



School Improvement Plan

Clare High School

Clare Public Schools

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Introduction

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

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

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

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The Interim Self Assessment was conducted by e-mails (section by section). The team reviewed previous self assessments to determine whether CHS should remain at the previously ranked levels, or whether they should be adjusted based on improvements in our school.

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?

The results of the Interim Self Assessment indicated that our school operates under governance and leadership promoting and supporting student performance and school effectiveness. The assessment also indicated a strong belief that our school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning. The assessment also indicated that our weakest area was in our school's comprehensive assessment system to generate a range of data about student learning and school effectiveness, and using the results for continuous improvement.

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

The results of our Interim Self Assessment, along with student achievement data, helped us to determine our priority needs. Perception data from student, staff, and stakeholder surveys have also helped in creating our school improvement goals.

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

The goals address the proficiency of the whole school population on the state assessment. Strategies used in meet the goals address the needs of disadvantaged students. These strategies include after school tutoring and academic assistance programs within the school day.

Component 2: Schoolwide Reform Strategies

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

The strategies in the schoolwide plan which focus on helping all students reach the state's standards include Purpose, Student Engagement, Curriculum and Pedagogy, Assessment for Student Learning, and Classroom Environment and Culture.

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).

New math materials were adopted during the 2016-17 school year, with the ALEKS program available for all students to work at their own pace. New ELA materials were adopted during the 2014-15 school year, with online components for all students. Teachers differentiate their instruction to accommodate the learning needs of students who excel in their content area.

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

Assessment for learning and vertical team meetings align with our need to use results for continuous improvement. The assessments provide our staff with various forms of student achievement data, which is analyzed during vertical team meetings to monitor student learning and growth.

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 After School Tutoring will be available for students in 9th-12th grades, starting in 2018, for an hour two times per week to provide students with extra time and assistance to complete assignments. Mentors volunteer daily to work one-on-one with students. Academic support is provided daily through para-professionals studying for tests, reading, etc. with individual students or small groups. Co-taught classes are in place for math, language arts and science classes to provide extra support for special education and at-risk general education students in these content areas.

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

Post-test scores, report card grades, SAT scores, state assessment scores, individual formative and summative assessments, student goals, and AR scores are used to determine whether students needs are being met.

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 paraprofessionals meet the NCLB requirements for 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	All teachers meet the NCLB requirements for highly qualified.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

No changes this year.

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

The average years of teaching tenure at CHS is 16 years.

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

Staff rapport, student test scores and reputation in comparison to surrounding districts, teacher accountability, student support programs in place, technology, school culture, positive working relationships with local colleges and universities, consistency in discipline all contribute to the retention of high quality teachers.

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

Staff rapport, student test scores and reputation in comparison to surrounding districts, teacher accountability, student support programs in place, technology, school culture, positive working relationships with local colleges and universities, consistency in discipline all contribute to the retention of high quality teachers.

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 not a high turnover rate.

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.

Staff will be required to attend professional development days throughout the year that are provided by the district. Staff will also meet at least four times per year in vertical team meetings to evaluate student achievement and needs.

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

The Dr. Mike "Best Year Ever" program is sustained and ongoing, as the staff watches videos, answers questions and participates in discussions on a regular basis throughout the year.

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

Component 6: Strategies to Increase Parental Involvement

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

Parents are involved in the design of the schoolwide plan by providing feedback through the parent perception survey, every few years. The staff gives consideration to this feedback when creating the school improvement plan.

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

Parents are not directly involved in the implementation of the schoolwide plan. However parents are involved in components of the plan through their communication and involvement with the school.

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

Parents are involved in the evaluation of the plan through the parent perception survey. Parent input is collected through the survey at parent teacher conferences and is used to evaluate the plan.

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	We follow components of CMSs Parental Involvement Plan.	

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

To coordinate, communicate, and implement parent involvement programs, information is readily available via: Power School, Clare Public Schools' website, Clare High School website, report cards, interim progress reports, school messenger system, parent email communication, Remind 101 or similar school/home communication apps, and the use of Google Drive.

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

The parent involvement component of the school improvement plan will be evaluated through the use of surveys, parent attendance at parent teacher conferences, and parent correspondence via email, phone, face-to-face meetings, and parent Power School log in counts.

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 determine the effectiveness of the initiatives. We are continuing to work to incorporate more

support from parents and provide more opportunities for parent involvement.

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

The school-parent compact was developed through research. Articles were collected on best practices for school-parent compacts, what has worked in other districts, and what has not. The compact was constructed to fit the needs of the staff, students, and parents of Clare High School.

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

NA

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

The parent compact is shared with all parents on the first day of school. The compact is sent home to all parents, and requested to be returned to school with a signature. Contracts that are not returned result in the administrator contacting the parent to determine why the contract has not been returned and answer what questions the parent might have about the contract.

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

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

The school sends all parents report cards two times per year. Parents also have constant access to student progress on Power School. Power School has also been updated, allowing teachers to add links and send emails to parents and students.

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?

NA

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?

NA

Component 8: Teacher Participation in Making Assessment Decisions

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

Teachers and department chairs work with administration to develop assessment schedules, student accommodations, make-up procedures, and methods to provide teachers with resources to maintain test integrity.

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

Teachers work collaboratively in vertical teams and department teams, as well as focused professional development meetings in order to synthesize student achievement data to determine gaps in learning and strategies to improve all student academic achievement.

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.

After the assessment data is dis-aggregated, a list of students not reaching proficiency is generated. Specific interventions designed to meet the needs of individual students are then implemented.

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?

Students who are identified as not reaching proficiency on state assessments immediately qualify to participate in programs including after school tutoring.

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

We are in the beginning stages of differentiated teaching.

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.

Title IIA funds will be used for the following school wide components: school wide reform strategies, high quality and ongoing professional development, teacher participation in making assessment decisions, and timely and additional assistance to students having difficulty mastering standards. The following program will utilize Title IIA funding: professional development plan in the use of assessments and data to guide instruction. Title I funds will be used for the following school wide components: strategies to increase parental involvement, and coordination and integration of federal, state and local resources. The following programs will use Title I funding: lunch program, anti-violence program, homeless assistance programs, after school tutoring, and interventions.

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.

State Education Agency programs include: 31A Federal Programs include: Title 1, Title 2, Title 6, McKinney Vento Homeless Act, Special Education, Responsible Thinking Process, Response to Intervention, after school tutoring.

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.

Title I funds will be used for the following school wide components: strategies to increase parental involvement, and coordination and integration of federal, state and local resources. The following programs will utilize Title I funding: breakfast, snack, and lunch, after school tutoring, and LLI.

Evaluation:

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

The Clare High School staff conducted the Interim Self Assessment as a whole staff. This self assessment review focused our attention to data, climate, curriculum, and helped the CHS staff identify the gaps in learning that are occurring at Clare High School.

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.

Using state assessment results, staff worked in both vertical and department teams to focus on data, school climate, curriculum, and identify the gaps in learning that are occurring in Clare High School. Special attention has been given to students with special learning needs to determine whether their Student Learning Objectives have been met.

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

Through the analysis of data from the state assessment and locally developed assessments, the high school staff can review the pertinent information from these sources and develop conclusions. Decisions can then be made in the evaluation of current programming for our lowest achieving 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 entire Clare High School staff, using suggestions from our external review, revise our school improvement plan on a yearly basis. Vertical and departmental meetings also provide an opportunity to modify our focus.

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance 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: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The Interim Self Assessment was conducted as a staff process. The staff analyzed perception, achievement and demographic data to complete the self assessment.

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

Student data from Power School is used to identify students who are failing or most at risk of failing. Data is kept by the administration and teachers.

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

For all grade levels, data is analyzed to identify the lowest general education students through their PSAT, SAT and semester grades. Students with the lowest assessment scores and failing grades in their classes are identified for recommendation for Title I programs, such as summer school.

4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

NA

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

After school tutoring (starting in 2018), intervention classes, EXCEL period are provided for eligible students. Students in all grade levels with failing grades are invited to attend after school tutoring twice a week. Students are in small group tutoring sessions with a certified teacher two days per week for approximately one hour.

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

With the exception of after school tutoring, the programs take place within the regular school hours and students do not miss other core classes to take part in them. Students still attend their regularly scheduled core classes and still receive the benefits of these programs.

Component 4: Instructional Strategies

1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

After school tutoring helps students reach the State's standards in the four core curriculum academic areas.

2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

Clare High School utilizes the University of Washington Center for Educational Leadership 5D+ Rubric for Instructional Growth and Teacher Evaluation. This rubric is research-based and is being implemented by all staff members at CHS in their teaching and evaluation to improve student achievement in all areas

3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

Tutoring (2018) and math intervention are helping to close the gaps.

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

Students are not pulled from their regular classroom to receive instruction through extended learning opportunities. They take place during non-core class times, or after school.

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

The Title I staff communicates with the general education teachers to coordinate instruction and provide students with additional assistance with topics being learned in their core classes, along with closing the existing gaps. Decisions are made through communication between administration, staff, and the Title I staff in regards to student progress. Grades and assessment scores are re-evaluated each marking period to determine which students will enter, exit, or remain in the program.

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

NA

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All instructional paraprofessionals meet the NCLB requirements for highly qualified.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All of the teachers meet the NCLB requirements for highly qualified.	

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Staff will be trained in 1:1 chromebook instruction.

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Parent University, also offered through Dr. Mike, is still available to parents through online videos

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes		

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

Parents are involved in the design of the program plan through their perception given in the stakeholder survey.

2. How are parents involved in the implementation of the Targeted Assistance program plan?

Parents are invited to participate in the implementation of the program plan, but due to work schedules, cannot meet during school improvement meeting times.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Parents are involved through the perception data they provide through the stakeholder survey.	

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

To coordinate, communicate, and implement parent involvement programs, information is readily available via: Power School, Clare Public Schools website, Clare High Schools' website, report cards, interim progress reports, school messenger system, parent email communication, Remind/Class Dojo/other educational communication apps, and the use of Google Drive.

5. Describe how the parent involvement activities are evaluated.

The parent involvement component of the school improvement plan will be evaluated through the use of surveys, parent attendance at parent teacher conferences, and parent correspondence via email, phone, face-to-face meetings, parent Power School log in counts, and parent use of communication apps.

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

The school-parent compact was developed through research. Articles were collected on best practices for school-parent compacts, what has worked in other districts, and what has not. The compact was constructed to fit the needs of the staff, students, and parents of Clare High School.

School Improvement Plan

Clare High School

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes		

8. How does the school provide individual student academic assessment results in a language parents can understand?

The school sends all parents report cards two times per year. Parents also have constant access to student progress on Power School. Power School has also been updated, allowing teachers to add links and send emails to parents and students.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	No	CHS does not have a separate Title I Parental Involvement Plan, however approximately three-fourths of our students qualify under Title I, so most students are included under the Parental Involvement Plan CHS has in place.	

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

NA

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

Title IIA funds will be used for the following school wide components: school wide reform strategies, high quality and ongoing professional development, teacher participation in making assessment decisions, and timely and additional assistance to students having difficulty mastering standards. The following program will utilize Title IIA funding: professional development plan in the use of assessments and data to guide instruction. Title I funds will be used for the following school wide components: strategies to increase parental involvement and coordination and integration of federal, state and local resources. The following programs will use Title I funding: lunch program, anti-violence program, homeless assistance programs, after school tutoring, and interventions.

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

State Education Agency programs include: 31A Federal Programs include: Title 1, Title 2, Title 6, McKinney Vento Homeless Act, Special Education, Responsible Thinking Process, Response to Intervention, after school tutoring.

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

Each marking period, student data from Power School are reviewed by staff and administration to determine which students remain and which students are able to exit the program.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

At the conclusion of the 2015-16 school year, it was determined that there was a need for math interventions at CHS based on SAT and Power School data. These changes were put in place for the 2016-17 school year, addressing both math and language arts in our intervention program.

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

All teachers are highly qualified in their academic area and are beginning to differentiate instruction.

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

As a staff and school improvement team, we formally evaluate one of our Title I programs through the Program Evaluation diagnostic. Additionally, we analyze the achievement data for all programs and make changes to meet the needs of the students.

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

CHS staff analyzes SAT assessments, as well as student data in Power School, to evaluate results of the program.

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

After SAT assessments are administered and data is analyzed, students no longer in the bottom 10% exit the program and students within the bottom 10% either remain in or enter the program.

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

The plan changes annually as students and students' needs change, along with the financial resources available.

2017-2018 School Improvement Goals

Overview

Plan Name

2017-2018 School Improvement Goals

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
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source