



School Improvement Plan

Cesar Chavez Academy Intermediate

Cesar Chavez Academy

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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.

Executive Summary

Introduction

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

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

Description of the School

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

Cesar Chavez Academy Intermediate campus is predominantly Hispanic with a total enrollment of 434 students. We have 137 3rd grade students with 67 boys and 70 girls. Out of those students, 2 are African American, 5 Caucasian, and 130 Hispanic. We have 158 4th grader students with 65 boys and 93 girls. Out of those students, 7 are African American, 10 Caucasian, 141 Hispanic. We have 139 5th grade students with 64 boys and 75 girls. Out of those students, 4 are African American, 1 American Indian, 3 Caucasian, and 131 Hispanic.

Cesar Chavez Academy Intermediate campus is located in Southwest Detroit serving a predominantly Hispanic community. The neighborhood is littered with abandoned and burnt down homes, high crime and inadequate services from local departments.

Our staff is predominately women, but we do have 7 males working various roles, including our School Leader.

Our staff is predominately Caucasian and Hispanic.

The challenge we seem to face year after year is having students that are low income and high poverty as well as English Language Learners. Our ESL/ELL population is high and many come from homes that Spanish is the only language.

School's Purpose

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

Vision Statement

Our vision at César Chávez Academy is for all students to be college or career ready and positive, productive members in a global society. The statement supports our foundation, "Si Se Puede - Yes We Can", which reflects the belief that every student is capable of success.

Mission Statement

The mission of César Chávez Academy is to provide a safe atmosphere of academic excellence that promotes thinkers and problem solvers who work cooperatively and respectfully in an inclusive environment.

Beliefs Statement

We believe and envision that every child is entitled to a quality education.

We believe all children will grow academically, socially and physically.

We believe every child is entitled to a safe and orderly learning environment.

We believe that family involvement in the educational process is essential to the success of the child.

We believe in meeting the diverse needs of our parents.

We believe all students will be prepared to become positive and productive members of the community.

We believe that in education, creativity is an essential part of the learning process.

Notable Achievements and Areas of Improvement

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

In the last three years the notable achievements vary within the school. One such notable achievement is the overall security of the school as cameras are throughout the school and on school buses to ensure safety of students, staff and parents. Another achievement is implementing a sports program for students, continued piloting standardized test such as NAEP to ensure greater academic success for our students. Anti-Bullying initiatives have been conducted this year to eliminate BULLYING, educate staff, students and parents on this topic. Receiving the Skillman grant to help increase achievement has help staff and students better understand common core standards through professional development and assessments.

This year our parent participation has increases by 45% for parent meetings, we retained 96% of certified teachers, field trips were added to reward students of academic successes. Staff morale as improved, after school safety team has be implemented to ensure that all students are safe crossing the streets and getting on and off the bus. We recently upgraded our technology by going Fiber optic which enhanced our bandwidth to 50 Mbps of dedicated fiber internet network access internet speed by 150%.

In the next three years, we will be striving to complete/develop our Library with more resources. Create a state of the art computer lab. We will be updating our curriculum to meet the needs of our students and looking to hire a full time ESL teacher.

Additional Information

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

Cesar Chavez Academy Upper Elementary was given a Grade of "A" and a school ranking of 209 (out of 2362 elementary and middle schools) by the Mackinaw Center for Public Policy. This ranking system takes into consideration the socio-economic status of our student population and the inherent challenges that come with it. This is a credit to the entire staff, and illustrates that the passion and dedication contained within CCA-UE makes it a school worthy of being called a "champion".

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

We engaged a variety of stakeholders in the development of our school improvement plan by having meetings consistently once a month on a Monday night. Occasionally, a meeting would be held on a professional development day for staff to work more indepth. Invitations went out via emails and flyers about our school improvement meetings. Staff and parents are invited to all meetings to be part of the process of the new school improvement plan. Students are engaged where appropriate.

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

The stakeholders that participated in the process worked on various sections of the school improvement plans based on their knowledge and interest.

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

The final improvement plan is shared with staff during a staff meeting. It is shared with parents during a parent meeting to allow the opportunity for parents to ask questions. During the process the invitations encourage the stakeholders to attend, take a survey to help direct the improvement plan.

School Data Analysis

Introduction

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

Demographic Data

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

Student Demographic Data

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

Overall our enrollment data has stayed the same. Enrollment numbers in the spring of 2014 indicate a total of 418 students, 2015 the enrollment was 434 students and 2016 there were 429 students. Overall, our population of demographics has stayed the same with 98% Economically Disadvantaged and over 90% Hispanic. Of those 90%, 82% are English Language Learners with 78% Limited English Proficiency.

As in years past, we continue to deal with issues surrounding students who are learning a second language and are living in poverty. We also have emotional issues and stress associated with deportation of parents of our students.

Student Demographic Data

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

We have had a consistent attendance of over 93% for the last two years. We feel we have had too many students are missing over 10 days of school per year. Because of this we have developed a Truancy Team for the upcoming school year.

Student Demographic Data

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

Looking at trend data for behavior from the last two years, we have had a huge increase in suspensions we had a 57% increase in suspensions. The majority of that increase was seen in the 3rd grade students who are new to our building and have a large number of serious behavior issues. In the 2014-15 school year we had a total of 42 suspensions and in the 2015-16 school year there were a total of 112 suspensions. Of the 112 suspensions, 38% were 3rd graders, 22% were 4th graders and 40% were 5th graders. 5th grade students also had an increase of 51% in suspensions from the previous year following that cohort from 4th to 5th grade.

We realize we have challenges with behavior. We are working on implementing more bullying prevention and helping students deal with aggression in better ways. As a school, we are also looking at alternatives to suspension in particular reverse suspension where parents are required to attend school with their student while the student is suspended.

Student Demographic Data

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

Based on demographic data we have a serious issue with the increase in suspensions particularly aggression, bullying/harassment and
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inappropriate language. We will change the suspension criteria for inappropriate language. Also, we will increase the PBIS training for staff, and have expectation meetings with students three times a year to reinforce appropriate behaviors.

Teacher/School Leader(s) Demographic Data

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

The consistency in the administration team allows students and staff to know what to expect during the school year. The experience of our school leader allows us to focus on initiatives that will help our student achievement based of the leader's knowledge. One item that was implemented was field trips for those students that met their ScanTron goals in Reading and Math each testing period. The Principal's list (3.5 gpa and above) field trip rewards those students to continue to work toward good grades.

Teacher/School Leader(s) Demographic Data

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

The low staff turnover allows the staff to work together as a team working toward common grade level goals as well as building wide goals. The number years of experience works for our school in behavior management with multiple experience resources available to the staff when collaborating. The combination together helps the students work toward achieving their goals on testing and in their classwork.

Teacher/School Leader(s) Demographic Data

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

Our school leader had more days absent for professional reasons than he had for illnesses. This impacted our student achievement little as there are other leadership roles in place to continue to run the school in a smooth manner.

Teacher/School Leader(s) Demographic Data

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

The total number of days for teacher absences were minimal this year for professional development. The reading interventionists received training in the LLI program that they were implementing for the first time this year. That lead to a delay in the implementation of the program. This was the most noticeable negative impact on student learning.

Teacher/School Leader(s) Demographic Data

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

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The challenge that we face with teacher/school leader demographics have us looking into culture diversity training. We are conscious of the diverse population in our school population and teacher/school leader population. Continual awareness and training are needed.

Process Data

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

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

The Interim Self Assessment indicates the the standard of Standard 2: Governance and Leadership as a strength with a score of 3.83. This is closely followed by Standard 5: Using Results for Continuous Improvement with a score of 3.8.

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

The results of the Interim Self Assessment shows that the standards that are a challenge are Standard 1: Purpose and Direction with a score of 3.0. With Standard 4: resources and Support Systems following closely behind with a score of 3.14.

12. How might these challenges impact student achievement?

Standard 1: Purpose and Direction would impact student achievement when there isn't shared values and beliefs about teaching and learning among the staff and leadership. Standard 4: Resources and Support Systems would impact student achievement when the resources and services are not available for any of the stakeholders at the time they are needed.

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

The School Improvement Plan will address these challenges in Standard 1 and 4 in several different ways. Standard 1 will should continue to improve as we will have consistent leadership in the school leader and instructional coach for the 3rd year in a row. Standard 4 is addressed with the technology allocation through upgrading and continual improvement in wifi services.

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

Students with disabilities have access to full array of intervention programs through their classroom teacher, special education teachers as well as the LRE aides, and interventionists.

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

The Extended Learning Opportunities available for students in 3-5 grades are after school tutoring, summer school, and Rti interventions. In SY 2016-2017

grade 4-5, there is an additional opportunity for advance students on Saturdays with DAPCEP (Detroit Area Pre-College Engineering Program).

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

Invitations are mailed home or take home by students that are identified as qualifying for tutoring, summer school or DAPCEP, This process includes looking at the students data in state and local assessment, benchmark data, and overall grades. Finally, teacher recommendation is taken into consideration.

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

Our staff is required to turn in lesson plans weekly with the state content standards indicated as well as marking on the assignment in the online grade book.

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

n/a

Achievement/Outcome Data

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

19a. Reading- Strengths

Students at CCA Intermediate and the largest subgroup of ELL students show the largest percentage of grade level proficiency overall in reading. WIDA data for spring of 2015 indicates that 82% of 3rd graders, 57% of 4th graders and 53% of 5th graders are at or above grade level. Previous MEAP data from 2012 and 2013 show high gains for all students as they move through grade 3, 4, and 5 with a 2013 growth percentage increase of 37% for 5th grade cohorts. Scantron data indicates similar information as WIDA data with 3rd grade students at 58% proficient, 67% of 4th grade students and 59% of 5th grade students.

19b. Reading- Challenges

Although, growth and overall percentages are showing significant gains, we still are nowhere near our targeted goal of 85% by 2022. Looking at an average grade-level proficiency of approximately 55% leaves 45% of students struggling to read at grade level and have access to grade-level curriculum. Also, students in 3rd grade seem to score lower on Edperformance tests than other grades. We believe this may be due to the mindset around taking the test and the amount of testing that occurs in the Spring.

19c. Reading- Trends

Trends in reading data, as indicated in question one show growth in students reaching grade level. Each year, more students are reaching grade-level reading proficiency. Students in the bottom 30% have also shown significant gains in the 2014-15 school year. As a school, we still feel that some students are not able to catch-up fast enough to grade level.

19d. Reading- Summary

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

In the 2016-17 school year, CCA Intermediate will be implementing current systems with more fidelity, common pacing guides, common interim assessments and curriculum development meetings. In the fall of 2016, all reading interventionists and special education personnel will attend Leveled Literacy Intervention training at Wayne RESA for the 3-5 grade levels. Additionally, special education teachers and new reading interventionists will attend the LLI training for grade K-2.

Curriculum development from winter of 2015, has led itself to a greater rigor and alignment to the common core standards as evident in walk-through data, interim assessments and student growth. For the 2016-17 school year, we will continue to check for alignment to the ELA CCRS. We will also be using interim assessments on a computer platform that collects an item analysis. Instructional Learning Cycles will be conducted to reteach skills and increase rigorous understanding for students.

In 2016-17 our Reading Response to Intervention (RtI) will continue to meet 5 days a week for 45 minutes. This takes place during a designated intervention time using the Leveled Literacy Instruction program (LLI). This reading intervention program combines reading, comprehension phonics, and writing into almost every lesson. Phonics First is use to assist our lower learners in basic reading.

20a. Writing- Strengths

Writing is something all students and subgroups struggle with at CCA Intermediate. One of our strengths is that our 2013-14 scorecard indicates 63% proficient in writing which is an increase over the 2012-13 data of 45% proficient and 2011-12 data with 46% proficient. Overall, students in all grades show growth on writing benchmark assessments with a growth of 66% from the fall to the spring showing a 20% increase.

20b. Writing- Challenges

Writing present many challenges to our building in both our total population and the subgroups of ELL and Special Education students. WIDA data indicates only 4% of students in grades 3-5 cohorts going from the Expanding/Developing stage of writing proficiency to the

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Bridging/Reaching (proficiency) stages. Overall, 95% or more of students in grade 3-5 were at the expanding and developing stage versus approximately 5% being proficient in writing. This issue has also caused us to not meet our AMAO targets projected by the Michigan Department of Education for 3 years.

20c. Writing- Trends

Trends in data are overall stagnant. There is little to no growth and little to no decline in the proficiency and growth in writing based on cohort data. Students benchmark data and WIDA data indicate a serious need for changes in the writing curriculum and coaching surrounding writing.

20d. Writing- Summary

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

Writing presents a large challenge for CCA Intermediate and these challenges will be addressed in several ways.

First, students will be required to write in all subjects several days a week to increase the frequency they are actually writing. Blogging will be put in place for students so they can discuss issues by grade of class online. A minimum of one blog post per student per week is required to increase typing and writing skills. For further accountability, teachers will be required to grade one constructed response every two weeks in a specific subject area (math, reading, science, social studies, art, music and PE). The results of the constructed response and blogging will be discussed during weekly coplan meetings.

21a. Math- Strengths

Students show good growth in math with MEAP data, benchmark assessment data, and Performance Series spring test results. MEAP data indicates that we met our proficiency target given by MDE for three years in a row. Scantron data for 3rd grade indicates 52% of students are at grade level, 47% of 4th graders are at grade level and 40% of 5th graders are at grade level. 56% of students made adequate growth towards their goals set by Edperformance. Math benchmark data indicates an overall passing rate of approximately 45% correct responses to CCRS for math in their grade level with 4th grade having the highest percentage of 50%.

Another strength of our math this year is the incorporation of manipulatives and conceptual understanding of more complex math problems.

21b. Math- Challenges

According to Edperformance data, benchmark data, and MEAP data there has been growth, but the number of students at grade level is not good enough and the percentage of CCRS students are mastering by the end of the year is still too low. Our goal of 70% is not being reached by almost 20%. Students also have issues with fluency standards in 3rd grade. Students in 3rd grade are not mastering their multiplication facts nor are they able to fluently add and subtract. When students enter 3rd grade they are missing their addition and subtraction fluency.

21c. Math- Trends

Overall we see growth in all areas of math. Benchmark testing data indicates a stagnant projection of mean percentage for all grades except 4th grade.

21d. Math- Summary

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

For the 2016-17 school year CCA Intermediate will be looking at the math program that is used and review all lesson plans and formative assessments for alignment. Students will be given fluency practice and a competition will be held to help students learn their math facts for multiplication. Teachers will be given coaching and feedback and continue to learn the 3 pieces necessary for success in math with the Common Core.

Curriculum development from winter of 2015, has led itself to a greater rigor and alignment to the common core as evident in walk-through data, interim assessments and student growth. For the 2016-17 school year, we will continue to check for alignment to the Math CCRS. We will also be using interim assessments on a computer platform that collects an item analysis. Instructional Learning Cycles will be conducted to reteach skills and increase rigorous understanding for students.

In 2016-17 our math intervention sessions take place during a designated intervention time 4-5 days a week for 30 minutes depending on the needs of the students. The focus is on addressing the basic skills that students are struggling with.

22a. Science- Strengths

MEAP data indicates an 8% increase in the number of students who were proficient in Science from the 2012-13 school year to the 2013-14 school year. Students on Study Island pre and post tests for the school year made gains.

22b. Science- Challenges

Science remains the lowest rate of proficiency as indicated by state assessments. Science scores in the classroom are stagnant. Both indicate a challenge with science overall. Science vocabulary is difficult for our students in the ELL subgroup. Students who are Economically Disadvantage also struggle with the complex vocabulary in the science curriculum. Overall, teachers struggle to give students hands-on lessons that are directly aligned to the state standards. Finally, state standards are changing and teachers and administrators are struggling with the incorporation with those standards and adding more STEAM resources to the overall curriculum.

22c. Science- Trends

Science trends are not good. There is little growth in all data indicators for students learning necessary for science concepts. Students continue to struggle with vocabulary and writing in science. Teachers continue to incorporate hands-on activities for students in science.

22d. Science- Summary

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

CCA Intermediate is making a large change to develop a curriculum and more hands-on experiments in science for the 2016-17 school year. A new classroom was added onto the building in the 2015-16 school year and the plans are this will be used for a science lab where a teacher who has expertise in science and science curriculum can teach students weekly as part of the curriculum. Teachers and administrators will also be using Title 2A funds to continue training in STEAM and Next Generation science.

23a. Social Studies- Strengths

MEAP data indicates the proficiency target from MDE was met for the last three years. Students also show gains on local Study Island assessment for the last two years.

23b. Social Studies- Challenges

Although students were 26% proficient and met the state proficiency target the last three years, the scores have declined by 1-2% each year. Essentially, scores are stagnant but exceeding the MDE target.

23c. Social Studies- Trends

Overall, social studies scores are stagnant.

23d. Social Studies- Summary

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

Social Studies will not be addressed this year in a major way. We will continue to align curriculum to the MC3 standards and look at the M-Step Item analysis for Social Studies.

Perception Data

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

24a. Student Perception Data

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

The student feedback data indicates that students feel that their teachers and principal care about them and want them to learn.

24b. Student Perception Data

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

Student feedback indicates that students are frustrated with technology. They have also indicated that they desired tutoring to be made available earlier in the school year.

24c. Student Perception Data

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

We have continuing efforts made to cycle the replacement of technology, acquiring additional technology for the classrooms, and the continuing work on improving the classroom wifi access for all. Having the tutoring to begin earlier will be looked into also.

25a. Parent/Guardian Perception Data

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

The parent feedback suggest the highest level of satisfaction in terms of established goals and a plan for student learning.

25b. Parent/Guardian Perception Data

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

The lowest area of satisfaction among parents feedback is the purpose statement being clearly focused on student success.

25c. Parent/Guardian Perception Data

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

We will have more discussions with the parents on the purpose statement as how it relates to student success. This will occur during parent meetings, parent-teacher conferences, and general information being sent home.

26a. Teacher/Staff Perception Data

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

The staff feedback data indicates that the highest level of satisfaction is with provided opportunities for continuous growth and the use of data to make curricular and instructional decisions.

26b. Teacher/Staff Perception Data

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

The overall lowest level of satisfaction among staff is the available resources and technological support.

26c. Teacher/Staff Perception Data

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

The actions that are in place to improve staff satisfaction with technological support is looking at hiring a part time computer specialist to work in the building. The available resources satisfaction will be addressed by the instructional coach.

27a. Stakeholder/Community Perception Data

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

Overall the highest level of satisfaction among stakeholders is the teachers and staff. Both parents and students indicate that overall they feel that the teachers and staff care about them. This reflects in the communication and expectations of the teachers and staff. Teachers feel that there is a structure that allow students to know that they care about their educational experience.

27b. Stakeholder/Community Perception Data

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

The overall lowest level of satisfaction among stakeholders isn't as shared. The parents have indicated the purpose statement being clearly focused on student success was their lowest level of satisfaction with students expressing frustration with technology and tutoring not being made available earlier in the year. Although students and staff share the lowest overall satisfaction with technology frustration/support.

27c. Stakeholder/Community Perception Data

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

Actions that are in place to improve the level of student and staff stakeholder satisfaction in the lowest areas are the employment of a part time computer specialist. Also, the continual cycle of technology replacement and upgrading to continue. The lowest level of satisfaction of the parents on the purpose statement will be continual discussion during parent meetings, parent-teacher conferences, and school wide flyers.

Summary

28a. Summary

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

The strengths in the four kinds of data are that certain programs, math and reading, have increased scores within our demographics. This has led students/parent stakeholders to have a positive perception of learning. Our process data shows that Governance and Leadership has straightened with consistent leadership. The strength in demographic data shows the varied experience of our teachers is a good fit for our school.

The challenges in the four kinds of data are being addressed. Writing and science are a concern school wide with steps taken to increase stamina and quality instruction in these subjects. Demographically we are conscious of our diversity but will continue to address it by additional culture diversity training. Process data has shown that we need to continue to address the Purpose and Direction. The perception data shows that students and staff are both frustrated with technology in the building.

28b. Summary

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

The challenges addressed would impact student achievement negatively. Technology is a large part of the assessment delivery system that is mandated. Not having working technology will affect the student achievement through delivery and assessment. This will continue to cause the perception data to be low for two sections of stakeholders. Demographically, we need to continue to work with our diversity. This should increase the Purpose and Direction strand for our stakeholders.

28c. Summary

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

The challenges in the four kinds of data will be addressed in several ways. Writing, school wide will be taking steps to increase stamina by cross curricular writing taking place. We will also be looking at the writing program to see how to strengthen our students skills. Science is being addressed by additional training and a science lab being added. Demographically we are conscious of our diversity but will continue to address it by additional culture diversity training. Process data has shown that we need to continue to address the Purpose and Direction although we have made gains from previous years. The perception data shows that students and staff are both frustrated with technology in the building. This has will be addressed through the cycling of technology, upgrades in systems, training, and strengthening our technology

department.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://tinyurl.com/CCAUEAER-report-2015-16	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	n/a	

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

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

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Thomas Goodley 4100 Martin St Detroit, MI 48210 313-361-1083	

School Improvement Plan

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Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		2016-17 Parent Involvement Plan

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		16-17 Parent Compact

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

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

We worked in small groups on specific parts of the comprehensive needs assessment and then came back together as a large group to discuss the priority areas. Each group reviewed Scantron data, study Island data, 2013-14 MEAP data, enrollment demographics, stakeholder perception data and results from the Interim-Self Assessment.

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?

Student Achievement:

We reviewed the current year's Scantron, and M-Step data.

After reviewing the data we have gains in ELA, math, social studies and science on the M-step we noticed students showed improvement in all subjects except for science.

MStep Data/ Scantron Data

Student achievement on 2014-15 by demographics MStep Spring 2015

English Language Arts

All students: 83% proficient

Hispanic: 80% proficient

Economically disadvantaged: 80% proficient

Female 52% proficient, Male 31% proficient

English Language Learners 68% proficient

Non English Language Learners 73% proficient

Mathematics

All students: 48% proficient

Hispanic: 47% proficient

Economically Disadvantaged: 45% proficient

Female 26% proficient, Male 22% proficient

English Language Learners: 45% proficient

Non English Language Learners: 59% proficient

Social Studies:

All students: 11% proficient

Hispanic: 12% proficient

Economically Disadvantaged: 10% proficient

Female : 9% proficient, Male: 13% proficient

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School Improvement Plan

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English Language Learners: 3% proficient

Non English Language Learners: 25% proficient

Science:

All students 0% proficient:

Hispanic: 0% proficient

Economically Disadvantaged: 0% proficient

Female: 0% proficient Male: 0% proficient

English Language Learners: 0% proficient

Non English Language Learners: 0% proficient

Our Scantron scores for reading, math and language arts have indicated that we are making progress towards our new proficiency targets for the 2015-2016 school year. Our 2015-2016 proficiency target for reading is 56.74, on our last Scantron assessment 56.67% of our students were proficient in reading. Our 2015-2016 proficiency target for math is 43.11%, on our last Scantron assessment showed 44.67% of our students were proficient in math. Our 2015-2016 proficiency targets for Science is 35.85 and our Study Island assessment show 42% proficient. Our Study Island assessment shows 32% proficient and Social Studies is 39.

Program/Process

What was the data that was reviewed?

For this process we reviewed the Interim Self-Assessment.

What was concluded?

Based on the Interim Self-Assessment, there were several areas of strength and weakness. The standard with the most strength was Standard 5; Using results for continuous improvement. Consistently we use various forms of data for continuous improvement, specifically Standard 5, indicator 1. Two areas where improvement is most needed are Standard 1; Purpose and Direction and Standard 4: Resources and Support Systems. Staff feel that we are struggling with inconsistent leadership in the School Leader role. In terms of resources and support, a couple of resources that were supposed to be ordered were not put in the budget.

Later: add the audit information from the NCA team 2015.

Perceptions:

Stakeholder feedback was collected from parents, students, and staff. Parents provided feedback about their satisfaction in terms of student learning goals, curriculum, teacher collaboration, and parent-teacher communication. Students provided feedback about their level of satisfaction with their teachers and their principal. Staff provided feedback about their level of satisfaction with continuous improvement opportunities, evaluation tools and procedures, and data-driven decision making.

Parent feedback data suggests the highest level of satisfaction in terms of established goals and a plan for student learning. The lowest level of satisfaction is in the area of the purpose statement being clearly focused on student success. Student feedback data indicates that students feel that their teachers and principal care about them and want them to learn, however they expressed frustration with technology. Additionally, students indicated that tutoring should have been made available earlier in the school year. Staff feedback data indicates that staff feel the highest level of satisfaction in terms of provided opportunities for continuous growth and the use of data to make curricular and instructional decisions. Staff feedback suggests the lowest level of satisfaction in terms of available resources and technological support.

What data was reviewed?

Powerschool data:

Current enrollment data shows a population of students identified as 93% Hispanic. The sex of students attending the school is well balanced with 45% male and 55% female population. 4% of the student body is Caucasian and 3% African-American.

Conclusion: Based on the high number of Hispanic students, needs should be based upon the specific needs of that demographic. For example, this year we trained all staff in SIOP and have used walk-through data to be sure teachers continually use these strategies to help students.

School Improvement Plan

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Conclusions:

1. Content areas: Our assessments show that reading and math scores are improving however the bottom 30% still need help in both reading and math. They also show that we need to improve our Science and Social Studies scores in order to meet next year's proficiency targets.
2. Subgroup Concerns: The highest percentage of students in the bottom 30% in all areas is our African American population. With that being said, our demographics show that 93% of our students are Hispanic and that 2.8% are African American. On average our Hispanic population accounts for 30% of the bottom 30 in all areas.
3. Perception Issues: Students and teachers expressed frustration with technology. Staff feels that we need more resources and technology.
4. Demographic Issues: Due to increasing enrollment space is limited. We need more space in our building.
5. Professional Development Needs: Staff feels that they need more training in using technology such as the Promethean Board, Power school and study island. Professional Development is needed for staff to align the Math and ELA program to common core state standards.
6. Program Changes: The need to have a math curriculum, either My Math or Engage New York. We also need progress monitoring tools for comprehension and math in RTI.
7. Changes in Services Provided: Continue to have a full time social worker and possibly add a third special education teacher if the need is evident. We need more interventionists and space to provide the necessary interventions to students.

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.

Priority areas identified for establishing goals:

1. Content areas: Our assessments show that reading, math, and science scores are improving however the bottom 30% still need help in all areas. Social studies scores are not improving, and took a 5% decline from the fall of 2012-2013.
2. Subgroup Concerns: The highest percentage of students in the bottom 30% in all areas is our African American population. With that being said, our demographics show that 93% of our students are Hispanic and that 2.8% are African American. On average our Hispanic population accounts for 30% of the bottom 30 in all areas.
3. Perception Issues: Students and teachers expressed frustration with technology. Staff feels that we need more resources and technology.
4. Demographic Issues: Due to increasing enrollment space is limited. We need more space in our building.
5. Professional Development Needs: Staff feels that they need more training in using technology such as the Promethean Board, Powerschool and study island. Professional Development is needed for staff to align the Math and ELA program to common core state standards.
6. Program Changes: The need to have a math curriculum, either My Math or Engage New York. We also need progress monitoring tools for comprehension and math in RTI.
7. Changes in Services Provided: Continue to have a full time social worker and possibly add a third special education teacher if the need is evident. We need more interventionists and space to provide the necessary interventions to students.

Content areas: Reading, Writing, Math, Science, and Social Studies

The goals are:

- 1: 49.1% of students at CCA-UE will become proficient in Mathematics.
- 2: 56.74% of students at CCA-UE will become proficient in ELA.
- 3: 35.85% of students at CCA-UE will become proficient in Science.
- 4: 39% of students at CCA-UE will become proficient in Social Studies.

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

The goals address all of the students through the use of strategies such as Differentiated Instruction and SIOP. They also address all of the students through the aligning Math and ELA programs to the Common Core State Standards. We will address the students in the bottom 30% through RTI strategies and interventions.

Component 2: Schoolwide Reform Strategies

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

We use a variety of strategies with our schoolwide plan to help All students reach the State's standards. Our overall schoolwide reform strategies are within our Response To Interventions (RTI). We use specific data progress to identify these students. We do this by looking at reading and math scores. There are three tiers to our RTI. Tier one is general education students that use ScanTron to drive instruction. Tier two groups of students are made up of general education students who are receiving either reading or math interventions or both reading and math interventions. Tier three are students who receive reading or math interventions or both reading and math interventions in a small group setting of five to six students, also some students receive one on one interventions for both reading and math.

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).

We use research-based methods and strategies in our schoolwide plan which increase our quality and quantity of our instruction. Teacher use differentiated instruction within the general education classroom. Students, who qualify, receive interventions through the RTI. Teachers have support staff that push-in and pull-out students to give extra support. Student receive after school tutoring. Summer school is held every summer in the month of July.

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

The RTI is aligned to help support our success with our students in the general education classroom to bring student's to grade level and to achieve success district and state wide assessments.

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 that students receiving interventions don't miss core subjects. The reading interventions sessions are 45 minutes five days a week. Students that are receiving the Leveled Literacy Instruction are meeting 45 mins. 5 days a week. Leveled Literacy Instruction is a reading intervention program that combines reading, comprehension, phonics and writing into almost every lesson. We have a number of reading interventions. We also use Phonics First to assist our lower learners in basic reading.

Our Math Interventions take place during scheduled classroom math times. Math intervention sessions are 30 min. long and take place 4 to 5 days a week depending on the needs of the student. Math interventions use results from Scantron scores as well as Study Island data to address basic skills students are struggling with. Progress monitoring is used by Study Island which is a web based program.

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

Our school monitors progress of every students by assessing reading, writing and math benchmarks 3 times a year. In reading, students are assessed by using a running record by Houghton Mifflin in the Fall, Winter and Spring. In writing, students are assessed using a MEAP/MSTEP like prompts and rubric in the Fall, Winter and Spring. Students also take Scantron assessments in reading, language arts and math in the Fall, Winter and Spring. We review student progress monthly at our RTI meetings.

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		

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		

Component 4: Strategies to Attract Highly Qualified Teachers

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

We have a 22% turnover rate within our teaching staff. This past year has been our highest turnover in recent years. 2 general education teachers left before the school year started. One general education teacher left after the first week of school. All left for a new position outside of the school, one of the three left for an out of country position. These three positions were filled with qualified new hires. We hired a full-time social worker before school began as well as in January a full time Special Education teacher for 4th grade to replace the long term sub in this position. One of the 3rd grade teachers moved to the Reading Specialist Position that allowed a 4th grade teacher to move to 3rd grade as that 4th grade classroom was closed due to enrollment concerns. We also experienced a loss of a 3rd grade teacher in February due to the teacher moving out of state. A long term sub is currently filling the position for the conclusion of the school year.

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

0-3 years of experience: 2 teachers

4-8 years of experience: 10 teachers

9-15 years of experience: 12 teachers

>15 years of experience: 2 teacher

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

We do have specific initiatives implemented to attract and retain highly quality teachers regardless of the turnover rate. Our teachers receive a yearly amount to purchase classroom supplies and resources, they are offered professional development opportunities along with yearly bonuses, tuition assistance from Saginaw Valley State University, teacher mentoring program and the support from leadership to explore new strategies to be an effective teacher. These are some of the ways that leadership retains highly qualified teachers at CCA. To attract highly qualified teachers, the district has participated in a student teaching partnership with the University of Detroit Mercy and Wayne State University, and job postings on the Leona Group website. Teams of teachers are included in the interview process to help identify highly qualified teachers.

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

The Leona Group offers merit bonuses as well as a benefit package that includes a 401k matching contributions up to 6%. Our district participates in collective bargaining and offers competitive salaries. We have a Coordinator of Student Achievement that supports curriculum and instruction which could help attract new teachers, as well as retain. The district, as well as Leona Group offers a number of district professional learning opportunities. There are also opportunities for tuition reimbursement for teachers pursuing an ESL certification.

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?

At this point in time, we do not have a high turnover rate.

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

Formative Assessment project

Differentiated instruction

Instructional learning cycles with data

SIOIP refresher

DRA training

Curriculum alignment

Science standards training

Kagan training

Study Island, Promethean board training (new computers are needed to implement this technology).

My Math/Engage New York

Powerschool/ gradebooks

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

The professional developments are sustained and ongoing as they will be scheduled throughout the school year.

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

Component 6: Strategies to Increase Parental Involvement

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

We will be designing a school wide plan that involves are parents. We have parent surveys which are conducted and analyzed by the staff annually. Also, parents will review school wide plans in the annual Title 1 meeting in the fall. This information is used to assist in making decisions regarding the school wide plan.

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's to fill out in order for us to get an idea of how parents are feeling about the education their students are receiving.

School wide Reform Strategies: With our School wide strategy being Response to Intervention we have focused on RTI during parent meetings conducted once a month on Wednesday.

Highly Qualified Staff: Parents are free to express any concerns they have about the school at parent meetings held twice a month.

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.

Professional Development: At the parent meetings parents learn about different strategies that we use in school and that they can use at home with their children.

Parental Involvement: Parents are involved in classroom activities, parent meetings, conferences and receive monthly newsletter

Assessment Decisions: Assessment scores are reported to parents at conferences.

Timely and Additional Assistance: Parents are notified about our Response to Intervention Process and told when their student is receiving help through RTI interventions.

Coordination and Integration of Federal, State and Local Resource: At parent meetings state laws and local resources are discussed to keep them informed of the programs/resources available to them.

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

The parents will be involved in the evaluation of the school wide plan through the parent surveys that are completed annually which helps us to evaluate our school wide plan. We hold parent meetings where the parents can receive information and can express concerns.

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		Parent Involvement Plan 15-16

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

Orientation is held at the beginning of the year in August, Parent meetings are held once a month. In August, the principal reviews each of the 10 components of the Title One Diagnostics and school policies. At the parent meetings staff members are asked to present to the parents about understanding content standards, assessments, Title 1 programming, monitoring of their child's progress and how to work with educators. At the monthly meetings parents are free to express concerns and opinions with the principal. Meetings were held in an accessible room so everyone was able to attend and presentations and materials were translated into Spanish for the parents with limited English proficiency.

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. Feedback will be discussed with the leadership team in the district and with the school improvement team. Next year parents will receive at the end of each parent meeting a short questionnaire where parents can express their opinions.

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

All parent responses will be read and filed. These responses will be address according to priority of the seriousness of the concerns. Some of these concerns will be addressed by appointments, with small groups or individually, and/or addressed at the monthly or bi-monthly meetings.

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

The school-parent compact was developed by the school leader's district wide for parents to understand the various policies that are in place. Parental Involvement Plan records: Measures, Data Collections, Analysis, and Reporting Performance Results. It should be developed and reviewed through the School Improvement process. Parents should be involved as well.

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

The School-Parent Compact is used at the elementary-level parent teacher conferences through a district wide parent/student acknowledgement and agreement form. This is a requirement that is reviewed and signed at every Fall and Spring conferences.

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

Not applicable

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Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Parent Compact 2016-17 Parent Compact 2016-17

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

We are a dual language speaking school with 95% of our parent population speaking Spanish. Because of this we use and provide translators when communicating many issues with parents about our/their students. Assessment reports (M-Step) and individual Assessment Portfolios, along with report cards and progress reports are discussed at parent teacher conferences. Also, the school reports out to students and parents their benchmark progress on Scantron. All of this is done using translators.

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?

Not applicable.

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?

Not applicable.

Component 8: Teacher Participation in Making Assessment Decisions

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

Teachers provide input on the use of school based assessments through discussion in co-plan meetings, staff meetings, opportunities to develop assessments over the summer, and review of various benchmark programs. Some school-based academic assessments are decided based on the school authorizer or based on district alignment.

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

All staff is required to have a data meeting to review their class data in January. Also, data walls are up throughout the school and data is made public and staff is held accountable for all data. Another aspect of data used is in the RtI process. The RTI meets each week on Monday to focus on each grade level per week. With 3rd, 4th and 5th grade levels in our school this works out to about once a month visit to each grade level. Attending these meetings is the RTI lead, general education teachers, special education teacher for the grade level, appropriate interventionists, school psychologist, speech pathologist, social worker, and curriculum coach.

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.

Students are tested three times

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?

Grades 3-5 receive reading and math interventions. Monday - Friday there are designated reading intervention of 45 minutes incorporated into every teachers' schedule. Accordingly, math interventions are 30-45 minutes Monday through Friday. Tier 3 interventions are also held daily for 30-45 minutes in one-on-one settings for students. The after school tutoring is offered to help those students struggling with core curriculum in the classroom identified by the classroom teacher. The focus is on strengthening the basic skills that are needed to achieve success in each grade level. Summer school is offered for 4 weeks with the focus on Reading, Writing, and Math. The students, identified by the classroom teacher, work on skills needed to succeed in the classroom.

Student academic achievement assessment assistance is given in an after school program.

Science and Social Studies concerns are addressed by the classroom teacher based on the StudyIsland and formative assessment data.

This is done within the classroom.

Next year we will also be adding an Instructional Learning Cycle where all standards will be assessed, reviewed and retaught.

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

Differentiated instruction is incorporated into each classroom based upon summative /formative assessment data. Students work in small groups with the teacher or paired with classmates during whole-group/tier 1 instruction. During reading and math interventions (40 minutes/ 5 days a week), teachers tier classwork to meet the needs of all students using data available to them. Some of these students (Bottom 30%) are pulled into small groups while some students stay in the classroom.

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 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 Response to Intervention is the instruction for all students in all content areas and is funded by the general fund staff who teach core curriculum. The Title I budget funds an Instructional Coach that works with teachers to perfect their overall instruction. Tier 2 are interventions often take place within the classroom and is funded by general teaching staff, Title I teachers, Title I Paraprofessionals, as well as 31a staff. Tier 3 interventions are funded by general budget, Title I, and 31 a. There are Title teachers, title paraprofessionals, and 31 a teachers that 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 III funds which allow us to work with our ESL students and provides extra support materials for students in need of language acquisition. Title III also supplements with a part time ESL Coach. Our Ila funds provide professional development in all content areas, as well as Response to Intervention. If students do not improve in Tier 3 of Response to Intervention, then they may potentially 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,

Component 2: School wide Reform Strategy: general budget, Title I, Ila, Title III, 31a, IDEA

Component 3: Instruction By Highly Qualified Staff: general budget, Title I, Title III, 31a, IDEA

Component 4: Strategies to attract 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

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

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
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make sure students are being served.

We will provide funding for our social worker to be 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 Powerschool.

Evaluation:

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

Annually, teachers and administrators meet to discuss changes to the school wide program based on data and teacher input using 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.

The results achieved by the school wide program uses this data to complete MDE program evaluation tool from the State's annual assessments and other indicators of academic achievement. Administrators and teachers review the data from State's annual assessment to look at trend data and discuss needed changes in programs.

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, Scantron data, processing and perception surveys to recognize downward trends and discuss ways these can be addressed through our 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?

The process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the school wide programs are done through the school improvement process. This also includes the parents, teachers, and various stakeholders. The final program evaluation and continuous improvements made by administration are based upon budgetary requirements and availability.

SIP 2016-17

Overview

Plan Name

SIP 2016-17

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: 6 Activities: 19	Academic	\$427310
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

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

Measurable Objective 1:

49% 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 06/15/2017 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:

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	09/26/2016	05/12/2017	\$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	09/19/2016	06/09/2017	\$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	Implement	09/26/2016	05/12/2017	\$4995	Section 31a	School Leader, Instructional Coach

School Improvement Plan

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	08/22/2016	06/23/2017	\$150480	Section 31a, Title I Part A, 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	Implement	09/06/2016	06/15/2017	\$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	07/01/2016	06/30/2017	\$72463	Title II Part A, Title I 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	Implement	07/06/2017	08/04/2017	\$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	Implement	09/06/2016	06/15/2017	\$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	Implement	08/22/2016	06/15/2017	\$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	Implement	08/22/2016	06/15/2017	\$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	08/22/2016	06/15/2017	\$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:

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 (IXL, Study Island, My Math online) to practice computational skills (including programs for EL students) on a weekly basis.	Technology	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$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.	Direct Instruction	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$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.	Direct Instruction	Tier 1	Implement	09/06/2016	06/15/2017	\$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 and NWEA.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/15/2017	\$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:

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).

School Improvement Plan

Cesar Chavez Academy Intermediate

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	09/06/2016	06/15/2017	\$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	09/06/2016	06/15/2017	\$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	Implement	09/06/2016	06/15/2017	\$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	08/22/2016	06/15/2017	\$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
Math coach will observe instruction in the classroom to guide the processes and provide feedback to impact student learning.	Monitor	Tier 1	Monitor	08/22/2016	06/15/2017	\$0	No Funding Required	School Leader

School Improvement Plan

Cesar Chavez Academy Intermediate

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	Getting Ready	08/22/2016	06/15/2017	\$0	No Funding Required	School Leader, Instructional Coach

Measurable Objective 2:

3% of Students with Disabilities students will demonstrate a proficiency on the 2016-17 assessment in Mathematics by 06/15/2017 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	08/22/2016	06/15/2017	\$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:

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 70% or greater in English Language Arts by 06/15/2017 as measured by M-Step (or State Assessment), Global Scholars, WIDA/ELPA, Common Assessments, DRA.

School Improvement Plan

Cesar Chavez Academy Intermediate

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:

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	Implement	09/06/2016	06/15/2017	\$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	Getting Ready	09/06/2016	06/15/2017	\$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	Implement	09/06/2016	06/15/2017	\$3000	Title I Part A	School leader, coach and instructional staff

Activity - Use of Instructional Support Staff	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

Instructional support staff provide small group instruction using materials that directly address the students areas of academic need for at least fourty minutes, 4 days a week.	Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$150456	Section 31a	Coach, staff and leader
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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:

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	09/06/2016	06/15/2017	\$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	09/06/2016	06/15/2017	\$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

Tier: Tier 1

School Improvement Plan

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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	09/06/2016	06/15/2017	\$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	09/06/2016	06/15/2017	\$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	09/06/2016	06/15/2017	\$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:

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
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			09/06/2016	06/15/2017	\$2150	Title I Part A	Coach, leader and staff

School Improvement Plan

Cesar Chavez Academy Intermediate

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	09/06/2016	06/15/2017	\$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	Implement	09/06/2016	06/15/2017	\$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	09/06/2016	06/15/2017	\$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	09/06/2016	06/15/2017	\$0	No Funding Required	All instructional staff, instructional coach
Activity - ELA coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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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	08/15/2016	06/15/2017	\$0	Title II Part A	School Leader
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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	09/06/2016	06/15/2017	\$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	09/06/2016	06/15/2017	\$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	09/06/2016	06/15/2017	\$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
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	09/06/2016	06/15/2017	\$0	No Funding Required	Leader, coach and instructional staff

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 06/15/2017 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.

Category:

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:

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	09/06/2016	06/15/2017	\$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	09/06/2016	06/15/2017	\$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	09/06/2016	06/15/2017	\$0	No Funding Required	Instructional staff, coach and administration

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

Measurable Objective 1:

36% 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.

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	08/22/2016	06/15/2017	\$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	09/06/2016	06/15/2017	\$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	09/06/2016	06/15/2017	\$0	Section 31a	School Leader, Curriculum Coach

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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
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	08/22/2016	06/15/2017	\$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	08/22/2016	06/15/2017	\$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	06/15/2017	\$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	08/22/2016	06/15/2017	\$3624	Title II Part A	School leader and coach

Strategy 3:

Differentiated Instruction - n/a

Category:

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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	09/06/2016	06/15/2017	\$7400	Title I Part A	Leader, coach and instructional staff

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	08/22/2016	06/15/2017	\$1200	Section 31a	Leader, Coach and instructional staff

Strategy 4:

Extended Learning Opportunities Through the RTI process - n/a

Category:

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	07/05/2017	08/04/2017	\$127874	Section 31a	Leader, coach and teachers

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

Measurable Objective 1:

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39% 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 06/15/2017 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:

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

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	Implement	09/06/2016	06/15/2017	\$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	Implement	09/06/2016	06/15/2017	\$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	Implement	09/06/2016	06/15/2017	\$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

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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	Implement	09/06/2016	06/15/2017	\$3500	Title II Part A	School leader, coach and instructional staff
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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
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	07/01/2016	06/30/2017	\$300	School Leader
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	08/22/2016	06/15/2017	\$0	School Leader
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	08/22/2016	06/15/2017	\$434	Leader and coach
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	08/22/2016	06/15/2017	\$3624	School leader and coach
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	09/06/2016	06/15/2017	\$2500	Instructional staff, coach and leader

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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	Getting Ready	09/06/2016	06/15/2017	\$4200	School leader, coach and instructional staff
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	09/06/2016	06/15/2017	\$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	08/15/2016	06/15/2017	\$0	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	09/06/2016	06/15/2017	\$300	School leader, coach and 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	Implement	08/22/2016	06/15/2017	\$0	School Leader, Instructional Coach, All teachers
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	Implement	08/22/2016	06/15/2017	\$0	School Leader

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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	09/06/2016	06/15/2017	\$4500	School leader, coach, 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	07/01/2016	06/30/2017	\$4070	School Leader
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	Implement	09/06/2016	06/15/2017	\$3500	School leader, coach and instructional staff

Title I Part A

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	08/22/2016	06/23/2017	\$49108	School Leader, Instructional Coach
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	09/06/2016	06/15/2017	\$7400	Leader, coach and instructional staff
Computer applications	Students will use computer software programs (IXL, Study Island, My Math online) to practice computational skills (including programs for EL students) on a weekly basis.	Technology	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$7400	Classroom teachers, instructional support staff, instructional 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	08/22/2016	06/15/2017	\$0	School Leader, Instructional coach, All teachers, support staff

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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			09/06/2016	06/15/2017	\$2150	Coach, leader and 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	Implement	09/06/2016	06/15/2017	\$120000	School leader, coach and instructional staff
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	09/06/2016	06/15/2017	\$2500	Leader and Coach
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	09/06/2016	06/15/2017	\$1500	School leader, coach, 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	07/01/2016	06/30/2017	\$68093	School 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	09/06/2016	06/15/2017	\$300	Leader, coach, instructional staff
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	09/06/2016	06/15/2017	\$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	09/06/2016	06/15/2017	\$68093	Leader, coach, instructional staff

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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	08/22/2016	06/23/2017	\$46859	School Leader, Instructional Coach
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	09/26/2016	05/12/2017	\$23310	School leader, Instructional Coach, Tutors
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	Implement	09/06/2016	06/15/2017	\$3000	School leader, coach and instructional 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	09/06/2016	06/15/2017	\$5300	Coach and Leader

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	Getting Ready	08/22/2016	06/15/2017	\$0	School Leader, Instructional Coach
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.	Direct Instruction	Tier 1	Implement	09/06/2016	06/15/2017	\$0	All teachers

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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	Implement	09/06/2016	06/15/2017	\$0	All teachers, Instructional Coach (manipulative supply and implementation)
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	08/22/2016	06/15/2017	\$0	School Leader, Instructional Coach, All teachers
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	Implement	09/06/2016	06/15/2017	\$0	All teachers
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	09/06/2016	06/15/2017	\$0	n/a
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	09/06/2016	06/15/2017	\$0	Instructional staff, coach and administration
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	06/15/2017	\$0	Leader, coach and instructional staff
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	09/06/2016	06/15/2017	\$0	All teachers; instructional support staff; instructional coach; school leader

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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.	Direct Instruction	Tier 1	Getting Ready	09/06/2016	06/15/2017	\$0	All teachers, instructional support staff
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 and NWEA.	Direct Instruction	Tier 1	Monitor	09/06/2016	06/15/2017	\$0	All teachers, instructional support staff
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	09/06/2016	06/15/2017	\$0	All teachers; 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	09/06/2016	06/15/2017	\$0	All instructional staff, instructional coach
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	Implement	09/06/2016	06/15/2017	\$0	School leader, coach and instructional staff
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	08/22/2016	06/15/2017	\$0	School Leader
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	09/06/2016	06/15/2017	\$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	09/06/2016	06/15/2017	\$0	Leader and Coach

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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	Implement	09/06/2016	06/15/2017	\$0	All teachers
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Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	09/19/2016	06/09/2017	\$14983	School leader, 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	08/22/2016	06/15/2017	\$8500	School Leader, Instructional Coach, and staff
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	Implement	09/06/2016	06/15/2017	\$150456	Coach, staff and leader
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	07/05/2017	08/04/2017	\$127874	Leader, coach and teachers
ESL Tutoring	The academy will provide a free, after-school tutoring program three times per week for LEP/EL students.	Implementation	Tier 2	Implement	09/26/2016	05/12/2017	\$4995	School Leader, Instructional Coach

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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	Implement	07/06/2017	08/04/2017	\$4262	School leader, instructional coach, summer program instructors
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	08/22/2016	06/23/2017	\$54513	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	Implement	07/06/2017	08/04/2017	\$8525	School leader, instructional coach, summer program instructors
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	08/22/2016	06/15/2017	\$5000	Leader and Coach
Materials	Update Foss Kits (consumables) and supplemental materials for science projects.	Materials	Tier 1	Monitor	09/06/2016	06/15/2017	\$0	School Leader, Curriculum Coach
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	08/22/2016	06/15/2017	\$1200	Leader, Coach and instructional staff
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	Implement	09/06/2016	06/15/2017	\$2500	School leader, instructional coach, instructional coach

Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	Implement	09/06/2016	06/15/2017	\$1602	Leader, coach, and staff

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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	09/06/2016	06/15/2017	\$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	09/06/2016	06/15/2017	\$7826	Leader, coach, ESL coach and instructional staff

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	09/06/2016	06/15/2017	\$550	School leader, instructional coach, instructional staff

Title I Part C

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	Implement	09/06/2016	06/15/2017	\$164683	School leader, instructional coach, instructional staff and support staff