



School Improvement Plan

Cesar Chavez Academy Intermediate

Cesar Chavez Academy

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CCA Intermediate Goals 2018-19

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Introduction

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

Improvement Plan Assurance

Introduction

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

| Label | Assurance | Response | Comment | Attachment |
|--------------|--|---------------------------|--------------------------------|-------------------|
| 1. | Which option was chosen for Goals and Plans? | 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?

A small group of staff from the School Improvement (SIP) Team meet to review M-Step data from 2017, WIDA data from 2017, and NWEA data from January 2018. This small group also closely reviewed the school score card data on MISchool Data to see the subgroups and their performance on local and state assessments. A larger group of staff from the SIP Team worked on perception data of students, staff and parents.

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?

M-Step Data 2017: English Language Arts:

All Students: 31%

Hispanic: 32%

Economically disadvantaged: 31%

Male:n/a

Female: n/a

English Language Learners: 24%

Students with Disabilities:18%

Mathematics:

All Students: 23%

Hispanic: 23%

Economically Disadvantaged: 24%

Male:n/a

Female: n/a

English Language Learners: 20%

Social Studies:

All Students: 8%

Hispanic: 7%

Economically Disadvantaged: 8%

English Language Learners:<5%

Science:

All Students: 5%

Hispanic: 6%

Economically Disadvantaged: 6%

English Language Learners:<5%

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M-Step Cohort Analysis:

Students in 3rd grade in 2015 had a proficiency rate of 37% on ELA M-Step, and these same students in 4th grade had a proficiency rate of 39%. 3rd grade students in 2015 had a proficiency rate of 20% on the math M-Step and in 4th grade these same students had a proficiency rate of 26%. 4th grade students in 2015 scored with 25% of the students proficient and in 5th grade these students had a 15% increase with a total of 40% of students proficient in 2016.

4th grade students in 2015 scored with 14% of students proficient on the math M-Step. These same students in 2016 attained a proficiency level of 15%.

NWEA Data

3rd grade students had an increase in their RIT score by 11.6 points in reading (up 2.6 from 2017) and 14.5 point increase for math (up 4.5 points from 2017). 4th grade students had an increase of 11.7 points for reading (up 2 points from 2017) and 14.3 points for math (up 5.6 points from 2017). 5th grade students had an increase of 13.5 points for math (up 8.3 from 2017) and 11.7 points for reading (up 4.7 from 2017).

Overall, all grades levels and subjects exceeded the norm reference growth targets set by NWEA. In both reading and math, student grade level groups grew from the spring of 2017 by significant numbers.

NWEA growth data was also strong. 3rd grade reading growth in the 66th percentile in the nation and 80th percentile of growth in math. 4th grade had excellent growth being in the 99th percentile in reading and the 95th percentile for math. 5th grade was also the 99th percentile in reading growth and 97th percentile in math. Overall, the average growth for reading is 88th percentile combining grades 3, 4 and 5. Growth for math in grade 3, 4 and 5 is 91st percentile when combining all scores for the mean.

DRA results

3rd grade percentage of students who made adequate growth for 6 classes, compromising the data of 150 some students was 68%. 4th grade percentage of students who made adequate growth for 6 classes was 83%. 5th grade students who made adequate growth was 78%. Overall, growth for 4th and 5th grade is strong. 3rd grade had some very low numbers with one teacher only having 22% of her students meet adequate growth. Overall, this one teacher brought down the entire average by almost 10%.

3rd grade proficiency was recorded as a DRA of 34 or higher leaving 3rd grade. 59% of students in 3rd grade were proficient on the DRA test in the spring. 4th grade had a proficiency rate of 63% overall and 5th grade was 53% overall. These are around the number of students who were also proficient on NWEA.

Results and Analysis of School Data:

M-Step Data Analysis:

The largest discrepancy is seen between the the English Language Learners and the overall number of Hispanic students in English Language Arts. We believe this is due to the number of newcomers (1st and 2nd year students learning English as a second language) it impacts the overall scores due to their limited English proficiency.

When looking at all students in our school population and the subgroup of Special Education students we notice a discrepancy with proficiency of almost half in M-Step Math and English Language Arts due to the students individual disabilities in academics.

Social Studies and Science scores are low across the board. We know this is an area where we will need to work with students in the entire school. There are discrepancies, but they are low numbers of students and this is a Tier I issue.

We are unable update our cohort information due to the continued embargo on the ESSA scorecard and test results. All data was pulled using MISchool Data.

NWEA Data Analysis:

Based on the NWEA data from the spring of 2018, all grades levels and subjects exceeded the norm reference growth targets set by NWEA. In both reading and math, student grade level groups grew from the spring of 2017 by significant numbers. Adequate progress is evident by our continued improvement in meeting targets set forth by NWEA.

DRA Data Analysis:

Overall, the DRA data with the majority of each grade's growth percentage being around 70%. We realize that for intervention we must begin to look at the students ore wholistically in order to pin point individual road blocks that students encounter in their learning.

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.

Our goals include improving instruction in the subjects of social studies and science. Additionally, the ongoing math and English language arts intervention will continue. The technology goals include introducing basic computer skills through a various types of media.

We will focus on closing the gap between our overall student population with special education, as well as our English Language Learners proficiency percentages using interventions to accomplish this goal.

We will continue to address the needs of the bottom 30% and through the use of Sheltered Instruction Observation Protocol (SIOP) and differentiated instruction training for our teachers and support staff. There will be sustained follow up coaching to ensure implementation of strategies for student success.

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?

To address these goals we are making sure a specific number of instructional minutes are obtained daily. We are also looking for a curriculum that aligns with the new standards for science and social studies. Additionally, the Living Arts staff provides hands on activities that enriches students understanding of life skills and science.

For students with greater academic needs, we will use daily math and English language arts interventions. Teachers use differentiated instruction within the classroom to further assist these students. When possible, technology specific to the students' needs are utilized.

Component 2: Schoolwide Reform Strategies

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

All subject areas:

Some strategies teacher will use are differentiated instruction and formative assessments. They will also increase the use of sentence stems and encourage speaking in full sentences in all subjects.

Reading:

Strategies used in reading would include small groups, leveled readers, buddy reading, and reading interventions.

Writing:

Strategies used for writing include leveled spelling lists, centers practice work, grammar instruction and writing across the curriculum.

Math:

Strategies used for math include centers work, manipulative, interventions, small group, and guided practice.

Science:

Hands on experiments are used to further student's understanding. Field trips that encompass the concepts being taught are also taken. We have partnered with the Living Arts program to incorporate the arts into science on a weekly basis. Staff will be receiving training regarding the NGSS standards and regular meetings on the implementations of those standards.

Social Studies:

Hands on projects are used to further student's understanding. Field trips that reinforce the concepts being taught are also taken. Maps, timelines, charts, and graphs are used to aid students in understanding social studies concepts.

For reading, writing, math, science and social studies teachers will receive Pacing Guides for have received Pacing Guides for the 2018-2019 school year. The pacing guides were developed by Instructional Coaches, curriculum experts, and content experts in the district to guide staff and allow for the creation of useful benchmark assessments with question from the INSPECT bank. Our goals is to use this system to improve the achievement of students toward the Depth of Knowledge (DOK) as described in the College Career Readiness Standards.

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).

Instruction has improved with research-based methods and strategies, such as with the Instructional Learning Cycle, (ILC). It allows staff to focus on areas of instruction that have low achievement. Having the data allows the staff to pinpoint areas of concern within each subject area. With this information staff is able to reteach in a more efficient and engaging way. The success of these strategies are evident in our increase in NWEA scores and WIDA scores. M-Step scores will be utilized when the embargo is lifted.

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

Based on the data analyzed in the comprehensive needs assessments (CNA), there are several research-based strategies that will be implemented or continued to work towards reaching all students. The bottom 30% and special education population of the school continue to lag behind the other students. To improve the performance of these students, the staff is continuing the use of SIOP strategies, the ILC, and MTSS/RtI. We will also increase the use of differentiated instruction (DI) by receiving more training and follow-up coaching. Finally, the MTSS/RtI program will increase the use of progress monitoring with continued use of "Moby Max." The interventionists will be held accountable for progress monitoring, data collection and recording of data.

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.

Our school provides interventions for two subject areas, reading and math.

Our reading interventions take place during a designated intervention time so students don't miss out on core subjects. Reading intervention sessions are 45 minutes five days a week. Students receive interventions through the program Leveled Literacy Instruction (LLI). LLI is a reading intervention program that combines reading, comprehension, phonics, and writing into most lessons. Dibels is also used as a formative assessment for reading fluency and comprehension. RH Elevate is used as a progress monitoring tool for ELLs who receive direct services.

ELL students are tiered based on the WIDA scores, DRA and NWEA. Students scoring in the 1-3 range receive more tailored interventions from a certified ELL instructor and highly-qualified bi-lingual aide. Students are also taught whole group once a month by our ELL instructor with technology enhanced curriculum focusing on reading, writing, speaking and listening. Students in the lowest tier are seen 45 - 135 minutes per day depending on individual student needs.

The math interventions take place during scheduled classroom math times. Math interventions are 45 minutes long and take place 4-5 days a week depending on the needs of the students. Math interventions use results from NWEA scores and Moby Max data to address basic skills students are struggling with. Progress monitoring is used with Moby Max.

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

Our school monitors the progress of every student by assessing reading, writing, and math benchmarks three times a year. In reading students are assessed using DIBELS and DRA in the fall, winter, and spring. In writing students are assessed using an M-STEP like prompt and rubric in the fall, winter, and spring. Students also take the NWEA assessment in ELA in the fall, winter, and spring. Each quarter, students are assessed based on the pacing guide with Focal Point K-12. We review students' progress monthly at RTI meetings, at co-plan meetings, and at interventionist data review meetings. Classroom teachers work in RTI monthly to discuss the progress of students in

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interventions, review the progress monitoring and update teacher-made assessment data and grades. In co-plan meetings, held twice a month, teachers conference with the instructional coach about the standards currently being taught and review results of assessments with questions from the INSPECT Bank of test items. Interventionists meet with the instructional coach twice a month to review progress monitoring and the progress of students in the math and reading intervention programs.

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 | Yes, all para-professionals meet the NCLB requirements for highly qualified status. | |

| 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 | Yes, all teachers meet the NCLB requirements for highly qualified staff. | |

Component 4: Strategies to Attract Highly Qualified Teachers

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

During the 2016-2017 we had a turnover rate of 11%, it was decreased to 3% in the 2017-2018 school year. The open position was a result of a teacher leaving the district, however, this position was filled with a qualified new hire. At this time the 2018-19 school year appears to have no turnover.

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

0-4 years experience: 5

5-8 years experience: 9

9-15 years of experience: 9

>15 years of experience: 5

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

CCA has specific initiatives implemented to attract and retain highly qualified teachers. We are a close knit family and teacher input is recommended and valued. Teachers are included in the new hire interview process and lead the new teacher mentoring program. Our teachers receive a yearly stipend to purchase necessary classroom supplies and resources in addition to the resources the school procures for the use of all teachers. Professional development opportunities are available throughout the year which includes staff led presentations. Yearly bonuses are awarded at the beginning of the school year and there is a tuition incentive from Saginaw Valley State University for teachers who want to obtain an ESL certificate. Teachers are always encourage to take on leadership roles which is a primary initiative used to retain highly qualified teachers..

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

Our district attracts highly qualified teachers through a series of job fairs and online recruitment. Tuition incentives from Saginaw Valley State University, tuition reimbursement, participation in collective bargaining, affordable health care plans,life insurance matching 401K up to 6%, and competitive salaries all factor in the retention of highly qualified 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?

N/A CCAUE does not have a high turnover rate.

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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.

All staff receive ongoing professional development that is aligned with the CNA and the goals of the school improvement plan. Our anticipated PD calendar for 2018-2019:

NGSS Training

CPI

Moby Max

Special Ed/ELL

SIOP Training

DI

Depth of Knowledge/Critical Thinking Training

M-Step Data Analysis

Curriculum Development

Curriculum Mapping

DRA Training

Power Teacher/ Grade Book Training

Focal Point K-12

Dibels Training

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

We have sustained professional development initiatives that continue throughout the school year. They are: Sheltered Instruction Observation Protocol (SIOP), Positive Behavior Interventions and Supports (PBIS), Differentiated Instruction (DI), and Multi-Tiered System of Supports (MTSS).

All staff receive professional development that is aligned with the comprehensive needs assessment plan and the goals of the school improvement plan. Staff meetings are held once a month and the school leader and curriculum coach discuss plans and upcoming events.

Daily grade level team meetings occur during lunch to discuss instructional processes and routines. In addition, weekly co-plan meetings with grade level team members are held every Wednesday. Discussion includes student classroom performance, appropriate use of student data, and lesson plan and pacing guide alignment to attain maximum results in student achievement.

Monthly MTSS meetings are held to discuss strategies to maintain and improve student progress. Tier 1, 2 and 3 data is recorded for progress monitoring and growth evidence along with what interventions have been used.

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| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|--------------------------|
| | 3. The school's Professional Learning Plan is complete. | Yes | | CCA Intermediate PD Plan |

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 School-wide Title 1 program through parent surveys and meetings. The principal invites parents to be active participants of the School Improvement Team at our annual Title 1 Meeting which is held at the beginning of the school year. Parents are asked for suggestions on how they can improve the design of the program through survey feedback. Through these surveys and talking with parents we make changes to the design of the program.

Our school is unique in that 86% of the population is Hispanic and therefore we have particular needs regarding immigration and deportation. We conduct weekly parent seminars regarding information on parents rights as an immigrant and how to obtain a form of personal identification. Additionally, because we recognize that in order for students to learn, their basic needs must be met. In response to this we have partnered with Gleaners and provide food every firsts of the month.

Calendar of Events for CCA Parental Involvement:

September 27, 2017 Introduction to Parent Compact
October 1, 2017 DOJO Registration
October 11, 2017 Mexican Consulate
October 18, 2017 How to Make Tortillas, ESL News
October 25, 2017 Neighborhood Initiatives
November 1, 2017 Crime Prevention
November 1, 2017 GLEANERS
November 8, 2017 BAMN Organization
November 16, 2017 Personal ID for Immigrants
November 23, 2016 Thanksgiving Celebration and Social Outreach Network
November 29, 2017 CPR Training
December 6, 2017 Danto Furniture, GLEANERS
December 13, 2017 Cyberbullying
December 20, 2017 Pot Luck
January 9, 2018 GLEANERS
January 11, 2018 NWEA/Naiku: Test Strategies for students
January 17, 2018 Child Abuse
January 24, 2018 WIDA/ Immigration
January 31, 2018 Royal Prestige, Parent Survey Administration
February 7, 2018 GLEANERS
February 7, 2018 Healthier Generations
February 8, 2018 (PM) Immigration
February 14, 2018 Immigration Part 2: Rights and Responsibilities
February 20, 2018 Potluck
March 2, 2018 Adolescence Issues
March 7, 2018 GLEANERS
March 14, 2018 Carmanos Organization

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March 28, 2018 Cesar Chavez Birthday Celebration

April 3, 2018 Gleaners

April 4, 2018 M-Step Test-Taking Strategies

April 11, 2018 Field Trip

April 18, 2018 (PM) Immigration Lawyers

April 26, 2018 First Aid Training

May 2, 2018 GLEANERS

May 2, 2018 Senora Ayela

May 11, 2018 M.F.M.

May 17, 20 Tai Chi Sister Nina

June 5 GLEANERS

The calendar for the 2018-19 school year involving parent meetings is still being developed at this time. The needs of the community, parents and students will be at the focus of all meetings.

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

Parents are involved in every aspect of the school-wide plan:

Comprehensive Needs Assessment: Parents were given the Advanced Ed Survey. Results of the survey showed overwhelming satisfaction with the school environment ranging from student achievement to safety concerns.

School-wide Reform Strategies: With our school-wide strategy being MTSS, we have focused on various components of MTSS during parent meetings conducted every Wednesday.

Highly Qualified Staff: Parents could be involved by indicating their viewpoint on what is considered as a highly qualified staff member through surveys and parent meetings.

Attract and Retain Highly Qualified Staff: Parents fill out the annual survey that addresses academic programs and what their needs and wants are for the school. Over 90% of parents surveyed felt the teachers were highly qualified.

Professional Development: At the parent meetings parents learn about different strategies used with their children that can be used at home. They also receive tips on how to help students prepare for standardized testing.

Parental Involvement: Parents are involved in school-wide activities such as Heritage Night, Open House Parent Meetings, conferences, monthly newsletter, and other communications such as DOJO and ELL parent meetings

Assessment Decisions: Assessment scores are reported to parents at conferences and parent meetings. Parents receive an in-service on student results and how to read the results and comments.

Timely and Additional Assistance: Parents are notified about our MTSS process and are advised when their student is receiving help through MTSS interventions.

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Coordination and Integration of Federal, State, and Local Resource: During parent meetings, parents are informed of state laws and resources that are available to them.

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

Parents are involved in the evaluation of the school-wide plan through the parent surveys that are completed throughout the school year. This helps us to re-evaluate our school-wide plan. Additionally, the community liaison holds weekly meetings with parents that also provides a venue for parental involvement in the school-wide 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 | | |

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

Our guidelines for parental involvement are as follows:

1118 (e) (1):

School staff annually shares the State's content expectations with parents the State's annual assessment (M-STEP) with parents, and how to monitor their child's progress.

The State's assessment are explained at parent teacher conferences as well as monthly parent meetings.

1118 (e) (2)

Staff will provide parents with appropriate materials and offer training in our school to enable them to support their child's academic progress.

These include:

Training provided at monthly parent meetings.

Newsletters are sent out monthly with various suggestions on how parents can help their children.

1118 (e) (3)

On-going professional development for staff on effective ways to increase parent involvement occurs annually.

1118 (e) (4)

Coordination with other programs for parent involvement includes:

Monthly parent meetings and parent sign in logs.

1118 (e) (5)

Information is shared with parents in a language format they can understand with the use of translators and are evidenced through sign in

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logs.

1118 (e) (14)

Parents are provided with other reasonable support such as:

Access to all areas of the building according to ADA requirements. 'All newsletters and memos are in English and Spanish.

Computer and app skills training is provided to parents when needed

1118 (f)

Staff provides opportunities for full parent participation.

Access to all areas of the building according to ADA requirements.

All communication with parents is done both in English and Spanish.

Additional guidelines we strive to align our self with:

Be sure the first contact with parents is a positive one.

Communicate with parents straightforwardly and simply, avoiding educational "jargon."

Ensure that all parents have regular access to clear, concise, and easily readable information about their children's school and classroom.

Ask parents to share their concerns and opinions about school, and then address those concerns.

Accommodate parents' work schedules.

Accommodate language and cultural differences.

Establish regular, meaningful communication between hoe and school.

Promote and support parenting skills.

Encourage active parent participation in student learning.

Welcome parents as volunteer partners in schools.

Invite parents to act as full partners in making school decisions that affect children and families.

Reach out to the community for resources to strengthen schools.

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

Parent involvement components will be evaluated from the parent survey. Additionally parental involvements is monitored by parents attendance to meetings and activities, which is consistent and growing Feedback will be discussed with the leadership team in the district and with the school improvement team. Each year, at the end of each meeting, parents will receive a short questionnaire where they can express their opinions.

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

The feedback provided will allow us to monitor what is going well and what needs improvement and make adjustments accordingly.

Concerns will be addressed according to priority.

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

The parent compact is developed with leadership, parents, teachers, and students in accordance to student needs and concerns. In the beginning of the school year, an assembly is held that addresses student expectations. Additional parents are informed through open house activities and the student planners of the behavior, academic and social expectations. These all help to address concerns including consequences and rewards.

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

The parent compact is used to help parents understand the school-wide expectations and is reviewed during conferences. Also, the parent compact is introduced after the first month of school during parent involvement meetings. Parent sign the compact during the first parent teacher conference or open house.

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

We share information through the student planners, school calendar, class DOO, school signage, automated phone calls, and post cards for stake holders.

| 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.

On a large group level the community liaison goes over building wide results of the M-STEP, NWEA, WIDA testing through a presentation in English and Spanish. The parents are provided a copy of their own or daughter's data results during parent teacher conferences with English to Spanish translations provided. The teachers can provide individualized suggestions where students/parents can focus attention on remediation/mastery. Parents are encouraged to ask questions from teachers and school's leaders.

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?

While we don't have preschool aged students, we are in contact with parents that have siblings who are in preschool that attend our after school activities. These activities include: reading night, math night, heritage night, honors assembly, parent meetings, rights, etc We encourage parents of preschool age children to read to them, encourage them to make smart choices, give opportunities to dress themselves, put away toys or clothing, teach them to wash hands often and practice zipping and buttoning.

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?

While we don't have children in preschool, we have parents that have students in preschool. For these parents we encourage them to tread to their children often. This primes the students with expectations of future academic requirements such as reading, math, and developing social skills, encourage independence, and instill organizational skill.

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?

At the start of the school year we perform diagnostic testing NWEA, Focal Point K-12, grade level benchmark testing to identify which students need remediation and small group support or RTI. We have grade level meetings an staff meetings, ILCs, and teacher collaboration to review the data and make decisions about instruction. Tutoring, formative assessments, re-teaching, small group instruction based on student data are also used to guide instruction and measure growth.

NWEA is administered three times a year - Fall, Winter, and Spring. Focal Point K-12 and ILCs are administered quarterly.

M-STEP assessment is administered annually in the spring. All testing results are analyzed by staff and shared with our board members and parents individually through progress reports and conferences. Staff are required to have a data meeting to review their class data in January. Data walls are displayed throughout the school and in all classrooms.

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

Teachers individually and collaboratively analyze their student data, implement strategies that will increase learning outcomes. All teacher collect and input all the data. We decide what changes we can make and decide what we can re-teach. We collect, analyze, and repeat the instruction in order to improve academic excellence.

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.

We identify students based on data analysis meetings and previous M-Step test results. Students are then placed in intervention programs for supplemental remediation and monitored for progress throughout the year.

Our focus is to move those students to proficient who are in the bottom 30%. Identification/Criteria for Selection: Our school looks at a variety of tools to implement change. Student eligibility is determined by reviewing Dibels and DRA data at the beginning of the school year. NWEA (reading and math) assessments. If students score below grade level range, the teacher makes a recommendation for students to receive services. M-STEP results are reviewed at the fourth and fifth grade level for students who score at the not proficient level and they receive RTI services.

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?

We use the identification information to provide students with classroom and other interventions. The student is given access to small group instruction, lunch tutoring, and after school tutoring for remediation. Teachers review data during co-plan and RTI monthly meetings. Teachers analyze data to determine why students have or have not reached proficiency levels. Students are then scheduled for re-teach as needed and are then retested and they generally make significant gains mastering the concepts.

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

Accommodations, preferential or alternative seating, push-in ELLs, technology, lunch-time tutoring, leveled reading groups, small group instruction. In addition to students' learning styles, interest level and readiness, learning material and objectives are chunked into reasonable and appropriate content so that struggling students can achieve mastery of the concepts.

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.

Our major reform strategy is Response to Intervention (RTI) which supports our school-wide goals. We utilize a combination of general funds along with State, Local, and Federal money to support our school-wide program.

Tier 1 of RTI is the instruction for all students in all content areas and is funded by the general fund staff who teach core curriculum.

The Title 1 budget funds as Instructional Coach who works with teachers to perfect their overall instruction.

Tier 2 are interventions that take place within the classroom and is funded by general teaching staff, Title 1 teacher, Title 1 paraprofessionals, as well as 31a staff.

Tier 3 interventions are funded by general budget. Title 1 and 31a. There are Title teachers, title paraprofessionals, and 31a teachers who work with students in small group or individual settings on skills that help close the achievement gap. we also have a data coach funded by 31a that helps staff and students work with their data to target instruction.

Our school also receives Title 111 and Section 41 funds which allow us to work with our ELL students and provides extra support material for students in need of language acquisition. These supports include Rosetta Stone, Site licenses to support instruction, Professional Development (MABE Conference), parent workshops and materials, Site license for Brain Pop, Reading Horizon, RAZ Kids, after-school tutoring, and other resource materials to help EL students at lower level of proficiency.

Title III also supplements with a full time, certified ESL teacher. Our 31a funds provide professional development in all content areas, as well as RTI. If students do not improve in Tier 3 of RTI, then they may be evaluated for Tier 4 or Special Education services. Our special education services are funded by the general budget, as well as utilize funds from IDEA.

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.

Component 1: Comprehensive Needs Assessment (all stakeholders): general budget, Title I, Title III, 31a, IDEA, Section 41

Component 2: School-wide Reform Strategy, general budget, Title I, IIA, Title III, 31a, IDEA, Section 41

Component 3: Instruction by Highly Qualified Teachers: General budget

Component 5: High quality and ongoing PD: Title I Instructional Coach, General Budget PDs, IIA: PDs aligned with Comprehensive Needs Assessment, 31A Data Coach

Component 6: strategies to Increase Parental Involvement: General Budget, Title I, IIA, Title III, 31a

Component 7: Preschool Transition Strategies: NA

Component 8: Teacher Participation in Making Assessment Decisions: General Budget, Title I, IIA, Title III, 31a, IDEA

Component 9: Timely and Additional Assistance: General Budget, Title I, Title III, 31a, IDEA

Component 10: Coordination and Integration of Federal, State, and Local Resources: General Budget: Title I, Title IIA, Title III, 31a.

IDEA, Section 41

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.

We have a free and reduced lunch program for all students that attend the school. This is all monitored weekly and checked monthly to make sure students are being served.

We will provide funding for our social worker to be a homeless liaison. students will be tracked and monitored based on their home survey that describes their living environment and all information will be stored in power school.

Evaluation:

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

At the end of the school year, our staff convenes and collectively discusses the status and achievement of our students. We review the data collected throughout the year and share with all stakeholders. The data is printed in graph form and is displayed throughout the buildings and in all teachers classroom. We discussed what went well and what is needed to advance the students. we make recommendations on what programs are working and the ones that are in need of replacement. This procedures is based on the MDE program evaluation tool.

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.

Administrators, teachers, and stakeholders review data from the State's annual assessment to look at trends and discuss needed changes in the program. This year we will be changing our science and social studies core to the NGSS. All grade levels have been made aware of the changes and reflective on the pacing guides for the following school year.

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

The school uses the MDE program evaluation tool to determine whether the school wide program has been effective in increasing the achievement of students who are furthest from achieving the standards by analyzing the M-STEP, NWEA data, processing and perception surveys to recognize downwards trends and discuss ways these can be addressed through available programs.

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?

Based on the information analyzed from both 2016-17 school year and the 2017-18 school year, students are making excellent growth and the staff will continue to use the LLI program. Each year, staff will attend a training to review the program at Wayne RESA (our local ISD).

A couple of revisions we are considering for the 2018-29 school year is an increase in progress monitoring for students. It is currently time consuming and teachers are not collecting enough progress monitoring data. Also, books for the LLI program need to be purchased.

CCA Intermediate Goals 2018-19

Overview

Plan Name

CCA Intermediate Goals 2018-19

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 CCA-UE will become proficient in Mathematics. | Objectives: 2 Strategies: 4 Activities: 22 | Academic | \$286418 |
| 2 | All students at CCA-UE will be proficient in Reading | Objectives: 1 Strategies: 7 Activities: 20 | Academic | \$433310 |
| 3 | All students at CCA-UE will be proficient in Writing | Objectives: 1 Strategies: 1 Activities: 3 | Academic | \$2050 |
| 4 | All students at CCAUE will be proficient in Science | Objectives: 1 Strategies: 4 Activities: 10 | Academic | \$156532 |
| 5 | All students at CCAUE will be proficient in Social Studies. | Objectives: 1 Strategies: 1 Activities: 4 | Academic | \$126000 |
| 6 | All students at CCA-UE will be proficient in Writing | Objectives: 1 Strategies: 1 Activities: 3 | Academic | \$2050 |
| 7 | Response to Intervention Program | Objectives: 1 Strategies: 1 Activities: 1 | Academic | \$164683 |

Goal 1: All students at CCA-UE will become proficient in Mathematics.

Measurable Objective 1:

27% of Third, Fourth and Fifth grade Black or African-American, Asian, 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 demonstrate a proficiency in grade level skills in Mathematics by 06/15/2018 as measured by the M-Step (or state assessment), NWEA, and common assessments..

Strategy 1:

Differentiated instruction - Teachers will provide instruction that is sufficiently diversified so as to address the needs of students not achieving proficiency in mathematics, including low performing sub-groups at each grade level.

Category: Mathematics

Research Cited: Best Practice: New Standards for Teaching and Learning in America's Schools (Zemelman et. al., 2005); The Art & Science of Teaching (Marzano, 2007); Literacy Strategies for Improving Mathematics Instruction (Kenny et. al., 2005); Making Content Comprehensible for English Language Learners (Echevarria et. al., 2004).

Tier: Tier 1

| Activity - After-school tutoring for at-risk students | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| The school will offer a free, after-school tutoring program three days per week, focusing on improving math skills (for students who are below grade level in math) | Extra Curricular | Tier 2 | Implement | 10/02/2017 | 05/25/2018 | \$23310 | Title I Part A | School leader, Instructional Coach, Tutors |
| Activity - Provide Bilingual Staff | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The academy will provide an ESL paraprofessional 1 per grade level to aid LEP/EL students both during regular classroom instruction and in pull-outs. | Academic Support Program | Tier 2 | Implement | 09/11/2017 | 06/15/2018 | \$14983 | Section 31a | School leader, Instructional Coach |
| Activity - ESL Tutoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The academy will provide a free, after-school tutoring program three times per week for LEP/EL students. | Implementation | Tier 2 | Monitor | 10/02/2017 | 05/25/2018 | \$4995 | Section 31a | School Leader, Instructional Coach |

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Cesar Chavez Academy Intermediate

| Activity - Math Interventionists | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|---------|------------|------------|-------------------|--|--|
| The academy will provide math interventionists 1 per grade level to work with students who are achieving below grade level, and to provide academic support to classroom teachers | Academic Support Program | Tier 2 | Monitor | 10/02/2017 | 05/25/2018 | \$150480 | Title I Part A, Section 31a, Title I Part A | School Leader, Instructional Coach |
| Activity - Increase student participation | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Students will regularly use written response boards or student response devices (clickers) to increase the participation of each student in lessons, and to help teachers gauge student understanding and lesson effectiveness. Teachers will also use pairing of students to allow students to feel more comfortable sharing in pairs with peers. | Academic Support Program | Tier 1 | Monitor | 09/05/2017 | 06/15/2018 | \$0 | No Funding Required | All teachers |
| Activity - Instructional Coach | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The academy will provide an instructional coach to work with teachers on improving classroom instruction, data analysis, and progress monitoring. | Academic Support Program | Tier 2 | Monitor | 07/01/2017 | 06/30/2018 | \$72463 | Title I Part A, Title II Part A, Title II Part A | School Leader |
| Activity - Summer program | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The school will offer a free, four-week academic summer program, focusing on improving math skills (for students who are below grade level in math). | Academic Support Program | Tier 2 | Monitor | 07/09/2018 | 08/10/2018 | \$12787 | Section 31a, Section 31a | School leader, instructional coach, summer program instructors |
| Activity - Use of manipulatives | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers at all grade levels will provide students with manipulatives such as unifix cubes, counters, and tangrams to use in order to learn math concepts and to master skills | Direct Instruction | Tier 1 | Monitor | 09/05/2017 | 06/15/2018 | \$0 | No Funding Required | All teachers, Instructional Coach (manipulative supply and implementation) |

School Improvement Plan

Cesar Chavez Academy Intermediate

| Activity - Technology | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|--------|---------------|------------|------------|-------------------|-------------------|---|
| The staff will integrate technology across the curriculum in order to deepen and enhance the learning process. To accomplish this, the technology will support active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. This integration will be achieved by making the use of technology part of a routine as it supports curricular goals. | Technology | Tier 1 | Monitor | 08/24/2017 | 06/19/2018 | \$0 | Title II Part A | School Leader |
| Activity - Technology Access | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| To ensure an effective integration of technology, interactive boards and the technology to run them will be added to select classrooms. iPads, Chromebooks, tablets, and other electronic devices will be available for classroom activities. Students will have access to school computer labs, desktops, laptops and/or other electronic devices allowing them to use this technology to do research for papers and projects, take assessments, and produce reports. | Technology | Tier 1 | Monitor | 08/24/2017 | 06/19/2018 | \$0 | Title II Part A | School Leader, Instructional Coach, All teachers |
| Activity - Alignment of curriculum, instruction, and assessment | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Naiku, or a program similar, is an online assessment platform that will be used to monitor and track the progress of students' understanding of the grade level content (including the Common Core State Standards, Michigan Science Standards, and Social Studies Standards). It will also drive instruction by providing a link between content standards and student achievement, allowing for targeted interventions and support for students in all Tier levels. | Technology | Tier 1 | Getting Ready | 08/22/2017 | 06/19/2018 | \$0 | Title I Part A | School Leader, Instructional coach, All teachers, support staff |

Strategy 2:

Focus on basic math skills - Teachers will provide instruction that focuses on basic math skills, vocabulary, computational fluency, problem solving, and math process strategies. A 45 minute period will be placed into a math block of 90 minutes to reinforce basic skills.

Category: Mathematics

Research Cited: Best Practice: New Standards for Teaching and Learning in America's Schools (Zemelman et. al., 2005); The Art and Science of Teaching (Marzano, 2007); Literacy Strategies for Improving Mathematics Instruction (Kenney et. al., 2005); Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement (Marzano et. al., 2001).

Tier: Tier 1

School Improvement Plan

Cesar Chavez Academy Intermediate

| Activity - Computer applications | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|--------|---------------|------------|------------|-------------------|---------------------|--|
| Students will use computer software programs (Moby Max, My Math online) to practice computational skills (including programs for EL students) on a weekly basis. | Technology | Tier 1 | Getting Ready | 09/05/2017 | 06/15/2018 | \$7400 | Title I Part A | Classroom teachers, instructional support staff, instructional coach |
| Activity - Daily practice of basic math skills | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will provide opportunities for students to take part in daily interactive practice of basic math skills appropriate for each grade level using My Math, and Engage NY and INSEPECT bank items. | Direct Instruction | Tier 1 | Getting Ready | 09/05/2017 | 06/15/2018 | \$0 | No Funding Required | All teachers, instructional support staff |
| Activity - Improve computation and estimation skills | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Students will develop and/or enhance computational skills, solve real world computation problems, and apply a variety of estimation strategies when given problems. Students will use INSPECT bank items in Naiku platform. | Direct Instruction | Tier 1 | Implement | 09/05/2017 | 06/15/2018 | \$0 | No Funding Required | All teachers |
| Activity - Vocabulary activities aligned to CC | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will increase the use and emphasis of math vocabulary (Engage NY and MyMath) during instruction time and students will complete vocabulary activities on a weekly basis. Vocabulary will highlight prerequisite and new vocabulary from curriculum standards, as well as assessment vocabulary from M-Step, NWEA, and SRO Curriculum documents. | Direct Instruction | Tier 1 | Monitor | 09/05/2017 | 06/15/2018 | \$0 | No Funding Required | All teachers, instructional support staff |

Strategy 3:

Instructional best practices - Teachers will plan and provide mathematics lessons that include the use of nonlinguistic representations of concepts (where possible), cooperative learning activities, and instructional best practices (such as effective questioning and cuing techniques, and the use of graphic organizers). Teachers will also regularly use manipulatives and technology to enhance understanding of math concepts.

Category: Mathematics

Research Cited: Best Practice: New Standards for Teaching and Learning in America's Schools (Zemelman et. al., 2005); The Art and Science of Teaching (Marzano, 2007); Literacy Strategies for Improving Mathematics Instruction (Kenney et. al., 2005); Classroom Instruction that Works: Research-based Strategies for Increasing

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Student Achievement (Marzano et. al., 2001).

Tier: Tier 1

| Activity - Best practices for teaching math aligned to Common Core | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|-----------|------------|------------|-------------------|---------------------|---|
| All teachers and instructional staff will demonstrate an understanding of and will utilize the most effective research-based best practices for teaching math and increasing student achievement. | Professional Learning | Tier 1 | Implement | 09/05/2017 | 06/15/2018 | \$0 | No Funding Required | All teachers; instructional coach; school leader |
| Activity - Grade level meetings | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Grade level teachers will meet on a regular basis to focus on and collaborate about instructional best practices. | Communication | Tier 1 | Implement | 09/05/2017 | 06/15/2018 | \$0 | No Funding Required | All teachers; instructional support staff; instructional coach; school leader |
| Activity - Lesson objectives | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will make the objective of each lesson known to students at the start of instruction so that students know what they are learning and why. | Direct Instruction | Tier 1 | Monitor | 09/05/2017 | 06/15/2018 | \$0 | No Funding Required | All teachers |
| Activity - Math coach | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| A Math coach will be contracted to provide job-embedded professional development to teachers in best practices for mathematics instruction. This will be done through the use of instructional learning cycles. The Math coach will meet with teachers during staff and grade level meetings to discuss depth of knowledge, common assessments and highly effective teaching strategies. | Teacher Collaboration | Tier 1 | Implement | 09/05/2017 | 06/15/2018 | \$0 | Title II Part A | School Leader |
| Activity - Math coach | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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Cesar Chavez Academy Intermediate

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|--|---------|--------|---------|------------|------------|-----|---------------------|---------------|
| Math coach will observe instruction in the classroom to guide the processes and provide feedback to impact student learning. | Monitor | Tier 1 | Monitor | 09/05/2017 | 06/15/2018 | \$0 | No Funding Required | School Leader |
|--|---------|--------|---------|------------|------------|-----|---------------------|---------------|

| Activity - School Leadership Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|---------------------|------------------------------------|
| The school leader and instructional coach will participate in monthly trainings that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. These trainings will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, cultivate leadership in others, improve instruction, and manage people, data, and processes. | Professional Learning | Tier 1 | Implement | 08/24/2017 | 06/15/2018 | \$0 | No Funding Required | School Leader, Instructional Coach |

Measurable Objective 2:

4% of Students with Disabilities students will demonstrate a proficiency on the 2016-17 assessment in Mathematics by 06/15/2018 as measured by the M-Step (or state assessment), NWEA, and common assessments .

Strategy 1:

Objectives - Setting clear learning objectives for all students, including special education students.

Category: Mathematics

Research Cited: Marzano's high yield strategies.

Tier: Tier 3

| Activity - Lesson Plan Collaboration | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|---------------------|--|
| Lesson plans will be completed in collaboration between general education and special education teachers. The general education teacher prepares the first draft of the lesson plan. The special education and general education teachers then meet to discuss the plan. The special education teacher then creates a separate lesson plan, which mirrors the general education plan but modifies it based on the needs of the special education students in the class. Planning time will be built into the schedule to allow for this collaboration time. | Teacher Collaboration | Tier 3 | Implement | 08/24/2017 | 06/15/2018 | \$0 | No Funding Required | School Leader, Instructional Coach, All teachers |

Goal 2: All students at CCA-UE will be proficient in Reading

Measurable Objective 1:

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42% of Third, Fourth and Fifth grade Black or African-American, Asian, 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 demonstrate a proficiency in reading in English Language Arts by 06/29/2018 as measured by M-Step (or State Assessment), Global Scholars, WIDA/ELPA, Common Assessments, DRA.

Strategy 1:

Response to Intervention Program - Students will receive multiple opportunities for extended learning opportunities to engage in supplemental support to address their areas of weakness in writing and reading. Various forms of data will be analyzed to decide what research and evidenced based resources should be selected to narrow the gap in achievement. Teachers will meet regularly (every 3-4 weeks) with administration and ancillary staff to discuss the progress of students in tier 2 and 3 while documenting the effectiveness of the interventions to decipher what other measures need to be taken to progress the student along. Also, professional developments will be planned to ensure teachers and instructional support staff are equipped with the necessary research and tools to curtail further decline in academic growth.

Category: English/Language Arts

Research Cited: RTI network

Tier: Tier 2

| Activity - Daily Targeted Interventions | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|---------|------------|------------|-------------------|-------------------|---|
| Title 1 Teachers will devise a plan with the general education teacher to provide interventions on a daily basis for at least an hour with progress monitoring tools, Leveled Literacy Interventions, hands-on manipulatives, technology and games. | Academic Support Program | Tier 1 | Monitor | 09/11/2017 | 06/15/2018 | \$164683 | Title I Part C | School leader, instructional coach, instructional staff and support staff |
| Activity - Professional Development on RTI program | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| At least three sessions throughout the year will be planned to provide the CCA staff with information, data and interventions associated with the success of RTI and Language Arts. Train the interventionists on the Leveled Literacy Interventions Program. | Professional Learning | Tier 2 | Monitor | 09/11/2017 | 06/15/2018 | \$4200 | Title II Part A | School leader, coach and instructional staff |
| Activity - Increase Use of Research and Evidence Based Interventions | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Students will be exposed to a myriad of resources allocated from grant funds to intentionally help increase, fluency, comprehension, phonemic awareness, etc. during RTI time on a daily basis to also promote engagement and motivation in students. | Direct Instruction | Tier 1 | Monitor | 09/11/2017 | 06/15/2018 | \$3000 | Title I Part A | School leader, coach and instructional staff |

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Cesar Chavez Academy Intermediate

| Activity - Use of Instructional Support Staff | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|---------|------------|------------|-------------------|-------------------|-------------------------|
| Instructional support staff provide small group instruction using materials that directly address the students areas of academic need for at least forty minutes, 4 days a week. | Academic Support Program | Tier 1 | Monitor | 09/11/2017 | 06/15/2018 | \$150456 | Section 31a | Coach, staff and leader |

Strategy 2:

Technology Integration - Various measurements will be utilized, monitored and evaluated to provide students with different methods teaching and learning. Hardware and software are available in every classroom to assist students with the learning standards/skills and expectations for each grade level. Reading and writing software such as Raz-kids, StudyIsland, Solo 6 and other adaptive technology are encouraged by administration to use as a tool to meet the academic levels of each learner. Teachers will teach computer skills such as typing, dragging and editing. Teachers will increase stamina of students typing skills in preparation for State Assessments.

Category: Technology

Research Cited: n/a

Tier: Tier 1

| Activity - Site Licenses to Engage Learners | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|--------|-----------|------------|------------|-------------------|-------------------|------------------------------------|
| On a weekly basis, teachers will plan for students to work at their level on tasks through games, auditory learning and applying test taking skills with software such as Star Reader/Accelerated Reader, RAZ kids, StudyIsland, and Scholastic News that provide real time data to drive instruction. | Technology | Tier 1 | Implement | 09/11/2017 | 06/15/2018 | \$7400 | Title I Part A | Instructional Staff, Coach, Leader |

| Activity - Professional Development on Using Technology with Elementary Students | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---------------------------------------|
| At least two sessions, on or off site, will be offered for teachers to attend to receive research on the impacts of reading and writing in relationship to technology. Teacher choices include; Accelerated Reader, iPad training, Promethean training, Solo6. | Professional Learning | Tier 1 | Implement | 09/11/2017 | 06/15/2018 | \$2500 | Title II Part A | Instructional staff, coach and leader |

Strategy 3:

Best Practices/Strategies in Reading and Writing - The administrative team will gather information from Comprehensive Needs Assessment (CNA) to present to the staff on the various areas of weakness across the grade levels to decipher what internal and external factors contribute to the decline/incline in achievement. Teachers will build background knowledge, explicitly teach domain-specific vocabulary, provide students with opportunities for peer interaction, ask students to answer higher order thinking questions and develop their own HOTS questions. Teachers will model writing in the content of reading and expect students to write fluently about topics in reading. Teachers will provide students with graphic organizers, sentence stems and model the use of these in learning.

Category:

Research Cited: n/a

School Improvement Plan

Cesar Chavez Academy Intermediate

Tier: Tier 1

| Activity - Professional Development on Reading Best Practices and Assessment | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|---------|------------|------------|-------------------|----------------------------------|--------------------------------|
| Students will academically benefit from lessons that are engaging, meet their needs, and work with resources that teachers and support staff deliver with reading instruction. Instructional staff will participate in a professional development on best practices specifically Making Meaning, Independent reading, Adolescent Accelerated Reading Initiative. | Professional Learning | Tier 1 | Monitor | 09/11/2017 | 06/15/2018 | \$4800 | Title II Part A, Title II Part A | School leader, coach and staff |

| Activity - Professional Development on Writing Strategies | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|---------|------------|------------|-------------------|-------------------|---|
| Students will academically benefit from lessons that are engaging, meet their needs, and work with resources that teachers and support staff deliver with writing instruction. Instructional staff will participate in a professional development on best practices and will be expected to use these techniques in writing across all the content areas. Writing program training and implementation. | Professional Learning | Tier 1 | Monitor | 09/11/2017 | 06/15/2018 | \$4500 | Title II Part A | School leader, coach, instructional staff |

| Activity - Monitoring of Best Practices in ELA | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|--------|---------|------------|------------|-------------------|--------------------------------|------------------------------------|
| Instructional staff will be monitored by the coach and leader when viewing instruction firsthand by conducting walk-through weekly and teachers will receive a copy. Instructional Coach will provide teachers with specific support and feedback based on classroom observations. | Monitor | Tier 1 | Monitor | 09/11/2017 | 06/15/2018 | \$68393 | Title I Part A, Title I Part A | Leader, coach, instructional staff |

Strategy 4:

Parental and Family Engagement - Families will be informed on strategies to assist their children at home and also be invited to meetings that will enhance their knowledge of the English language and community based programs.

Category: School Culture

Research Cited: n/a

Tier: Tier 1

| Activity - Bi-Weekly Curriculum Briefing for ELA | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

School Improvement Plan

Cesar Chavez Academy Intermediate

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|--|--------------------|--------|-----------|------------|------------|--------|----------------|-------------------------|
| Bi-weekly meetings will be held by parent liaison and staff to connect with families to increase participation and encourage families to become more aware of the expectations for learning. Refreshments and literature will be provided for families and children during these activities as well. | Parent Involvement | Tier 1 | Implement | 09/11/2017 | 06/15/2018 | \$2150 | Title I Part A | Coach, leader and staff |
|--|--------------------|--------|-----------|------------|------------|--------|----------------|-------------------------|

Strategy 5:

Increase Use of Reading Strategies Across Content Areas - Staff will receive training on Making Meaning reading program, reader's workshop, and guided reading in small groups to provided good reading strategies to all students.

Category:

Research Cited: n/a

Tier: Tier 1

| Activity - SIOP Training and Coaching for Instructional staff | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|--------|---------|------------|------------|-------------------|-------------------|--|
| ESL coach will provide monthly feedback to the staff and administration on the progress of SIOP training and techniques being utilized to assist with the ESL/ELL population across all content. | Monitor | Tier 1 | Monitor | 09/11/2017 | 06/15/2018 | \$7826 | Title III | Leader, coach, ESL coach and instructional staff |

| Activity - High Interest/Low Leveled Readers in Spanish and English | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|--------|---------|------------|------------|-------------------|-------------------|--------------------------|
| Literature will be used across all contents to teach reading skills to narrow the gap in achievement with ELL/ESL students and other students who need to strengthen reading skills. | Direct Instruction | Tier 1 | Monitor | 09/11/2017 | 06/15/2018 | \$1602 | Title III | Leader, coach, and staff |

| Activity - Build and Strengthen Academic Vocabulary | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|--------|-----------|------------|------------|-------------------|---------------------|-------------------|
| Teachers will use a vocabulary program to teach new vocabulary. The Making Meaning program will be used 4 days a week and fidelity to the program will be monitored by the Instructional Coach. | Direct Instruction | Tier 1 | Implement | 09/11/2017 | 06/15/2018 | \$0 | No Funding Required | n/a |

| Activity - Daily Use of Higher Order Thinking Skills/Bloom's Taxonomy | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|--------|-----------|------------|------------|-------------------|---------------------|--|
| Teachers will require students to support their ideas, inferences, and opinions with logical reasons and text evidence. Teachers will have students create and answer questions at various depths of knowledge across the curriculum. Instructional staff will confirm this through bi-weekly walk-throughs. | Direct Instruction | Tier 1 | Implement | 09/11/2017 | 06/15/2018 | \$0 | No Funding Required | All instructional staff, instructional coach |

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| Activity - ELA coach | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|-------------------|
| An ELA coach will be contracted to provide job-embedded professional development to teachers in best practices for ELA instruction. This will be done through the use of instructional learning cycles. The ELA coach will meet with teachers during staff and grade level meetings to discuss depth of knowledge, common assessments and highly effective teaching strategies. | Professional Learning | Tier 1 | Implement | 08/21/2017 | 06/15/2018 | \$0 | Title II Part A | School Leader |

Strategy 6:

Data Driven Decision Making - 1) We will develop a data team.

2) We will use data to determine what professional development is needed to improve student performance.

3) We will use benchmark data from NWEA, Running Records, and Writing.

Category: English/Language Arts

Research Cited: n/a

Tier: Tier 1

| Activity - Data Analysis of Local Assessments | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|--------|----------|------------|------------|-------------------|--------------------|-------------------|
| NWEA, MiStep, WIDA/ELPA, Running Records, and common grade-level assessments will be examined to measure students' levels of mastery to drive instruction. | Evaluation | Tier 1 | Evaluate | 09/11/2017 | 06/15/2018 | \$5300 | Title I Schoolwide | Coach and Leader |

| Activity - Professional Development on WIDA/ELPA | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|-------------------------|
| Instructional staff will receive training on how to analyze results from the state test WIDA to drive instruction. | Professional Learning | Tier 1 | Implement | 09/11/2017 | 06/15/2018 | \$500 | Title III | School leader and coach |

| Activity - Multiple Meeting Times to Discuss Data | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|--------|---------|------------|------------|-------------------|---------------------|-------------------|
| Planned meetings to discuss data with general ed, special ed, paraprofessionals and support staff exists in many forms such as RTI, SIP, Grade level and Staff meetings. | Policy and Process | Tier 1 | Monitor | 09/11/2017 | 06/15/2018 | \$0 | No Funding Required | Leader and Coach |

| Activity - Consistent Use of Formative and Summative Assessments | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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School Improvement Plan

Cesar Chavez Academy Intermediate

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|--|--------------------|--------|----------|------------|------------|-----|---------------------|---------------------------------------|
| Teachers and support staff will analyze results for formative and summative assessments to plan and revise lesson delivery and strategies to determine what other materials or review is needed for the students' comprehension of material. | Policy and Process | Tier 1 | Evaluate | 09/11/2017 | 06/15/2018 | \$0 | No Funding Required | Leader, coach and instructional staff |
|--|--------------------|--------|----------|------------|------------|-----|---------------------|---------------------------------------|

Strategy 7:

School Truancy Liason - The goal to reducing truancy and poor attendance is to locate the underlying problem of absinteeism. This will enable schools to become more proactive in developing a plan for students so they can attend school regularly.

Regular school attendance enables students to maintain current class assignment course completions and enable students to continue on the path to high employment and higher education.

Category: School Culture

Research Cited: <http://www.legislature.mi.gov/documents/mcl/pdf/mcl-451-1976-2-24.pdf>

Tier: Tier 2

| Activity - Truancy Officer Meetings | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|---------------|------------|------------|-------------------|-------------------|---|
| The CCA Intermediate school has hired a truancy liaison to address several students with severe truancy. 12% of students in the school have severe truancy issues with more than 20 days per school year. | Academic Support Program, Community Engagement, Parent Involvement, Policy and Process | Tier 2 | Getting Ready | 08/24/2017 | 06/21/2019 | \$6000 | General Fund | School Leader, Instructional Coach, Social Worker |

Goal 3: All students at CCA-UE will be proficient in Writing

Measurable Objective 1:

57% of Third, Fourth and Fifth grade Black or African-American, Asian, 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 demonstrate a proficiency of 45% or higher on the State Assessment and Global Scholar Language Arts exams. This will be monitored through benchmark testing and data meetings. in English Language Arts by 06/15/2018 as measured by State Assessment, NWEA, classroom assessments, StudyIsland and other progress monitoring assessments.

Strategy 1:

Writing Across the Curriculum - Writing will be a great focus in all content areas when using rubrics, curriculum resources and communicating standards for Common Core Writing.

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Category: English/Language Arts

Research Cited: [http://www.ttms.org/PDFs/06%20Writing%20Across%20the%20Curriculum%20v001%20\(Full\).pdf](http://www.ttms.org/PDFs/06%20Writing%20Across%20the%20Curriculum%20v001%20(Full).pdf)

Tier: Tier 1

| Activity - Supplemental Materials for Writing Program | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|--------|---------|------------|------------|-------------------|---------------------|---|
| Students will increase their ability to use the six + one traits when using supporting activities to increase comprehension and mastery of ELA/Writing Common Core. We will need additional paper in order print all of the materials needed for each student. | Direct Instruction | Tier 1 | Monitor | 09/11/2017 | 06/15/2018 | \$1500 | Title I Part A | School leader, coach, instructional staff |
| Activity - Use of Graphic Organizers | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Students will use graphic organizers to better understand and organize their thoughts for writing. Teachers will model how to use graphic organizers before expecting students to use them with mastery. | Direct Instruction | Tier 1 | Monitor | 09/11/2017 | 06/15/2018 | \$550 | General Fund | School leader, instructional coach, instructional staff |
| Activity - Teacher Modeling of Expectations | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Students will use teacher's examples to guide them in the writing process. Teachers will model examples to demonstrate exemplary examples. | Direct Instruction | Tier 1 | Monitor | 09/11/2017 | 06/15/2018 | \$0 | No Funding Required | Instructional staff, coach and administration |

Goal 4: All students at CCAUE will be proficient in Science

Measurable Objective 1:

18% of Third, Fourth and Fifth grade Black or African-American, Asian, 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 demonstrate a proficiency 75% or greater in Science by 06/15/2017 as measured by M-Step (or State Assessment), Study Island and Kc4 Curriculum Assessments or common teacher-made grade level assessments..

Strategy 1:

Real Life Applications to the Real World - Students will explore real-life science concepts through hands-on investigations of essential science questions, field-trips and 5th grade science camp.

School Improvement Plan

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Category: Science

Research Cited: n/a

Tier: Tier 1

| Activity - Hands On or Inquiry based science instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Using data from Science benchmarks, the leader along with staff will select and purchase scientific related resources to address the area of concern. Science kits, live animals, leveled readers, additional science lab materials will be purchased to transform our science classes offering inquiry based and hands-on instruction dependent upon the Michigan Science Standards. | Direct Instruction | Tier 1 | Monitor | 09/11/2017 | 06/15/2018 | \$8500 | Section 31a | School Leader, Instructional Coach, and staff |
| Activity - Bi- Yearly Field Trips/Off Campus Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Students will make connections to real life through field trips to museums, factories and other locations that encourage scientific inquiry. | Field Trip | Tier 1 | Implement | 09/11/2017 | 06/15/2018 | \$2500 | Title I Part A | Leader and Coach |
| Activity - Materials | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Update Foss Kits (consumables) and supplemental materials for science projects. | Materials | Tier 1 | Monitor | 09/11/2017 | 06/15/2018 | \$0 | Section 31a | School Leader, Curriculum Coach |

Strategy 2:

Effective Implementation of the Curriculum - Teachers will unpack the Michigan Curriculum Science standards, begin looking at the New MI Science Standards, write pacing guides and develop meaningful science lessons.

Category: Science

Research Cited: n/a

Tier: Tier 1

| Activity - Professional Development on the Science Curriculum | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

School Improvement Plan

Cesar Chavez Academy Intermediate

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|---|-----------------------|--------|-----------|------------|------------|-------|-----------------|------------------|
| Teachers will attend professional development that educates them on the new standards (NGSS) and the strategies needed to implement the Michigan Science Curriculum successfully. We need professional development on implementing the updated FOSS kits in order to help teachers use the kits in the classroom. | Professional Learning | Tier 1 | Implement | 08/22/2017 | 06/15/2018 | \$434 | Title II Part A | Leader and coach |
|---|-----------------------|--------|-----------|------------|------------|-------|-----------------|------------------|

| Activity - Center Based Instruction to Address Weaknesses | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|--------|---------------|------------|------------|-------------------|-------------------|-------------------|
| Teachers will plan to use more centers to teach science with literature, games and experiments to teach the curriculum. | Direct Instruction | Tier 1 | Getting Ready | 08/22/2017 | 06/15/2018 | \$5000 | Section 31a | Leader and Coach |

| Activity - Align Maps, Pacing Guides and Lesson Plans | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|--------|---------|------------|------------|-------------------|---------------------|---------------------------------------|
| Teachers will unpack the Science Michigan Curriculum Framework to write a pacing guide and lessons. They will also begin examining the New Michigan Science Standards for comparison. | Policy and Process | Tier 1 | Monitor | 08/22/2016 | 06/15/2018 | \$0 | No Funding Required | Leader, coach and instructional staff |

| Activity - Professional Development on Mapping and Pacing Guides | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|-------------------------|
| As a result of sustainable professional development, teachers will align the curriculum with maps and pacing guides to monitor the mastery and delivery of all lessons needed to be taught throughout the school year. Students be taught all skills needed to progress to the next grade level while using various resources to do so. | Professional Learning | Tier 1 | Implement | 08/22/2017 | 06/15/2018 | \$3624 | Title II Part A | School leader and coach |

Strategy 3:

Differentiated Instruction - n/a

Category:

Research Cited: n/a

Tier: Tier 1

| Activity - Use of Technology/Site licenses | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|--------|---------|------------|------------|-------------------|-------------------|---------------------------------------|
| Study Island and other software will be utilized by teachers and students to help in understand material to reach mastery on assessments. | Technology | Tier 1 | Monitor | 09/11/2017 | 06/15/2018 | \$7400 | Title I Part A | Leader, coach and instructional staff |

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| Activity - High Interest Informational Text | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|--------|---------------|------------|------------|-------------------|-------------------|---------------------------------------|
| Informational text will be used more in the classroom to teach reading for meaning and introduce students to scientific content. Tradebooks related to the science curriculum, National Geographic for kids (magazine and online), Discovery Education online and United Streaming will all be used to supplement the Science Curriculum. | Direct Instruction | Tier 1 | Getting Ready | 08/22/2017 | 06/15/2018 | \$1200 | Section 31a | Leader, Coach and instructional staff |

Strategy 4:

Extended Learning Opportunities Through the RTI process - n/a

Category: Science

Research Cited: n/a

Tier: Tier 1

| Activity - Summer School Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|--------|-----------|------------|------------|-------------------|-------------------|----------------------------|
| Summer school program will target the lowest achieving students from the gathering of different data sources to meet the skills and standards that the students struggle with. Materials will be purchased to supplement the curriculum during the summer to offer hands on manipulatives, games, science experiments, technology and literature. Teachers and paraprofessionals will provide small class instruction and progress monitor during the four week summer school. | Direct Instruction | Tier 1 | Implement | 07/05/2018 | 08/03/2018 | \$127874 | Section 31a | Leader, coach and teachers |

Goal 5: All students at CCAUE will be proficient in Social Studies.

Measurable Objective 1:

20% of Third, Fourth and Fifth grade Black or African-American, Asian, 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 demonstrate a proficiency 75% or higher in Social Studies by 06/15/2018 as measured by State assessment, Study Island and MC3 Curriculum assessments..

Strategy 1:

Differentiated Instruction - Students will be educated on Social Studies topics in various ways such as technology, literature, plays, field trips. Lessons will delivered with various strategies to engage all students and increase the level of mastery on assessments. The instructional coach and leaders will monitor classroom instruction to ensure students are receiving a quality education that meets their needs.

Category: Social Studies

Research Cited: Carol Tomilson's Articles and Literature on Differentiated Instruction

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Tier: Tier 1

| Activity - Collaborative Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|----------|------------|------------|-------------------|---------------------|---|
| Students will work with peers at various ability levels to engage in lesson acquisition, learning new vocabulary, reviewing materials and completing projects. Resources such as trade books for social studies, 3rd grade Michigan History books, and pull down maps will be used in each classroom to supplement social studies instruction. | Direct Instruction | Tier 1 | Monitor | 09/11/2017 | 06/15/2018 | \$0 | No Funding Required | School leader, coach and instructional staff |
| Activity - Use of Multi Sensory Manipulatives | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Students will display and enhance comprehension skills in connections with social studies in groups and independently. | Direct Instruction | Tier 1 | Monitor | 09/11/2017 | 06/15/2018 | \$2500 | Section 31a | School leader, instructional coach, instructional coach |
| Activity - Use of Technology | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Technology will be utilized to explain history and geography along with other concepts and create real-life connections. Online resources such as National Geographic for Kids online and magazine, Brain Pop Jr, Study Island, Discovery Education and United Streaming will be used to supplement the Social Studies curriculum. | Technology | Tier 1 | Monitor | 09/11/2017 | 06/15/2018 | \$120000 | Title I Part A | School leader, coach and instructional staff |
| Activity - Professional Development on Using DI and Technology | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| On site and off site professional learning opportunities that address Mc3 (Social Studies curriculum) will be available and encouraged by the administration team to attend and utilize the strategies and techniques presented in the professional development. | Professional Learning | Tier 1 | Evaluate | 09/11/2017 | 06/15/2018 | \$3500 | Title II Part A | School leader, coach and instructional staff |

Goal 6: All students at CCA-UE will be proficient in Writing

Measurable Objective 1:

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A 65% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency of 10% or higher on State Assessment in Writing by 06/08/2018 as measured by Benchmark testing as measured by State Assessment, classroom assessments, and other progress monitoring assessments..

Strategy 1:

Writing Across the Curriculum -

Writing Across the Curriculum enhances reading-writing-representing connections and deepens understanding of all subjects for all students. In fact, writing in English Language Arts can be used as a higher level thinking tool. When used well, writing assignments help learners improve critical and creative thinking.

Category: English/Language Arts

Research Cited: http://www.bcps.org/offices/lis/writing/secondary/docs/ELA_WAC_263481_7.pdf

Tier: Tier 1

| Activity - Supplemental Materials for Writing Program | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|--------|---------|------------|------------|-------------------|---------------------|---|
| Students will increase their ability to use the six + one traits when using supporting activities to increase comprehension and mastery of ELA/Writing Common Core. We will need additional paper in order to print all of the materials needed for each student. | Direct Instruction | Tier 1 | Monitor | 09/11/2017 | 06/08/2018 | \$1500 | Title I Part A | School Leader, Coach, Instructional Staff |
| Activity - Use of Graphic Organizers | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Students will use graphic organizers to better understand and organize their thoughts for writing. Teachers will model how to use graphic organizers before expecting students to use them with mastery | Direct Instruction | Tier 1 | Monitor | 09/11/2017 | 06/11/2018 | \$550 | General Fund | School Leader, Instructional Coach, Instructional Staff |
| Activity - Teacher Modeling of Expectations | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Students will use teacher examples to guide them in the writing process. Teachers will model examples to demonstrate exemplary examples. | Direct Instruction | Tier 1 | | 09/11/2017 | 06/11/2018 | \$0 | No Funding Required | Instructional staff, Coach and Administration |

Goal 7: Response to Intervention Program

Measurable Objective 1:

42% of Third, Fourth and Fifth grade Black or African-American, 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 demonstrate student proficiency (pass rate) Reading in English Language Arts by 06/15/2018 as measured by MStep, NWEA, Classroom assessments, DRA and WIDA, Common Core Assessment and inspect bank Naiku Bank Reading.

Strategy 1:

Response to Intervention Program - Response to Program- Students will receive multiple opportunities for extended learning opportunities to engage in supplemental support to address their areas of weakness in writing and reading. Various forms of data will be analyzed to decide what research and evidenced based resources should be selected to narrow the gap in achievement. Teachers will meet regularly (every 3-4 weeks) with administration and ancillary staff to discuss the progress of students in tier 2 and 3 while documenting the effectiveness of the interventions to decipher what other measures need to be taken to progress the student along. Also, professional developments will be planned to ensure teachers and instructional support are equipped with the necessary research and tools to curtail further decline in academic growth.

Category: Learning Support Systems

Research Cited: RTI Network

Tier: Tier 2

| Activity - Daily Targeted Interventions | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|---------|------------|------------|-------------------|-------------------|--|
| Teachers will devise a plan with the general education teacher to provide interventions on a daily basis for at least an hour with progress monitoring tools, Leveled Literacy Interventions, hands-on manipulatives, technology and games. | Academic Support Program | Tier 1 | Monitor | 09/11/2017 | 06/15/2018 | \$164683 | Title I Part C | School Leader, Instructional Coach and Instructional staff and support staff |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|--|--------------------------|--------|-----------|------------|------------|-------------------|--|
| Professional Development on Using DI and Technology | On site and off site professional learning opportunities that address Mc3 (Social Studies curriculum) will be available and encouraged by the administration team to attend and utilize the strategies and techniques presented in the professional development. | Professional Learning | Tier 1 | Evaluate | 09/11/2017 | 06/15/2018 | \$3500 | School leader, coach and instructional staff |
| Professional Development on the Science Curriculum | Teachers will attend professional development that educates them on the new standards (NGSS) and the strategies needed to implement the Michigan Science Curriculum successfully. We need professional development on implementing the updated FOSS kits in order to help teachers use the kits in the classroom. | Professional Learning | Tier 1 | Implement | 08/22/2017 | 06/15/2018 | \$434 | Leader and coach |
| Professional Development on Writing Strategies | Students will academically benefit from lessons that are engaging, meet their needs, and work with resources that teachers and support staff deliver with writing instruction. Instructional staff will participate in a professional development on best practices and will be expected to use these techniques in writing across all the content areas. Writing program training and implementation. | Professional Learning | Tier 1 | Monitor | 09/11/2017 | 06/15/2018 | \$4500 | School leader, coach, instructional staff |
| Technology Access | To ensure an effective integration of technology, interactive boards and the technology to run them will be added to select classrooms. iPads, Chromebooks, tablets, and other electronic devices will be available for classroom activities. Students will have access to school computer labs, desktops, laptops and/or other electronic devices allowing them to use this technology to do research for papers and projects, take assessments, and produce reports. | Technology | Tier 1 | Monitor | 08/24/2017 | 06/19/2018 | \$0 | School Leader, Instructional Coach, All teachers |
| Instructional Coach | The academy will provide an instructional coach to work with teachers on improving classroom instruction, data analysis, and progress monitoring. | Academic Support Program | Tier 2 | Monitor | 07/01/2017 | 06/30/2018 | \$4070 | School Leader |

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|---|--|--------------------------|--------|-----------|------------|------------|--------|---------------------------------------|
| Math coach | A Math coach will be contracted to provide job-embedded professional development to teachers in best practices for mathematics instruction. This will be done through the use of instructional learning cycles. The Math coach will meet with teachers during staff and grade level meetings to discuss depth of knowledge, common assessments and highly effective teaching strategies. | Teacher Collaboration | Tier 1 | Implement | 09/05/2017 | 06/15/2018 | \$0 | School Leader |
| Instructional Coach | The academy will provide an instructional coach to work with teachers on improving classroom instruction, data analysis, and progress monitoring. | Academic Support Program | Tier 2 | Monitor | 07/01/2017 | 06/30/2018 | \$300 | School Leader |
| Professional Development on Reading Best Practices and Assessment | Students will academically benefit from lessons that are engaging, meet their needs, and work with resources that teachers and support staff deliver with reading instruction. Instructional staff will participate in a professional development on best practices specifically Making Meaning, Independent reading, Adolescent Accelerated Reading Initiative. | Professional Learning | Tier 1 | Monitor | 09/11/2017 | 06/15/2018 | \$300 | School leader, coach and staff |
| Professional Development on Using Technology with Elementary Students | At least two sessions, on or off site, will be offered for teachers to attend to receive research on the impacts of reading and writing in relationship to technology. Teacher choices include; Accelerated Reader, iPad training, Promethean training, Solo6. | Professional Learning | Tier 1 | Implement | 09/11/2017 | 06/15/2018 | \$2500 | Instructional staff, coach and leader |
| Professional Development on Mapping and Pacing Guides | As a result of sustainable professional development, teachers will align the curriculum with maps and pacing guides to monitor the mastery and delivery of all lessons needed to be taught throughout the school year. Students be taught all skills needed to progress to the next grade level while using various resources to do so. | Professional Learning | Tier 1 | Implement | 08/22/2017 | 06/15/2018 | \$3624 | School leader and coach |
| Professional Development on Reading Best Practices and Assessment | Students will academically benefit from lessons that are engaging, meet their needs, and work with resources that teachers and support staff deliver with reading instruction. Instructional staff will participate in a professional development on best practices specifically Making Meaning, Independent reading, Adolescent Accelerated Reading Initiative. | Professional Learning | Tier 1 | Monitor | 09/11/2017 | 06/15/2018 | \$4500 | School leader, coach and staff |
| ELA coach | An ELA coach will be contracted to provide job-embedded professional development to teachers in best practices for ELA instruction. This will be done through the use of instructional learning cycles. The ELA coach will meet with teachers during staff and grade level meetings to discuss depth of knowledge, common assessments and highly effective teaching strategies. | Professional Learning | Tier 1 | Implement | 08/21/2017 | 06/15/2018 | \$0 | School Leader |

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|---|--|-----------------------|--------|---------|------------|------------|--------|--|
| Technology | The staff will integrate technology across the curriculum in order to deepen and enhance the learning process. To accomplish this, the technology will support active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. This integration will be achieved by making the use of technology part of a routine as it supports curricular goals. | Technology | Tier 1 | Monitor | 08/24/2017 | 06/19/2018 | \$0 | School Leader |
| Professional Development on RTI program | At least three sessions throughout the year will be planned to provide the CCA staff with information, data and interventions associated with the success of RTI and Language Arts. Train the interventionists on the Leveled Literacy Interventions Program. | Professional Learning | Tier 2 | Monitor | 09/11/2017 | 06/15/2018 | \$4200 | School leader, coach and instructional staff |

Title III

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--|--|-----------------------|--------|-----------|------------|------------|-------------------|--|
| Professional Development on WIDA/ELPA | Instructional staff will receive training on how to analyze results from the state test WIDA to drive instruction. | Professional Learning | Tier 1 | Implement | 09/11/2017 | 06/15/2018 | \$500 | School leader and coach |
| SIOP Training and Coaching for Instructional staff | ESL coach will provide monthly feedback to the staff and administration on the progress of SIOP training and techniques being utilized to assist with the ESL/ELL population across all content. | Monitor | Tier 1 | Monitor | 09/11/2017 | 06/15/2018 | \$7826 | Leader, coach, ESL coach and instructional staff |
| High Interest/Low Leveled Readers in Spanish and English | Literature will be used across all contents to teach reading skills to narrow the gap in achievement with ELL/ESL students and other students who need to strengthen reading skills. | Direct Instruction | Tier 1 | Monitor | 09/11/2017 | 06/15/2018 | \$1602 | Leader, coach, and staff |

Title I Schoolwide

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------------------------|--|---------------|--------|----------|------------|------------|-------------------|-------------------|
| Data Analysis of Local Assessments | NWEA, MiStep, WIDA/ELPA, Running Records, and common grade-level assessments will be examined to measure students' levels of mastery to drive instruction. | Evaluation | Tier 1 | Evaluate | 09/11/2017 | 06/15/2018 | \$5300 | Coach and Leader |

Title I Part C

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| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------------------|---|--------------------------|--------|---------|------------|------------|-------------------|--|
| Daily Targeted Interventions | Title 1 Teachers will devise a plan with the general education teacher to provide interventions on a daily basis for at least an hour with progress monitoring tools, Leveled Literacy Interventions, hands-on manipulatives, technology and games. | Academic Support Program | Tier 1 | Monitor | 09/11/2017 | 06/15/2018 | \$164683 | School leader, instructional coach, instructional staff and support staff |
| Daily Targeted Interventions | Teachers will devise a plan with the general education teacher to provide interventions on a daily basis for at least an hour with progress monitoring tools, Leveled Literacy Interventions, hands-on manipulatives, technology and games. | Academic Support Program | Tier 1 | Monitor | 09/11/2017 | 06/15/2018 | \$164683 | School Leader, Instructional Coach and Instructional staff and support staff |

No Funding Required

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--|--|--------------------|--------|-----------|------------|------------|-------------------|---|
| Grade level meetings | Grade level teachers will meet on a regular basis to focus on and collaborate about instructional best practices. | Communication | Tier 1 | Implement | 09/05/2017 | 06/15/2018 | \$0 | All teachers; instructional support staff; instructional coach; school leader |
| Daily Use of Higher Order Thinking Skills/Bloom's Taxonomy | Teachers will require students to support their ideas, inferences, and opinions with logical reasons and text evidence. Teachers will have students create and answer questions at various depths of knowledge across the curriculum. Instructional staff will confirm this through bi-weekly walk-throughs. | Direct Instruction | Tier 1 | Implement | 09/11/2017 | 06/15/2018 | \$0 | All instructional staff, instructional coach |
| Teacher Modeling of Expectations | Students will use teacher's examples to guide them in the writing process. Teachers will model examples to demonstrate exemplary examples. | Direct Instruction | Tier 1 | Monitor | 09/11/2017 | 06/15/2018 | \$0 | Instructional staff, coach and administration |

School Improvement Plan

Cesar Chavez Academy Intermediate

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|---|--|--------------------------|--------|-----------|------------|------------|-----|--|
| Build and Strengthen Academic Vocabulary | Teachers will use a vocabulary program to teach new vocabulary. The Making Meaning program will be used 4 days a week and fidelity to the program will be monitored by the Instructional Coach. | Direct Instruction | Tier 1 | Implement | 09/11/2017 | 06/15/2018 | \$0 | n/a |
| Use of manipulatives | Teachers at all grade levels will provide students with manipulatives such as unifix cubes, counters, and tangrams to use in order to learn math concepts and to master skills | Direct Instruction | Tier 1 | Monitor | 09/05/2017 | 06/15/2018 | \$0 | All teachers, Instructional Coach (manipulative supply and implementation) |
| Improve computation and estimation skills | Students will develop and/or enhance computational skills, solve real world computation problems, and apply a variety of estimation strategies when given problems. Students will use INSPECT bank items in Naiku platform. | Direct Instruction | Tier 1 | Implement | 09/05/2017 | 06/15/2018 | \$0 | All teachers |
| Align Maps, Pacing Guides and Lesson Plans | Teachers will unpack the Science Michigan Curriculum Framework to write a pacing guide and lessons. They will also begin examining the New Michigan Science Standards for comparison. | Policy and Process | Tier 1 | Monitor | 08/22/2016 | 06/15/2018 | \$0 | Leader, coach and instructional staff |
| Multiple Meeting Times to Discuss Data | Planned meetings to discuss data with general ed, special ed, paraprofessionals and support staff exists in many forms such as RTI, SIP, Grade level and Staff meetings. | Policy and Process | Tier 1 | Monitor | 09/11/2017 | 06/15/2018 | \$0 | Leader and Coach |
| Increase student participation | Students will regularly use written response boards or student response devices (clickers) to increase the participation of each student in lessons, and to help teachers gauge student understanding and lesson effectiveness. Teachers will also use pairing of students to allow students to feel more comfortable sharing in pairs with peers. | Academic Support Program | Tier 1 | Monitor | 09/05/2017 | 06/15/2018 | \$0 | All teachers |
| Collaborative Learning | Students will work with peers at various ability levels to engage in lesson acquisition, learning new vocabulary, reviewing materials and completing projects. Resources such as trade books for social studies, 3rd grade Michigan History books, and pull down maps will be used in each classroom to supplement social studies instruction. | Direct Instruction | Tier 1 | Monitor | 09/11/2017 | 06/15/2018 | \$0 | School leader, coach and instructional staff |
| Consistent Use of Formative and Summative Assessments | Teachers and support staff will analyze results for formative and summative assessments to plan and revise lesson delivery and strategies to determine what other materials or review is needed for the students' comprehension of material. | Policy and Process | Tier 1 | Evaluate | 09/11/2017 | 06/15/2018 | \$0 | Leader, coach and instructional staff |

School Improvement Plan

Cesar Chavez Academy Intermediate

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|---|---|-----------------------|--------|---------------|------------|------------|-----|--|
| Vocabulary activities aligned to CC | Teachers will increase the use and emphasis of math vocabulary (Engage NY and MyMath) during instruction time and students will complete vocabulary activities on a weekly basis. Vocabulary will highlight prerequisite and new vocabulary from curriculum standards, as well as assessment vocabulary from M-Step, NWEA, and SRO Curriculum documents. | Direct Instruction | Tier 1 | Monitor | 09/05/2017 | 06/15/2018 | \$0 | All teachers, instructional support staff |
| School Leadership Training | The school leader and instructional coach will participate in monthly trainings that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. These trainings will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, cultivate leadership in others, improve instruction, and manage people, data, and processes. | Professional Learning | Tier 1 | Implement | 08/24/2017 | 06/15/2018 | \$0 | School Leader, Instructional Coach |
| Teacher Modeling of Expectations | Students will use teacher examples to guide them in the writing process. Teachers will model examples to demonstrate exemplary examples. | Direct Instruction | Tier 1 | | 09/11/2017 | 06/11/2018 | \$0 | Instructional staff, Coach and Administration |
| Lesson objectives | Teachers will make the objective of each lesson known to students at the start of instruction so that students know what they are learning and why. | Direct Instruction | Tier 1 | Monitor | 09/05/2017 | 06/15/2018 | \$0 | All teachers |
| Best practices for teaching math aligned to Common Core | All teachers and instructional staff will demonstrate an understanding of and will utilize the most effective research-based best practices for teaching math and increasing student achievement. | Professional Learning | Tier 1 | Implement | 09/05/2017 | 06/15/2018 | \$0 | All teachers; instructional coach; school leader |
| Daily practice of basic math skills | Teachers will provide opportunities for students to take part in daily interactive practice of basic math skills appropriate for each grade level using My Math, and Engage NY and INSEPCT bank items. | Direct Instruction | Tier 1 | Getting Ready | 09/05/2017 | 06/15/2018 | \$0 | All teachers, instructional support staff |

School Improvement Plan

Cesar Chavez Academy Intermediate

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| Lesson Plan Collaboration | Lesson plans will be completed in collaboration between general education and special education teachers. The general education teacher prepares the first draft of the lesson plan. The special education and general education teachers then meet to discuss the plan. The special education teacher then creates a separate lesson plan, which mirrors the general education plan but modifies it based on the needs of the special education students in the class. Planning time will be built into the schedule to allow for this collaboration time. | Teacher Collaboration | Tier 3 | Implement | 08/24/2017 | 06/15/2018 | \$0 | School Leader, Instructional Coach, All teachers |
| Math coach | Math coach will observe instruction in the classroom to guide the processes and provide feedback to impact student learning. | Monitor | Tier 1 | Monitor | 09/05/2017 | 06/15/2018 | \$0 | School Leader |

Section 31a

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|--------------------------|--------|-----------|------------|------------|-------------------|---|
| Math Interventionists | The academy will provide math interventionists 1 per grade level to work with students who are achieving below grade level, and to provide academic support to classroom teachers | Academic Support Program | Tier 2 | Monitor | 10/02/2017 | 05/25/2018 | \$54513 | School Leader, Instructional Coach |
| Provide Bilingual Staff | The academy will provide an ESL paraprofessional 1 per grade level to aid LEP/EL students both during regular classroom instruction and in pull-outs. | Academic Support Program | Tier 2 | Implement | 09/11/2017 | 06/15/2018 | \$14983 | School leader, Instructional Coach |
| Use of Instructional Support Staff | Instructional support staff provide small group instruction using materials that directly address the students areas of academic need for at least forty minutes, 4 days a week. | Academic Support Program | Tier 1 | Monitor | 09/11/2017 | 06/15/2018 | \$150456 | Coach, staff and leader |
| Use of Multi Sensory Manipulatives | Students will display and enhance comprehension skills in connections with social studies in groups and independently. | Direct Instruction | Tier 1 | Monitor | 09/11/2017 | 06/15/2018 | \$2500 | School leader, instructional coach, instructional coach |
| Hands On or Inquiry based science instruction | Using data from Science benchmarks, the leader along with staff will select and purchase scientific related resources to address the area of concern. Science kits, live animals, leveled readers, additional science lab materials will be purchased to transform our science classes offering inquiry based and hands-on instruction dependent upon the Michigan Science Standards. | Direct Instruction | Tier 1 | Monitor | 09/11/2017 | 06/15/2018 | \$8500 | School Leader, Instructional Coach, and staff |

School Improvement Plan

Cesar Chavez Academy Intermediate

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|--|--|--------------------------|--------|---------------|------------|------------|----------|--|
| High Interest Informational Text | Informational text will be used more in the classroom to teach reading for meaning and introduce students to scientific content. Tradebooks related to the science curriculum, National Geographic for kids (magazine and online), Discovery Education online and United Streaming will all be used to supplement the Science Curriculum. | Direct Instruction | Tier 1 | Getting Ready | 08/22/2017 | 06/15/2018 | \$1200 | Leader, Coach and instructional staff |
| Materials | Update Foss Kits (consumables) and supplemental materials for science projects. | Materials | Tier 1 | Monitor | 09/11/2017 | 06/15/2018 | \$0 | School Leader, Curriculum Coach |
| ESL Tutoring | The academy will provide a free, after-school tutoring program three times per week for LEP/EL students. | Implementation | Tier 2 | Monitor | 10/02/2017 | 05/25/2018 | \$4995 | School Leader, Instructional Coach |
| Summer program | The school will offer a free, four-week academic summer program, focusing on improving math skills (for students who are below grade level in math). | Academic Support Program | Tier 2 | Monitor | 07/09/2018 | 08/10/2018 | \$4262 | School leader, instructional coach, summer program instructors |
| Summer School Learning | Summer school program will target the lowest achieving students from the gathering of different data sources to meet the skills and standards that the students struggle with. Materials will be purchased to supplement the curriculum during the summer to offer hands on manipulatives, games, science experiments, technology and literature. Teachers and paraprofessionals will provide small class instruction and progress monitor during the four week summer school. | Direct Instruction | Tier 1 | Implement | 07/05/2018 | 08/03/2018 | \$127874 | Leader, coach and teachers |
| Center Based Instruction to Address Weaknesses | Teachers will plan to use more centers to teach science with literature, games and experiments to teach the curriculum. | Direct Instruction | Tier 1 | Getting Ready | 08/22/2017 | 06/15/2018 | \$5000 | Leader and Coach |
| Summer program | The school will offer a free, four-week academic summer program, focusing on improving math skills (for students who are below grade level in math). | Academic Support Program | Tier 2 | Monitor | 07/09/2018 | 08/10/2018 | \$8525 | School leader, instructional coach, summer program instructors |

Title I Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|
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School Improvement Plan

Cesar Chavez Academy Intermediate

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| After-school tutoring for at-risk students | The school will offer a free, after-school tutoring program three days per week, focusing on improving math skills (for students who are below grade level in math) | Extra Curricular | Tier 2 | Implement | 10/02/2017 | 05/25/2018 | \$23310 | School leader, Instructional Coach, Tutors |
| Math Interventionists | The academy will provide math interventionists 1 per grade level to work with students who are achieving below grade level, and to provide academic support to classroom teachers | Academic Support Program | Tier 2 | Monitor | 10/02/2017 | 05/25/2018 | \$49108 | School Leader, Instructional Coach |
| Computer applications | Students will use computer software programs (Moby Max, My Math online) to practice computational skills (including programs for EL students) on a weekly basis. | Technology | Tier 1 | Getting Ready | 09/05/2017 | 06/15/2018 | \$7400 | Classroom teachers, instructional support staff, instructional coach |
| Site Licenses to Engage Learners | On a weekly basis, teachers will plan for students to work at their level on tasks through games, auditory learning and applying test taking skills with software such as Star Reader/Accelerated Reader, RAZ kids, StudyIsland, and Scholastic News that provide real time data to drive instruction. | Technology | Tier 1 | Implement | 09/11/2017 | 06/15/2018 | \$7400 | Instructional Staff, Coach, Leader |
| Monitoring of Best Practices in ELA | Instructional staff will be monitored by the coach and leader when viewing instruction firsthand by conducting walk-through weekly and teachers will receive a copy. Instructional Coach will provide teachers with specific support and feedback based on classroom observations. | Monitor | Tier 1 | Monitor | 09/11/2017 | 06/15/2018 | \$68093 | Leader, coach, instructional staff |
| Math Interventionists | The academy will provide math interventionists 1 per grade level to work with students who are achieving below grade level, and to provide academic support to classroom teachers | Academic Support Program | Tier 2 | Monitor | 10/02/2017 | 05/25/2018 | \$46859 | School Leader, Instructional Coach |
| Bi- Yearly Field Trips/Off Campus Learning | Students will make connections to real life through field trips to museums, factories and other locations that encourage scientific inquiry. | Field Trip | Tier 1 | Implement | 09/11/2017 | 06/15/2018 | \$2500 | Leader and Coach |
| Alignment of curriculum, instruction, and assessment | Naiku, or a program similar, is an online assessment platform that will be used to monitor and track the progress of students' understanding of the grade level content (including the Common Core State Standards, Michigan Science Standards, and Social Studies Standards). It will also drive instruction by providing a link between content standards and student achievement, allowing for targeted interventions and support for students in all Tier levels. | Technology | Tier 1 | Getting Ready | 08/22/2017 | 06/19/2018 | \$0 | School Leader, Instructional coach, All teachers, support staff |

School Improvement Plan

Cesar Chavez Academy Intermediate

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|---|--|--------------------------|--------|-----------|------------|------------|----------|--|
| Increase Use of Research and Evidence Based Interventions | Students will be exposed to a myriad of resources allocated from grant funds to intentionally help increase, fluency, comprehension, phonemic awareness, etc. during RTI time on a daily basis to also promote engagement and motivation in students. | Direct Instruction | Tier 1 | Monitor | 09/11/2017 | 06/15/2018 | \$3000 | School leader, coach and instructional staff |
| Use of Technology | Technology will be utilized to explain history and geography along with other concepts and create real-life connections. Online resources such as National Geographic for Kids online and magazine, Brain Pop Jr, Study Island, Discovery Education and United Streaming will be used to supplement the Social Studies curriculum. | Technology | Tier 1 | Monitor | 09/11/2017 | 06/15/2018 | \$120000 | School leader, coach and instructional staff |
| Instructional Coach | The academy will provide an instructional coach to work with teachers on improving classroom instruction, data analysis, and progress monitoring. | Academic Support Program | Tier 2 | Monitor | 07/01/2017 | 06/30/2018 | \$68093 | School Leader |
| Supplemental Materials for Writing Program | Students will increase their ability to use the six + one traits when using supporting activities to increase comprehension and mastery of ELA/Writing Common Core. We will need additional paper in order print all of the materials needed for each student. | Direct Instruction | Tier 1 | Monitor | 09/11/2017 | 06/15/2018 | \$1500 | School leader, coach, instructional staff |
| Supplemental Materials for Writing Program | Students will increase their ability to use the six + one traits when using supporting activities to increase comprehension and mastery of ELA/Writing Common Core. We will need additional paper in order to print all of the materials needed for each student. | Direct Instruction | Tier 1 | Monitor | 09/11/2017 | 06/08/2018 | \$1500 | School Leader, Coach, Instructional Staff |
| Use of Technology/Site licenses | Study Island and other software will be utilized by teachers and students to help in understand material to reach mastery on assessments. | Technology | Tier 1 | Monitor | 09/11/2017 | 06/15/2018 | \$7400 | Leader, coach and instructional staff |
| Monitoring of Best Practices in ELA | Instructional staff will be monitored by the coach and leader when viewing instruction firsthand by conducting walk-through weekly and teachers will receive a copy. Instructional Coach will provide teachers with specific support and feedback based on classroom observations. | Monitor | Tier 1 | Monitor | 09/11/2017 | 06/15/2018 | \$300 | Leader, coach, instructional staff |
| Bi-Weekly Curriculum Briefing for ELA | Bi-weekly meetings will be held by parent liaison and staff to connect with families to increase participation and encourage families to become more aware of the expectations for learning. Refreshments and literature will be provided for families and children during these activities as well. | Parent Involvement | Tier 1 | Implement | 09/11/2017 | 06/15/2018 | \$2150 | Coach, leader and staff |

School Improvement Plan

Cesar Chavez Academy Intermediate

General Fund

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------------------|---|--|--------|---------------|------------|------------|-------------------|---|
| Use of Graphic Organizers | Students will use graphic organizers to better understand and organize their thoughts for writing. Teachers will model how to use graphic organizers before expecting students to use them with mastery. | Direct Instruction | Tier 1 | Monitor | 09/11/2017 | 06/15/2018 | \$550 | School leader, instructional coach, instructional staff |
| Truancy Officer Meetings | The CCA Intermediate school has hired a truancy liaison to address several students with severe truancy. 12% of students in the school have severe truancy issues with more than 20 days per school year. | Academic Support Program, Community Engagement, Parent Involvement, Policy and Process | Tier 2 | Getting Ready | 08/24/2017 | 06/21/2019 | \$6000 | School Leader, Instructional Coach, Social Worker |
| Use of Graphic Organizers | Students will use graphic organizers to better understand and organize their thoughts for writing. Teachers will model how to use graphic organizers before expecting students to use them with mastery | Direct Instruction | Tier 1 | Monitor | 09/11/2017 | 06/11/2018 | \$550 | School Leader, Instructional Coach, Instructional Staff |