of the teachers and makes adjustments and suggestions as needed. Teachers utilized MSTEP, NWEA, DIBELS, and SRI data to better understand the gaps in student achievement. We then created goals focused on these gaps that will help to support teacher growth and ultimately student achievement.

Our school improvement chairperson is responsible for attending the district school improvement meetings and disseminating the information to the school team. Additional responsibilities include organizing monthly meetings, determining meeting objectives, and ensuring completion of school improvement tasks. The second grade teacher on the team was designated as secretary. The secretary was responsible for dissemination of the agenda and meeting minutes. The Title One teacher was responsible for sharing information about our Title One programming and for our sharing and analyzing our assessment data.

During our monthly AM staff meetings, teachers were broken into three groups (reading, writing, math). During these meetings, teachers discussed how they were meeting the SI goals in their classroom. Each group had at least one person in their group that was on the schoolwide SI team. They then brought information back to the team to discuss at our school SI meetings. This helped to bridge the gap of information from the teachers to the SI team.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final improvement plan will be posted on our website with copies available in the office. The location of these will be shared in the school SY 2016-2017

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newsletter. During the year, all teachers will meet multiple times during the year to review the progress of the goals. This will be done through monthly PLC meetings and staff meetings. Information about the school improvement meetings are also emailed to all staff on a monthly basis.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Student Performance Diagnostic

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

As a result of the change from MEAP to M-Step, it has been hard to gauge expected levels of performance. Many of our assessments focus on meeting an expected benchmark, not exceeding it.

Describe the area(s) that show a positive trend in performance.

According to NWEA data, positive trending areas include:

- 2nd Grade Math (69%-80% proficient)
- 2nd Grade Reading (70%-80% proficient)
- 2nd Grade Language Usage (52%-73% proficient)
- 5th Grade Language Usage (46%-60% proficient)

According to DIBELS data:

- Kindergarten went from 63%-74% at benchmark
- 1st Grade went from 45%-79% at benchmark

Which area(s) indicate the overall highest performance?

Highest performance lie in these areas:

- 2nd Grade Math NWEA (80% proficient)
- 2nd Grade Reading NWEA (80% proficient)
- 3rd Grade Language Usage NWEA (78% proficient)
- 1st Grade DIBELS Composite (79% at benchmark)

Which subgroup(s) show a trend toward increasing performance?

Due to the fact that the state of Michigan moved from MEAP to M-Step, we are unable to delineate certain subgroups at this time. When M-Step results are available, we will be able to disaggregate the data further.

At this point, we are able to look at specific grade levels (as shown in our narrative attachment with graphs and tables).

Between which subgroups is the achievement gap closing?

Due to the fact that the state of Michigan moved from MEAP to M-Step, we are unable to delineate certain subgroups at this time. When M-Step results are available, we will be able to disaggregate the data further.

Which of the above reported findings are consistent with findings from other data sources?

Due to our strong focus on K-2 in the previous year, grades 3-5 did not receive as much support as in past years. This was evident in our cohort data specifically from grades 4 to 5. Their scores stayed rather consistent from one year to the next instead of showing growth.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

As a result of the change from MEAP to M-Step, it has been hard to gauge expected levels of performance. Many of our assessments focus on meeting an expected benchmark.

Describe the area(s) that show a negative trend in performance.

Areas that show a negative trend from Fall 2015-Spring 2016 are:

- 1st Grade Math NWEA (73%-59% proficient)
- 1st Grade Reading NWEA (72%-59% proficient)
- 4th Grade Math NWEA (65%-60% proficient)

Which area(s) indicate the overall lowest performance?

Using NWEA scores, 5th Grade Math (59% proficient), 5th Grade Reading (53% proficient), and 4th Grade Reading (55% proficient) show the lowest overall performance.

Which subgroup(s) show a trend toward decreasing performance?

Due to the fact that the state of Michigan moved from MEAP to M-Step, we are unable to delineate certain subgroups at this time. When M-Step results are available, we will be able to disaggregate the data further.

At this point, we are able to look at specific grade levels (as shown in our narrative attachment with graphs and tables).

Between which subgroups is the achievement gap becoming greater?

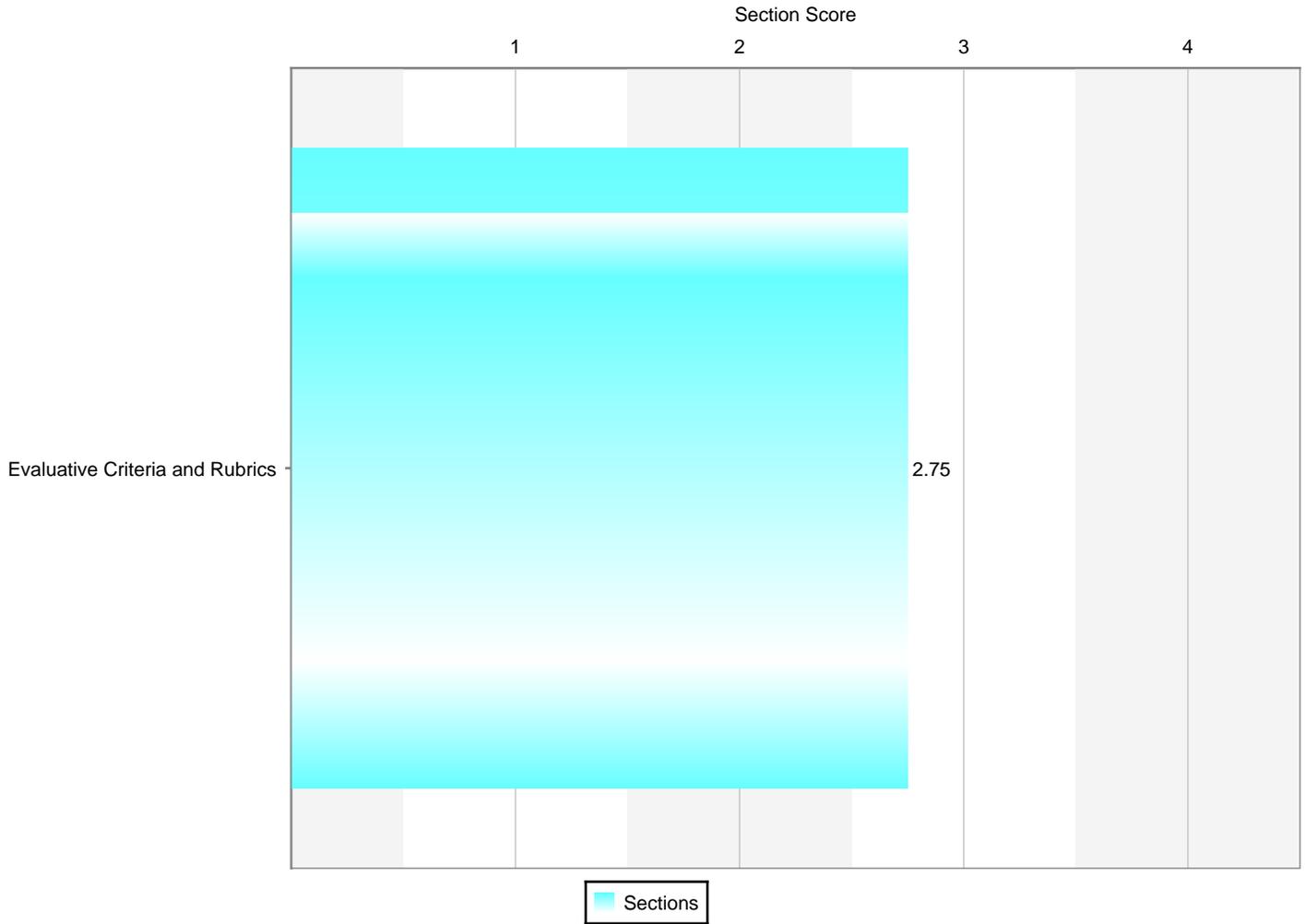
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Which of the above reported findings are consistent with findings from other data sources?

Due to our strong focus on K-2 in the previous year, grades 3-5 did not receive as much support as in past years. This was evident in our cohort data specifically from grades 4 to 5. Their scores stayed rather consistent from one year to the next instead of showing growth.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Stakeholder Feedback Data

Evaluative Criteria and Rubrics

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

While deciphering parent, student, and teacher survey results, we found many areas of satisfaction.

- Parents agreed that communication from the school and administration specifically were positive. They also felt that our teachers have great collaboration amongst grade levels. Parents concur that the student-teacher relationship lends itself to a constructive learning environment.
- Students voiced that the teachers always want the best for them. They also stated that teachers want students to be held to high expectations and try their hardest.
- Teachers thought the school had a high focus on student success and also utilizes data to insure student success. Teachers know to hold their students to high standards based on the beliefs of the principal.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

- With our new addition of our principal, parents feel that this has had a positive and welcoming impact on our school environment.
- Parents believe in Challenger's safe learning environment. This includes the caring, compassionate teachers and staff.
- Teachers overall, are noticing the continual use of data to interpret and evaluate student growth.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

- All stakeholders continually reinforced the wonderful, caring, and positive atmosphere that Challenger provides. We were able to see many comments directly relating to this topic persistently.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

- Parents feel that teachers could do a better job communicating their child's progress and/or grades. Parent's perception is that technology is lacking in the building.
- Teachers voiced the concern that support services are not adequate to meet the needs of our student population. Additionally, teachers expressed the needs for further training to support student learning.
- Students thought that more parent involvement would help with our school community. The aesthetic of Challenger also was an area in which students felt the need for improvement.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

- Overall trends of dissatisfaction are found in the parent's survey results. These trends include: communication and overall appearance of Challenger Elementary.

What are the implications for these stakeholder perceptions?

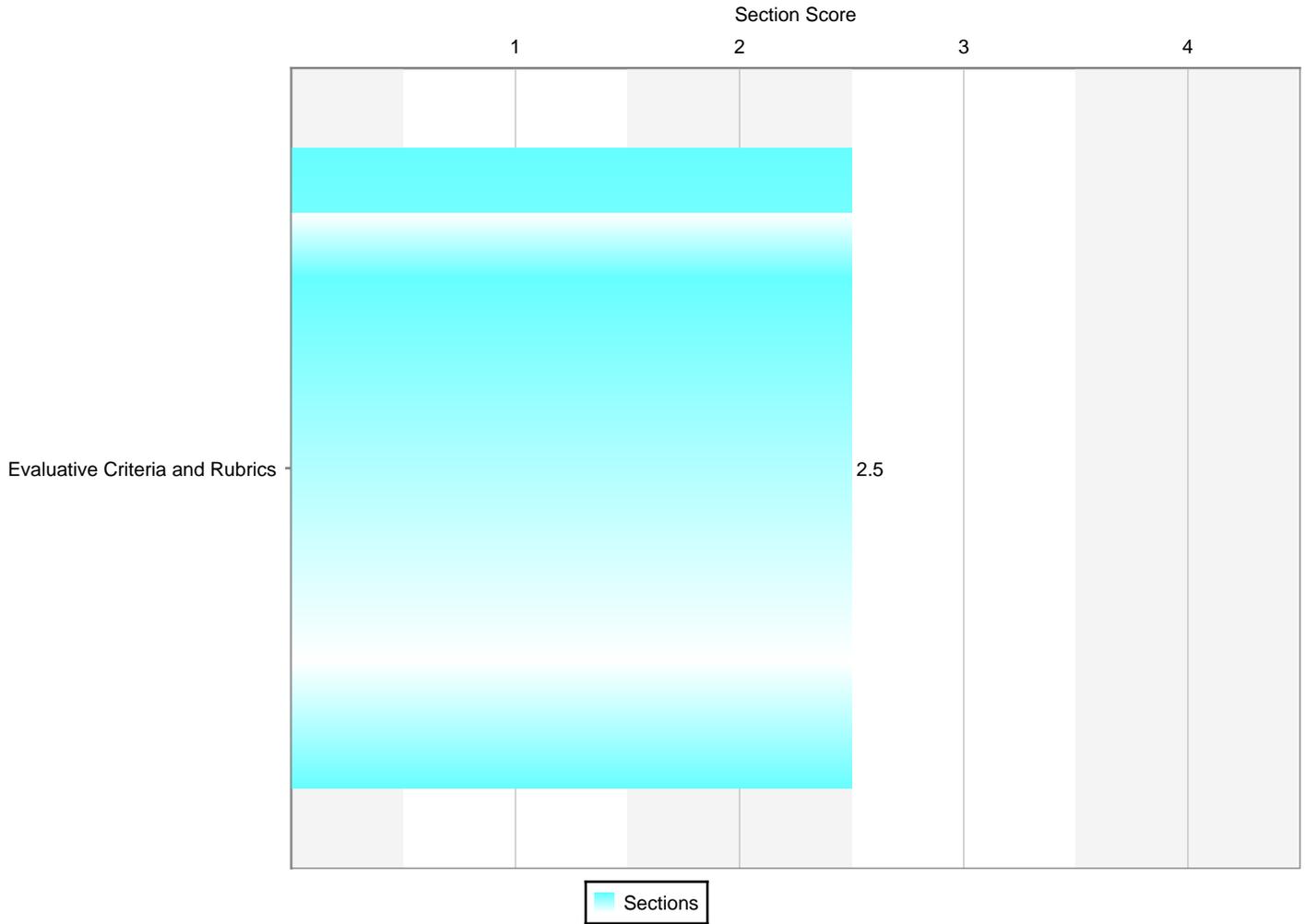
- Howell Public Schools has an initiative on the ballot for a technology bond supporting all schools. Challenger has decided to invite Marcia McEvoy to support our PBIS School Improvement Goal. She instructed parents, teachers, and students in successful behavior management. Although not yet implemented, a possible communication intervention with teachers will be scheduled. This will allow for ideas for improving the parent-teacher communication gap.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

- Across the board, the physical aspects of Challenger and the lacking technology perception were consistent from year-to-year and throughout all stakeholder surveys.

Report Summary

Scores By Section



School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

Looking at trend data across the past three years, our school has had an increase in student enrollment, however this year we had a slight decrease. In the 2014-2015 school year we had 483 students. This year we had a total of 474 students. Due to low class sizes in our current 4th Grade, we will be losing an incoming 5th Grade section. This has not had an impact on student numbers, but did result in one staff member being moved from 5th Grade to 4th Grade. We have continued to see a slow increase of students due to parents utilizing the school of choice option. Seeing an increase in student population gives us hope that this trend may continue.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

The majority of our students do not have an attendance concern and this has been the trend for the past 4 years. Our overall average for daily attendance is in the mid 90%.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

With a new principal in place, our behavior data has been collected for three years consistently. With that said, we have three years of concrete student behavior data to reflect on. A majority of our behaviors are Level 1 and Level 2 behaviors. Only a small percent of the issues are documented as Level 3 behaviors. When deciphering school-wide data, the majority of these behaviors are happening outside the classroom (lunchroom, playground, and bathroom). Lastly, to address these concerns, our school implemented a school-wide PBIS (Positive Behavior) system in the 2015-2016 school year. By creating teacher ownership and having consistency, we feel that this helped to address these student behaviors.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

As noted before, our school adopted a school-wide PBIS program (behavior support system) in which all students are held accountable to a behavior matrix and rubric. Teachers are able to be consistent with student behavior across all grade levels and this helps address the behavior concerns we had in the 2015-2016 school year. This will continue to be a large focus of the 2016-2017 School Improvement goal.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

Our school principal has been with us for three years. Previous to joining our building, he was interim principal at another Howell elementary school. He also has taught 7 years. Being a relatively new administrator, our staff has an advantage because he has knowledge in current trends. It has also been a positive aspect to keep the same administrator for consecutive years, allowing for a continuation on school improvement plans and consistency.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

A majority of our teachers have been teaching for over 9 years. Only 2 of our teachers have been teaching for less than 9 years. Students benefit from having an experienced teaching staff who have many various teaching experiences. We have also had a fairly consistent teaching staff (with minimal teacher switches). Student achievement is absolutely affected by students being comfortable and familiar with a consistent staff in an elementary school building.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

Our school principal was absent 3 days due to illness and personal business. He missed 2-3 days due to professional learning. Most days our principal is in the building a majority of the day. Being visible within the school setting is an important factor that the staff appreciates. Many district meetings for administrators are conducted during the first hour or last hour of the school day. This provides for minimal time spent out of the building. In that event, our school has appointed a lead teacher to act on the principal's behalf. School business can be conducted as normal despite the absence of our administrator on those occasions. Student achievement is highly impacted in a positive way when the administrator is present in the building. Students can be supported behaviorally when he is in the building, teachers can teach with minimal disruptions, and the principal is able to attend to school matters.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

This school year teachers were out due to illness a total of 146 days and out 94.5 days due to professional learning. Teacher absences may have a negative impact on student achievement because it disrupts continuity in the instructional environment. However, teachers in this school take great care to ensure that when they are out of the building, detailed plans are set out. This allows for guest teachers to be prepared for the day. Additionally, the teacher at Challenger Elementary have implemented a substitute teacher folder for every classroom. This folder includes lesson plans, building guidelines and procedures, and any additional student behavior needing to be addressed.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

With most of our teachers teaching over 9 years, this has cut many challenges a school could encounter. Having a staff that is more experienced is beneficial to all students. Teachers have been able to practice and develop their craft over the years and build rapport with each other.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

When reviewing the Interim Self Assessment, Standard 2 (Governance and Leadership) is a strength within our building. We have had a strong focus this year on implementing a K-2 Early Intervention Program (RTI based). The process of supporting our teachers with data, grade level meetings, and discussing the outcomes of students has been a very powerful tool. Teachers agree that meeting minutes are always kept and an atmosphere of collaboration is always considered. Additionally, some other strong points for Standard 2 that we have been successful with include: teacher SMART goals, district professional development, surveys, and involvement of stakeholders in many school decisions via our School Improvement Committee.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

When looking at areas for improvement, Standards 1 (Purpose and Direction) and 3 (Teaching and Assessing for Learning) are tied as our lowest. As we look through these standards, it seems they rate the lowest because it has been hard to document the consistency across all grade levels. Other challenges that arise from these two standards are, lack of a Language Arts curriculum, horizontal teams are still developing, mentoring programs are not as strong as they could be, and although we have a process for looking at student data to make differentiation decisions, we are still developing in that area.

12. How might these challenges impact student achievement?

Many teachers feel the need for a Language Arts curriculum to successfully deliver consistent lessons to students. With horizontal teams still developing, this can cause issues when students are moving from one grade to the next. Having discussions across grade levels will allow for easier transitions both academically and behaviorally. With a lack of mentoring programs in our school, many new staff members could feel unsupported, however Challenger's climate allows for collaboration and resolves this problem. Lastly, our school continues to develop in regard to using student data to the fullest. Although we are not fully immersed in using this data across grade levels and subjects, we are developing and will only continue to grow.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

Continuing to have a K-2 Early Intervention program included in the School Improvement Plan will be beneficial to furthering our use of student data. Our upper elementary (3-5) will have a Reading Workshop focus on which they can build from the K-2 support. With Reading as a top priority, horizontal teams or PLC's may become a stronger area in our building.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

In every grade level in our building, each teacher has a block of time designated as "Enrichment". During this time, no new instruction occurs. Teachers use this time to supplement the needs of all students within their classroom. Students with disabilities receive supplemental support (rather than supplanting) during this specific time. By addressing this time block within our daily school routine, students do not miss any new instruction and have regular times to receive targeted interventions. Additionally, to support our K-2 Early Intervention program, each K-2 teacher has an "RTI" (Response to Intervention) time (a 45 minute block at the beginning of each day) to support our emergent readers and writers.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

Our school utilizes a Response to Intervention process coordinated by our Title 1 staff. All students participate in our designated "Enrichment" blocks as well as a K-2 Early Intervention Literacy block (45 minutes at the beginning of each day). These times allow for teachers to meet the needs of all children in a truly differentiated way. Challenger's students also participate in Big Brothers and Big Sisters, Lunch Buddies, and Reaching Higher.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

Our Title 1 teacher uses school appropriate data (Data Director) to identify the students who may need services (this includes free and reduced, below grade level, social and emotional, etc.). Students are then grouped with the Title 1 staff and teachers who collaborate to decide appropriate interventions. Teachers use a data wall to review progress and enter and exit students who need services. Our staff meets at least 3 times a year to review this data and determine ways to best support the needs of our struggling students. To inform parents of these extended learning opportunities a Title 1 informational sheet is sent home at the beginning of each year. As for the other programs (outside of the school setting), our school has a monthly newsletter to inform parents and teachers have their own individual classroom newsletters. We also utilize a program called "Parent Link" to email or phone all Challenger families.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

Our five district Professional Development days have been dedicated to introducing and addressing implementation of the Common Core State Standards. This year specifically, all grade levels were immersed in Everyday Math Common Core edition. The teacher evaluation tool also ensures implementation with fidelity due to the fact that all teacher lesson plans must include the CCSS being taught for each subject area and lesson. Part of our teacher walkthroughs include "I Can" statements, posting what CCSS is being taught. Each student knows these statements and this holds all teachers accountable with their lessons. In addition, our staff has conducted Professional Learning Communities in which content is discussed and knowledge is deepened. This provides the opportunity to discuss how the standards are being taught in different ways.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

This questions does not apply to Challenger Elementary at this time. We do not administer the MIPHY health screener.

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

This year Reading has been a strong focus for Challenger Elementary and will continue through the 2016-2017 school year. With our new K-2 Early Intervention Program, we have deliberately put forth a great amount of support and structures for teachers. All teachers participated in a book study to implement Daily 5 in each K-2 classroom (and Grades 3-5 did the same with Reading Workshop). Our Title 1 staff changed the way they implemented enrichment times and directly looked at the data for grouping students in new and creative ways. Some data to show our strengths include:

- 79% of our 1st Grade students were at benchmark for DIBELs (a school-wide assessment)
- 74% of our Kindergarten students were at benchmark for DIBELs (a school-wide assessment)
- 82% of our 3rd Grade students were proficient or advanced on the SRI Reading Assessment (a school-wide assessment)
- 80% of our 2nd Grade students were average or above on the NWEA Reading Assessment (a district-wide assessment)
- 76% of our 3rd Grade students were average or above on the NWEA Reading Assessment (a district-wide assessment)

19b. Reading- Challenges

One challenge for Reading lies in the fact that we have an outdated reading curriculum that teachers feel is not sufficient. To counteract this, Challenger has supported its teachers by providing K-2 with the Daily 5 Language Arts structure and 3-5 with the Reading Workshop model. Teachers have been supported in how to implement each of these best practice models both at grade level meetings and within the classroom. Although our school sees Reading as a strength, it is still evident that we need to continue to focus on the subject area as a whole school. Specifically, only one of our K-2 grade levels (1st Grade) met our RTI Reading benchmark of 80% (79%) of students showing proficiency. It is our goal that by each year's end, all K-2 grade levels will be at this 80% target. However, this is the second year of our K-2 Early Intervention Program and we hope to only see these results continue to grow and develop.

19c. Reading- Trends

On average, our NWEA Reading Assessment scores stayed rather consistent on average from Fall to Spring (64.8% average in the Fall, 64.5% average in the Spring). From the Fall 2015 to Spring 2016, our current 2nd Graders increased from 70% proficient to 80% proficient.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

As noted, Reading will continue to be a strong focus for our school next year and is shown in our school-wide data to be an area for improvement. Specifically, this will be our number one focus in our School Improvement Plan (along side with our PBIS-behavior goal). We will continue to implement our K-2 Early Intervention Program and our 3-5 Reading Workshop model to strengthen the needs in the area of Reading.

20a. Writing- Strengths

Due to lack of consistent specific writing assessments, we are not able to decipher this data at this time.

20b. Writing- Challenges

Due to lack of consistent specific writing assessments, we are not able to decipher this data at this time.

20c. Writing- Trends

Due to lack of consistent specific writing assessments, we are not able to decipher this data at this time.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

With Writing scores showing increasing proficiency throughout the year, we have decided to put Writing in our School Improvement Plan, but also hold this as a goal that we will focus on more intensely in the 2016-2017 school year.

21a. Math- Strengths

As a whole, our district has a strength with Math in relation to a common core aligned curriculum. Each school was using Everyday Math CCSS by fall of 2015. This provides continuity amongst grade levels horizontally and also throughout the grade levels vertically. Reflecting on our NWEA Math scores, a majority of our grades showed growth from Fall 2015 to Spring 2016. Grades that showed increases include: K: 46% proficient to 63% proficient, 2nd: 69% proficient to 80% proficient.

21b. Math- Challenges

When utilizing our NWEA Math scores from Spring 2016, our challenges seem to lie in these specific grade levels:

- 1st Grade (59% proficient)
- 3rd Grade (70% proficient)
- 4th Grade (60% proficient)
- 5th Grade (59% proficient)

21c. Math- Trends

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Challenger Elementary School

Our trend data for NWEA Math shows there are specific grade levels making consistent progress. The following grade levels showed a positive trend: K: 46% proficient to 63% proficient, 2nd: 69% proficient to 80% proficient.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Math Fluency was a focus of this year's School Improvement Plan (2015-2016 school year). All grades had a fluency goal centered around fact fluency and number recognition. Seeing the increase in student proficiency has shown us that our efforts have paid off. This will continue into next year's School Improvement Plan and many teachers have chosen Math as part of their SMART goal to stretch their thinking and meet the needs of their Math challenges.

22a. Science- Strengths

Due to the fact that we have no M-Step trend data, we are unable to decipher any Science strengths at this time.

22b. Science- Challenges

Due to the fact that we have no M-Step trend data, we are unable to decipher any Science challenges at this time.

22c. Science- Trends

Due to the fact that each grade teachers different curriculum, it is hard to compare data for students across the years. With the state of Michigan eliminating the MEAP for all students and adding M-Step, we have no current trend data. We hope to have results from this year and will compare those results both horizontally and vertically when next year's assessments are complete.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Common Assessments show high proficiency across grade levels. Due to this, we have not chosen to have Science as one of our School Improvement goals. Having access to M-Step results will give us a better idea of where we need to go in the following years regarding Science.

23a. Social Studies- Strengths

Due to the fact that we have no M-Step trend data, we are unable to decipher any Social Studies strengths at this time.

23b. Social Studies- Challenges

Due to the fact that we have no M-Step trend data, we are unable to decipher any Social Studies challenges at this time.

23c. Social Studies- Trends

As mentioned in our Science Trends section, due to the fact that each grade teachers different curriculum, it is hard to compare data for students across the years. With the state of Michigan eliminating the MEAP for all students and adding M-Step, we have no current trend data. We hope to have results from this year and will compare those results both horizontally and vertically when next year's assessments are complete.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Seeing that Social Studies seems to be a strength when looking at district common assessment data, we do not feel the need to have this as a goal on our School Improvement Plan. When M-Step results are available, this will give us more data to see exactly where our needs may be.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

Highest level of satisfaction with students in regards to the strands is: Purpose and Direction (2.89)

Some of the positive comments that students voiced were:

- caring/nice teachers who wanted them to succeed
- a safe environment

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

Lowest level of satisfaction with students in regards to the strands is: Using Results for Continuous Improvement (2.62)

Some of those comments that students voiced were:

- lunch room behaviors and food choices
- bullies
- bathroom conditions

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

The PBIS School Improvement goal will address both the lunchroom and the bully issues students voiced. Teachers have been sharing their concerns about student bathrooms and we hope this will improve conditions for next year.

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

Highest level of satisfaction with parents in regards to the strands is: Using Results for Continuous Improvement (4.35)

Some of the positive comments that parents voiced were:

- all Staff (teachers, administrators, office staff, etc)

- safety
- communication

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

Lowest level of satisfaction with parents in regards to the strands is: Governance and Leadership (4.21)

Some of those comments that parents voiced were:

- lunch
- more support staff/aides needed

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

As noted before, our PBIS School Improvement goal will continue to address the behavior needs in all areas at Challenger. This year our school added a behavior aide and that seems to have helped with certain behavioral issues. With the continuation of this position we hope to see less concerns in this area.

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

Highest level of satisfaction with teachers/staff in regards to the strands is: Purpose and Direction (2.89)

Some of the positive comments that staff voiced were:

- positive environment
- nurturing staff

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

Lowest level of satisfaction with teachers/staff in regards to the strands is: Using Results for Continuous Improvement (2.62)

Some of those comments that staff voiced were:

- cleanliness of building and rooms
- more support for students (counselor, aides, special education numbers)

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

Currently, a new custodial company will be administering services in August 2016. This may address the cleanliness issues we are seeing. Although we would love to add additional support staff, that is out of our control at this time.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

Out of the three surveys given (parent, student, staff), the strand of "Purpose and Direction" was highest in two out of three surveys.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

Out of the three surveys given (parent, student, staff), the strand of "Using Results for Continuous Improvement" was lowest in two out of three surveys.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

As noted prior to this question, please see the specific action steps in parent, student, and teacher survey sections.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

Demographic Data:

In the area of Demographic Data we have many strengths and a few things to continue to work on. Our enrollment has stayed fairly consistent. Our attendance at Challenger is exceptional, having high attendance rates for students can only aide in the academic process. Continuing to have the same principal for next year will be crucial in implementing our School Improvement Plan with fidelity and success. Also, having a low teacher turn-over rate will help with the plan as well. The behavior is where our challenges lie. We have more behavior issues than we would like to see. To address this we will have a strong focus with a PBIS goal (behavior support system). This will continue to be a school-wide goal that all teachers will be able to draw on for behavior issues.

Process Data:

Within this reflection section of the School Data Analysis, we can recognize our effort in implementing new models of delivering the RTI process here at Challenger. Teachers have become more familiar with how to use student data to group and meet the needs of all students in a better way. Having grade level Professional Learning Communities centered around student data has been a strength. Next year we hope to further the discussions even more. With the implementation of a K-2 Early Invention Program, the staff has stretched its thinking on how to deliver Language Arts curriculum and how to truly differentiate for all students. This will continue to be a large part of our 2016-2017 School Improvement Plan. Additionally, our 3-5 teachers have started to delve into the Reading Workshop model and will continue to practice the structure and content by using MAISA units of study.

Achievement Data:

This section was harder for us to determine this year due to the fact that MEAP is no longer being administered within the state of Michigan. Trend data was hard to come by without using district assessment because of the new M-Step state standardized test. With the roll-out of M-Step data, we will hope to continue to develop and build trend data as each new year comes. However, this year was a growing year at Challenger in which teachers were pushed to try new methods of delivery in regard to the RTI Reading model. K-2 implemented an Early Intervention Program in which all K-2 teachers were using Daily 5 to structure their student's individual needs (in correlation with Title 1). With the Everyday Math CCSS that came out for 3-5 Grades, all K-5 teachers were aligned for the 2015-2016 school year. Based on the data this year, our focus will continue to be Reading (Writing as a back-burner goal) for our 2016-2017 School Improvement Plan.

Perception Data:

Our perception data came as no surprise. Many teachers have voiced the same concerns that we saw with the student and parent survey results. We at Challenger feel that our strengths outweigh our challenges. With a caring staff and community, we know that these survey results will help drive Challenger in its continual improvement.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

Demographic Data:

As noted before, behavior is a large area of concern for Challenger students. To address this, we will be implementing a school-wide PBIS behavior system. This will give continuity in addressing behaviors and teachers will always know how to handle a specific issue within their classroom.

Process Data:

As far as teachers have come with using student data to make instructional decisions based in the RTI model, we can only hope to start to use this deeper and throughout subject levels. Our staff has touched the surface with the K-2 Early Intervention Program and next year will allow for more content-based discussions. Many interventions have been used this year and the follow year will give teachers more confidence in what to use with their students.

Perception Data:

Seeing that students feel safe when coming to school, we can only hope that having a cleaner environment will aid in their perception of school. Continuing with our PBIS model, it's our goal to have children feel empowered to address bullies or seek out help with staff. The lunchroom seems to be a large area of improvement. Next year, in place of monthly character traits, we will have monthly areas in the school to focus on. One of these will be the lunchroom.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

Challenger will once again have Reading as a school-wide focus within the School Improvement Plan. We will continue to have Daily 5 and Reading Workshop as action steps. However, we will be adding more with the CAFE book to assist teachers with adding content to their Daily 5 structure. The 3-5 teachers will continue to supplement with the MAISA Literacy units that they started using this year. As far as behavior, teachers will be utilizing the school-wide behavior matrix and rubric. In addition, refresher courses will be offered to staff and students as well as having another parent night. These action steps will bring the staff together and provide continuity for all.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	NWEA testing is utilized in grades K-5, both literacy and math are tested in grades 1-5. MSTEP is tested in grades 3-5, which encompasses math and literacy.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://www.howellschools.com/Challenger.cfm?subpage=551578 Access through the menu on the left "School Improvement Plan 2015-2016"	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	We are a BK-5 school.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No		

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

School Improvement Plan

Challenger Elementary School

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Liza Kelly Executive Director of Human Resources 517-548-6200	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	Please see attached.	Challenger Parent Involvement Policy

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		Title I School Parent Compact

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	No		

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). 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. Once all of the data was analyzed, grade level teams, the staff as a whole, and the SI Team reviewed the data analysis, identified the areas of need, and prioritized the needs by content area and by grade level for the purpose of identifying the strategies/activities related to the goals.

Upon reviewing the Interim Self Assessment it was determined that our strengths were Governance and Leadership and Purpose and Direction, receiving scores of 3 out of 4. The remaining standards received a score of 2.6 out of 4. These pieces of data were corroborated in our parent surveys. We noticed that parents were concerned with some aspects of our curriculum being taught and our communication with stakeholders. Parents were least concerned about the leadership and relationships with staff.

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.

good with a few outliers (<15) that we have been following. We continue to monitor our attendance as we have noticed that students having 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 lunch recess is a bit more unstructured and thus we have had many office referrals during the year.

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 an RTI block 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 RTI 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 RTI 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. Even though all teachers have had some training on the reading workshop model, we will delve into Lucy Calkin's book "The Art of Teaching Reading" to re-acclimate ourselves with the structure of the reading workshop model. Teachers will be directed to implement the workshop model with fidelity and all use the same research-based lesson that follow Lucy's model. Teachers will utilize trade books to model and differentiate for their students. 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 RTI 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 our math 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 research best practices around improving math instruction that focuses on fractions and improving math computation skills. Teachers will continue to implement the basic facts fluency instruction from SI plan in 14-15. 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 60 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 RTI interventions and strategies (reteaching, and research-based reading/comprehension/writing strategies); Schoolwide Positive Behavioral Interventions and Supports (SWPBIS) model is a tiered approach

to behavior similar to a tiered RTI approach for academics; Instructional Consultation Teams is a building process where teachers request assistance of the IC Team when they have a professional need for support and/or when student achievement is not meeting expectations. A trained team member (case manager) and the teacher engage in a systematic problem-solving process in which decisions are determined by the collection of specific student data. The IC Team case manager and teacher are guided by the critical assumptions of IC Teams as they progress through the problem-solving stages. These stages include: problem identification and analysis; strategy/intervention design; strategy/intervention implementation; and strategy/intervention evaluation; and Student Progress. 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 15-16 school year. We had one new teacher this year in our special education department.

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

For the 14-15 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 = 1

9-15 years = 13

15+ years = 11

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. 92% 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. Approximately 90% 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 15-16 school year in 16-17. 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		

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, 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 monthly 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 8 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.	Challenger 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.

-RTI 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 the District Community Library

-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 2016-2017

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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.

Challenger Staff will follow the district's "Standards of Customer Service

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)

-Monthly 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 of all parents at November Parent-Teacher conferences and in the spring (May)
- 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/Steering Committee, 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)?

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n/a

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		CH Title I School Parent 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, the Accelerated Reading Program, Scholastic Math Inventory, 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, and the Instructional Consultation facilitator 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 ISD staff, and sometimes the special area teachers, may also provide interventions and support to these identified students during the Enrichment time. If the student does not demonstrate improvement during this period of adjusted classroom and RTI instruction, the teacher may request assistance from the building Instructional Consultation Team (ICT). 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?

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, and the Instructional Consultation facilitator are used to examine the current data and make instructional decisions for the students.

This year, our team created a 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.

In addition to the Enrichment time, Challenger has an Instructional Consultation Team (ICT) which supports staff in making an instructional match between the teacher, the student, and the instruction the student receives. The Challenger IC team members work with classroom teachers to identify areas of concern and help provide differentiated instructional strategies for at-risk students. In the ICT process, classroom teachers request assistance of the IC Team when they have a professional need for support and/or when student achievement is not meeting expectations. A trained team member (case manager) and the teacher engage in a systematic problem-solving process in which decisions are determined by the collection of specific student data. The IC Team case manager and teacher are guided by the critical assumptions of IC Teams as they progress through the problem-solving stages. These stages include: problem identification and analysis; strategy/intervention design; strategy/intervention implementation; and strategy/intervention evaluation. The process can be utilized over and over again with a student or a group of students. The goal of the ICT process is to enhance/ improve/ increase student and staff performance.

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.

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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.

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

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.

Challenger 2016-2017 SI Plan

Overview

Plan Name

Challenger 2016-2017 SI Plan

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Challenger Elementary will increase their proficiency in mathematics.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$699
2	All students at Challenger Elementary will increase their proficiency in reading.	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$151359
3	All students at Challenger Elementary will increase their proficiency in writing.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
4	All students at Challenger will behave in a manner that promotes a positive atmosphere for academic learning and social growth.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$23075

Goal 1: All students at Challenger Elementary will increase their proficiency in mathematics.

Measurable Objective 1:

65% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth from fall to spring in Mathematics by 06/16/2017 as measured by NWEA Map assessment.

Strategy 1:

All teachers will learn to implement one constructed response unit during their math instruction. - All teachers will learn to implement a constructed response unit utilizing the Everyday Math Curriculum.

Category: Mathematics

Research Cited: IES Practice Guide: Improving Mathematical Problem Solving in Grades 4-8. May 2012.

Innovations and Perspectives-Developing Math Fact Fluency. Chris Frawley, February 2012

Tier: Tier 1

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate within their grade level to plan a constructed response unit.	Implementation, Getting Ready	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	All staff.
Activity - Analyzing Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will analyze NWEA math data to determine a focus area for a constructed response unit.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	All Staff
Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 3-5 teachers will implement technology resources, such as MobyMax and ConnectED, within this unit.	Implementation	Tier 1	Implement	09/06/2016	06/16/2017	\$699	Title I Schoolwide	All 3-5 staff

Goal 2: All students at Challenger Elementary will increase their proficiency in reading.

Measurable Objective 1:

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65% of First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth from fall to spring in Reading by 06/16/2017 as measured by NWEA Map assessment.

Strategy 1:

RTI Model - All BK-2 teachers will implement the RTI model to improve foundational reading skills and fluency.

Category: English/Language Arts

Research Cited: ASCD-Educational Leadership: Doing RTI Right. October 2013

Assisting Students Struggling with Reading: RTI and Multi Tier Intervention in Primary grades.

Tier: Tier 1

Activity - Title One aides	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Five Title I aides and one Title I teacher will provide support to students struggling with reading proficiency outside of the Core Instructional time.	Direct Instruction	Tier 2	Implement	09/06/2016	06/16/2017	\$145076	Title I Schoolwide	All Title 1 aides and Title 1 teacher.
Activity - CAFE lesson	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on how to utilize the CAFE book to implement targeted literacy instruction during Daily 5.	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	All BK-2 teachers.
Activity - Literacy Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title 1 staff will purchase materials, resources, and online subscriptions to support students at-home literacy development.	Parent Involvement	Tier 2	Implement	09/06/2016	06/16/2017	\$0	Title I Schoolwide	Title 1 staff, principal

Strategy 2:

Reading Workshop - All 3-5 teachers will implement the reading workshop model to improve expository text comprehension skills.

Category: English/Language Arts

Research Cited: www.readingrockets.org/article/52251

Tier: Tier 1

Activity - Implement Reading Workshop model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the MAISA units to support our literacy instruction during Reader's Workshop.	Implementation	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	All 3-5 teachers.

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Activity - Conferring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on how to confer during Reader's Workshop.	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	All 3-5 teachers.
Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher's will utilize high quality digital content for school and at-home independent reading.	Technology	Tier 2	Implement	09/06/2016	06/16/2017	\$2900	Title I Schoolwide	All 3-5 teachers.
Activity - MRA Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One teacher from each grade level will attend the Michigan Reading Association Conference and share out knowledge at a staff meeting.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$3383	Title I Schoolwide	One teacher per grade level.

Goal 3: All students at Challenger Elementary will increase their proficiency in writing.**Measurable Objective 1:**

65% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth from fall to spring in Mathematics by 06/16/2017 as measured by NWEA Map assessment.

Strategy 1:

Writer's Workshop - All teachers will learn research-based, best practice strategies to improve student's ability to write constructed responses.

Category: English/Language Arts

Research Cited: ies.ed.gov (What Works Clearinghouse)

educationnorthwest.org

Tier: Tier 1

Activity - Constructed Response	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will collaborate to determine a systematic and systemic approach to teaching students how to write constructed responses in math.	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Title I Schoolwide	All staff.

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Activity - Rubric for Constructed Response	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement a rubric to assess the effectiveness of implemented strategies.	Implementation	Tier 1	Implement	09/06/2016	06/16/2017	\$0	Title I Schoolwide	All staff

Goal 4: All students at Challenger will behave in a manner that promotes a positive atmosphere for academic learning and social growth.

Measurable Objective 1:

65% of First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth from fall to spring in Reading by 06/16/2017 as measured by NWEA Map assessment.

Strategy 1:

PBIS plan - All staff will implement a school-wide PBIS plan to improve teaching and learning.

Category: Learning Support Systems

Tier: Tier 1

Activity - Marcia McEvoy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will review the elements of the Marcia McEvoy PBIS system, which includes the expectations matrix, consequence rubric and 15 second intervention.	Implementation, Behavioral Support Program	Tier 1	Implement	09/06/2016	06/16/2017	\$7475	Title I Schoolwide	All staff

Activity - Behavior Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will teach behavior expectations in specific physical areas of the school (ie. playground, cafeteria, bathrooms, hallways, etc.) through school-wide and classroom lessons/activities.	Implementation, Behavioral Support Program	Tier 1	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	All staff

Activity - Staff Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Marcia McEvoy will provide professional development to all staff, parents, and students to better understand poverty in an affluent community and provide training on targeted interventions that decreases negative student behavior and increases student achievement.	Behavioral Support Program	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$0	No Funding Required	All teachers
Activity - Title I Aide	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One Title I aide will provide support to students struggling with behavior and academics.	Direct Instruction, Behavioral Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$15600	Title I Schoolwide	Principal, Title I teacher

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Title I Aide	One Title I aide will provide support to students struggling with behavior and academics.	Direct Instruction, Behavioral Support Program	Tier 2	Implement	09/06/2016	06/16/2017	\$15600	Principal, Title I teacher
Technology	Teacher's will utilize high quality digital content for school and at-home independent reading.	Technology	Tier 2	Implement	09/06/2016	06/16/2017	\$2900	All 3-5 teachers.
MRA Conference	One teacher from each grade level will attend the Michigan Reading Association Conference and share out knowledge at a staff meeting.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$3383	One teacher per grade level.
Technology	All 3-5 teachers will implement technology resources, such as MobyMax and ConnectED, within this unit.	Implementation	Tier 1	Implement	09/06/2016	06/16/2017	\$699	All 3-5 staff
Constructed Response	All teachers will collaborate to determine a systematic and systemic approach to teaching students how to write constructed responses in math.	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	All staff.
Title One aides	Five Title I aides and one Title I teacher will provide support to students struggling with reading proficiency outside of the Core Instructional time.	Direct Instruction	Tier 2	Implement	09/06/2016	06/16/2017	\$145076	All Title 1 aides and Title 1 teacher.
Literacy Support	Title 1 staff will purchase materials, resources, and online subscriptions to support students at-home literacy development.	Parent Involvement	Tier 2	Implement	09/06/2016	06/16/2017	\$0	Title 1 staff, principal
Rubric for Constructed Response	All teachers will implement a rubric to assess the effectiveness of implemented strategies.	Implementation	Tier 1	Implement	09/06/2016	06/16/2017	\$0	All staff
Marcia McEvoy	Teachers will review the elements of the Marcia McEvoy PBIS system, which includes the expectations matrix, consequence rubric and 15 second intervention.	Implementation, Behavioral Support Program	Tier 1	Implement	09/06/2016	06/16/2017	\$7475	All staff

No Funding Required

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Staff Development	Marcia McEvoy will provide professional development to all staff, parents, and students to better understand poverty in an affluent community and provide training on targeted interventions that decreases negative student behavior and increases student achievement.	Behavioral Support Program	Tier 1	Getting Ready	09/06/2016	06/16/2017	\$0	All teachers
Behavior Expectations	All teachers will teach behavior expectations in specific physical areas of the school (ie. playground, cafeteria, bathrooms, hallways, etc.) through school-wide and classroom lessons/activities.	Implementation, Behavioral Support Program	Tier 1	Implement	09/06/2016	06/16/2017	\$0	All staff
Implement Reading Workshop model	Teachers will utilize the MAISA units to support our literacy instruction during Reader's Workshop.	Implementation	Tier 1	Implement	09/06/2016	06/16/2017	\$0	All 3-5 teachers.
CAFE lesson	Teachers will be trained on how to utilize the CAFE book to implement targeted literacy instruction during Daily 5.	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	All BK-2 teachers.
Conferring	Teachers will be trained on how to confer during Reader's Workshop.	Direct Instruction	Tier 1	Implement	09/06/2016	06/16/2017	\$0	All 3-5 teachers.
Analyzing Data	All teachers will analyze NWEA math data to determine a focus area for a constructed response unit.	Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$0	All Staff
Professional Learning	Teachers will collaborate within their grade level to plan a constructed response unit.	Implementation, Getting Ready	Tier 1	Implement	09/06/2016	06/16/2017	\$0	All staff.