



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.

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

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

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

A small group of staff from the School Improvement (SIP) Team met to review M-Step data from 2018, WIDA data from 2018, attendance data from the 2018-2019 school year, and NWEA data from Spring of 2019. This small group also closely reviewed the School Index data on MISchool Data to find overall trends, and also review subgroups and their performance on local and state assessments. MISchool Data was also used to compare CCA Intermediate to surrounding neighborhood school and their School Index performance in surrounding areas. A larger group of staff from the SIP Team worked on perception data of students, staff, and parents.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

Explanation on the percent proficient and proficiency target met.

Percent proficient provide us with information about the number of students who were proficient on the M-Step. Students who are not proficient are considered to be in need of intervention to reach mastery of grade level content. The percentage of students who met the proficiency target is found by dividing the amount proficient for CCA Intermediate divided by the the proficiency target set by the OEEA office.

The following is a list of the data that was used to find trends and highlight

M-STEP Data 2018 English Language Arts:

Proficiency Target Met/ Percent Proficient

All Students: 57% / 34%

Hispanic: 58% / 35%

Economically Disadvantaged: 57% / 34%

English Language Learners: 50% / 34%

Students with Disabilities: 13% / 8%

M-Step 2018 Mathematics:

Proficiency Target Met/ Percent Proficient:

All Students: 49% / 23%

Hispanic: 50% / 24%

Economically Disadvantaged: 49% / 23%

English Language Learners: 45% / 21%

Student Growth Percentile by Grade:

4th Grade: 57%

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5th Grade: 59%

Math Intervention: 55%

Reading Intervention: 55%

ESL Intervention: 60%

Cesar Chavez Intermediate Growth Percentile: 71%

Surrounding School's Growth Percentile:

Bennet: 61%

Harms: 46%

Escuela Avencemos: 60%

Munger: 24%

State of Michigan Growth Percentile:

Mean: 59%

Median: 62%

Attendance Data (Not Chronically Absent):

2016-2017 / 2017-2018:

All Students: 78% / 74%

Hispanic: 78% / 76%

Economically Disadvantaged: 76% / 74%

English Language Learners: 89% / 79%

Students with Disabilities: 67% / 66%

Attendance Data for Surrounding Schools (Not Chronically Absent):

2017-2018:

Nearby Schools: 58%

WSU Neighborhood Data: 64%

Comprehensive Needs Assessment:

2016-2017 / 2017-2018/ Change

Overall Index Score: 61% / 66% / +5%

M-STEP Growth 62% / 71% / +9%

M-STEP Proficiency 45% / 44% / -1%

School Quality: 76% / 74% / -2%

English Language Learner: 71% / 94% / +23%

Growth:

Overall 62%/71%/+9

2016-2017 / 2017-2018/ Change

ELA: 74% / 83% / +9%

Math: 66% / 84% / +18%

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Combined: 70% / 83% / +13%

Bottom 30%:

2016-2017 / 2017-2018/ Change

ELA: 7% / 0% / -7%

Math: 3% / 5% / +2%

Combined: 4.7% / 2.7% / -2%

Economically Disadvantaged:

2016-2017 / 2017-2018/ Change

ELA: 73% / 82% / +9%

Math: 66% / 84% / +18%

Combined: 70% / 83% / +13%

English Language Learners:

2016-2017 / 2017-2018/ Change

ELA: 61% / 72% / +11%

Math: 60% / 77% / +17 %

Combined: 61% / 74% / +13%

Hispanic:

2016-2017 / 2017-2018/ Change

ELA: 75% / 84% / +9%

Math: 66% / 85% / +19%

Combined: 70% / 84% / +14

Students with Disabilities:

2016-2017 / 2017-2018/ Change

ELA: 45% / 18% / -27%

Math: 37% / 47% / +10%

Combined: 41% / 32% / -9%

NWEA:

2016-2017 / 2017-2018/ 2018-2019/ Change from Spring 2018 to Spring 2019:

ELA 3rd Grade: 66% / 69% / 67% / -2%

ELA 4th Grade: 99% / 88% / 80% / -8%

ELA 5th Grade: 99% / 62% / 86% / +24%

Math 3rd Grade: 80% / 86% / 95% / +9%

Math 4th Grade: 95% / 84% / 90% / +6%

Math 5th Grade: 97% / 87% / 98% / +11%

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

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

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

To further help the incoming 3rd grade, which has been observed have a ELA deficiency in comparison to the 4th and 5th grades, we are implementing a new reading program, ReadyGen, which was tested last year by pilot classes of each grade.

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

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

To address these goals we are making sure a specific number of instructional minutes are obtained daily. We are also looking for a curriculum that aligned the new standards for science and social studies. Additionally, the Living Arts staff provides hands on activities that enrich students understanding of skills and science. Living Arts is being extended to 5th grade giving students two years of enrichment rather than one.

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

Component 2: Schoolwide Reform Strategies

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

1. We will be utilizing our new ELA program, ReadyGen. Three teachers piloted this program during the 2018-19 school year and had success progressing students with this program. ReadyGen will be rolled out to all grades this coming school year.
2. Phenomenal Science Kits. These kits will update our current science supplies and align with the new science standards. Use of the kits should be interactive for students getting them more engaged in science lessons.
3. This past year we revamped attendance policies. We have communicated them to parents, staff, and students as well as appointed a new Attendance Team Leader to help generate better attendance with our students. The appointing of a team leader will keep the Attendance Committee on track and organized promoting better attendance.
4. We have hired three new special education teachers as well as a Special Education Lead Teacher. We have put special focus on getting this team in place as our students with disabilities' scores have been going down over the past year.
5. We have also noticed issues with uniform grading among the teachers and are instituting a new grading policy that will help ensure uniform grading across grades. The new policy will make sure that grades entered in the grade book are based on grade level mastery. Also, for special education students, we are currently meeting with general and special education teachers together to finalize how special education students will be graded.

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).

1. ReadyGen, our new ELA program, will increase the quality and quantity of instruction as it combines reading and writing together. It will improve quantity of instruction as it is a cross curricular program that allows the teacher to combine subjects usually taught separately. It will improve the quality of instruction as students are given texts based on their level. The class will all read a text about a specific topic, but the books the children read are at their level. This allows for students to better comprehend the information the text is giving them and also be a part of the discussion. Our student body has a large ELL population and we believe, based on our piloted success, that these students will be served well by this program.
2. Phenomenal Science Kits, our new science program, will increase the quality of instruction as the student will have new, up-to-date materials that align with the new science standards. The Foss Kits we are replacing were old and well used and therefore missing many items. With the new kits the teachers can spend more time instructing and less gathering materials. The kits are interactive and will get students excited about the lessons they are learning. Hands on materials will allow the teachers to engage students more effectively, thus increasing the quality of instruction.

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3. Our new attendance policy holds students and parents responsible for the attendance of the students more intentionally than before. A student's attendance now governs whether they can play school sports, be a part of school-wide rewards, and attend field trips. We now have quarterly meetings and stay in consistent contact with students who are close to or beyond the threshold of allowed absences. This has students in school more which improves the quantity of the instruction as well as the quality.

4. We have made some new hires for our special education team as well as created a Special Education Lead Teacher position. We believe our newly hired special education teachers will be able to better instruct their students with a well experienced lead teachers. Her guidance and experience will increase both the quality and quantity of instruction.

5. Having a uniform grading policy across grades will allow us to collect data about students and their progress towards mastery of the Common Core Standards. This can work as a catalyst for teacher discussion and collaboration on how to further student progress even more. Each of these things will add to the quality and quantity of instruction.

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

1. The ReadyGen program aligns with our Comprehensive Needs Assessment as it addresses the falling scores in ELA for our bottom 30 and our students with disabilities, which has shown a 27% drop from the previous year. The scaffolding of our new program will help in making more student gains in reading and writing which will improve both class test scores as well as standardized test scores.

2. As the science standards are rather new, we do not have data to analyze need.

3. Our attendance is at 26% chronically absent. getting a better policy with better adherence from families will help improve all portions of our comprehensive needs.

4. The hiring of new special education teachers and the appointing of an experienced lead teacher we found to be especially important because of our Comprehensive Needs Assessment. Our students with disabilities has gone down 27% in ELA over the past year. A stronger, well-lead staff will raise the competency of these students in combination with the improvements mentioned above.

5. A revamped grading policy will help improve many sections of our Comprehensive Needs Assessment. It will help us to better monitor students progress through the standards and highlight areas we need to address with specific classes and students.

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.

As our school is full inclusion, our schoolwide plan's addressing of the special education students most relates to interventions. These students will be given more time to work with a special education teacher to accomplish their goals. Extra time will allow them to make progress that will bring them closer to their own person IEP goals as well as their expected grade level competencies.

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

Our school monitors the progress of every student by assessing reading and math benchmarks three times a year and writing twice a year. In reading students are assessed using DRA in the fall, winter (tier II and III only), and spring. In writing students are assessed using an M-STEP like prompt and rubric in the fall, winter, and spring. Students also take the NWEA assessment in ELA in the fall, winter, and spring. The first two quarters, students are assessed based on the pacing guide with Focal Point K-12. We review students' progress monthly at MTSS meetings, at co-plan meetings, and at interventionist data review meetings. Classroom teachers work in MTSS monthly to discuss the progress of students in interventions, review the progress monitoring and update teacher-made assessment data and grades. In co-plan meetings, held twice a month, teachers conference with the instructional coach about the standards currently being taught and review results of assessments with questions from the INSPECT Bank of test items. Interventionists meet with the instructional coach twice a month to review progress monitoring and the progress of students in the math and reading intervention programs.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	<p>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.</p>	Yes	All of the instructional paraprofessionals meet the NCLB requirements for highly qualified.	

Label	Assurance	Response	Comment	Attachment
	<p>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.</p>	No	During the school year, we had one teacher who did not meet the requirement for NCLB high quality. This teacher has graduated from a teaching program and has been in the classroom at various schools over 20 years. At this time, the teacher is unable to pass the Michigan Test for Teacher Certification. She continues to try and pass the test. In the fall, if she has not passed the test we will reassign her to a position as a highly qualified teacher.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

The information provided in this question will be from the 2018-2019 school year. During this past school year we had some turnover in the special education department. In the fall of 2018 we lost a special education teacher before school began in 2018. November of 2018 we had another veteran special education teacher leave. Those were the only certified teacher loses for the 2018-2019 school year.

The 2019-2020 school year currently two classroom teachers are leaving. One failed to obtain certification, and the other teacher is relocating to a different state.

CCA Intermediate has a list of 25 certified teachers in 2018-19 and 27 from 2017-18. The two special education teachers that left have not been replaced at this time.

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

There are a total of 25 certified teachers employed at CCA Intermediate. As a school we have no teachers at this time with less than 4 years of teaching experience.

0-4 years: 2

5-8 years: 7

9-15 years: 11

>15 years: 5

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

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

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

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

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

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

Component 5: High Quality and Ongoing Professional Development

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

All staff receive ongoing professional development that is aligned with the CNA and the goals of the school improvement plan. Our anticipated PD calendar for 2019-2020:

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

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

All staff receive e professional development that is aligned with the Comprehensive Needs Assessment Plan and the goals of the school improvement plan. Staff meetings are help once a month and the school leader and curriculum coach discuss plans and upcoming events.

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

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

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	hgf	PD Calendar CCA UE 2019-20

Component 6: Strategies to Increase Parental Involvement

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

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

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

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

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

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

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

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

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

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

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

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

Timely and Additional Assistance: Parents are notified about our MTSS process and are advised when their student is receiving help through MTSS interventions. Coordination and Integration of Federal, State, and Local Resource: During parent meetings, parents are

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informed of state laws and resources that are available to them.

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

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

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes	At CCA Intermediate, we have parent meetings once a week starting September 18, 2019	parent involvement plan

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

Our guidelines for parental involvement are as follows:

1118 (e) (1):

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

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

1118 (e) (2)

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

These include:

Training provided at monthly parent meetings.

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

1118 (e) (3)

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

1118 (e) (4)

Coordination with other programs for parent involvement includes:

Monthly parent meetings and parent sign in logs.

1118 (e) (5)

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

1118 (e) (14)

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Parents are provided with other reasonable support such as:

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

Computer and app skills training is provided to parents when needed

1118 (f)

Staff provides opportunities for full parent participation.

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

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

Additional guidelines we strive to align our self with:

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

Communicate with parents in a straightforward manner and simple terms, avoiding educational "jargon."

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

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

Accommodate parents' work schedules.

Accommodate language and cultural differences.

Establish regular, meaningful communication between hoe and school.

Promote and support parenting skills.

Encourage active parent participation in student learning.

Welcome parents as volunteer partners in schools.

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

Reach out to the community for resources to strengthen schools.

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

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

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

The feedback provided will allow us to monitor what is going well and what needs improvement and make adjustments accordingly. Concerns will be addressed according to priority.

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

The parent compact is developed with leadership, parents, teachers, and students in accordance to student needs and concerns. In the

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beginning of the school year, an assembly is held that addresses student expectations. Additionally, parents are informed through open house activities and the student planners of the behavior, academic and social expectations. These all help to address concerns including consequences and rewards.

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

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

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

We share information through the student planners, school calendar, Class DOJO, school signage, automated phone calls, and post cards for stakeholders.

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

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

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

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?

These programs are not available at this school.

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?

These programs are not available at this school.

Component 8: Teacher Participation in Making Assessment Decisions

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

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

NWEA is administered three times a year - Fall, Winter, and Spring. Focal Point K-12 and ILCs are administered the first two quarters of the school year with the third quarter being optional.

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

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

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

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

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

Our focus is to move our bottom 30% to a proficient level.

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

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

We use the identification information to provide students with classroom and other interventions. The student are given access to small group instruction, lunch tutoring, and after school tutoring for remediation. Teachers review data during co-plan and MTSS monthly meetings.

Teacher analyze data to determine why students have or have not reached proficiency levels. Students are then scheduled for re-teach as needed and are then retested and they generally make significant gains mastering the concepts.

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

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

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

Our major reform strategy is Multi-Tiered Systems of Support (MTSS) 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 MTSS is the instruction for all students in all content areas and is funded by the general fund staff who teach core curriculum.

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

Tier 2 are interventions that take place within the classroom and is funded by general teaching staff, Title 1 teacher, Title 1 paraprofessionals, as well as 31a staff. Tier 3 interventions are funded by general budget, Title 1 and 31a. There are Title teachers, title paraprofessionals, and 31a teachers who work with students in small group or individual settings on skills that help close the achievement gap. Our school also receives Title 111 and Section 41 funds which allow us to work with our ELL students and provides extra support material for students in need of language acquisition. These supports include Rosetta Stone, Site licenses to support instruction, Professional Development (MABE Conference), parent workshops and materials, Site license for Brain Pop, RAZ Kids, after-school tutoring, and other resource materials to help EL students at lower level of proficiency.

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

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

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

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

Component 3: Instruction by Highly Qualified Teachers: General budget

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

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

Component 7: Preschool Transition Strategies: N/A

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

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

Component 10: Coordination and Integration of Federal, State, and Local Resources: General Budget: Title I, Title IIA, Title III, 31a, IDEA, Section 41

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs,

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housing programs, Head Start, adult education, vocational and technical education, and job training.

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

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

Evaluation:

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

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

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

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

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

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

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

Based on the information analyzed from both 2017-18 school year and the 2018-19 school year, students are making excellent growth and the staff will continue to use the LLI program. Each year, staff will attend a training to review the program at Wayne RESA (our local ISD).

2019-20 School Improvement Plan

Overview

Plan Name

2019-20 School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	48% of students at CCA-UE will become proficient in Mathematics.	Objectives: 2 Strategies: 4 Activities: 21	Academic	\$286418
2	60% of students at CCA-UE will be proficient in Reading	Objectives: 1 Strategies: 8 Activities: 21	Academic	\$433310
3	45% of students at CCA-UE will be proficient in Writing	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$2050
4	30% of students at CCAUE will be proficient in Science	Objectives: 1 Strategies: 4 Activities: 10	Academic	\$156532
5	30% students at CCAUE will be proficient in Social Studies.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$126000
6	45% of students at CCA-UE will be proficient in Writing	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$2050
7	Multi-Tiered System of Support Program	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$164683
8	100% of Teachers Will Grade Uniformly	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
9	Decrease chronic absenteeism from 24% to 10%	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: 48% of students at CCA-UE will become proficient in Mathematics.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in grade level skills in Mathematics by 06/11/2020 as measured by the M-Step (or state assessment), NWEA, and common assessments..

Strategy 1:

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

Category: Mathematics

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

Tier: Tier 1

Activity - After-school tutoring for at-risk students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will offer a free, after-school tutoring program three days per week, focusing on improving math skills (for students who are below grade level in math)	Extra Curricular	Tier 2	Implement	09/03/2019	06/11/2020	\$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	09/03/2019	06/11/2020	\$14983	Section 31a	School leader, Instructional Coach
Activity - ESL Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The academy will provide a free, after-school tutoring program three times per week for LEP/EL students.	Implementation	Tier 2	Monitor	10/07/2019	04/13/2020	\$4995	Section 31a	School Leader, Instructional Coach

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Activity - Math Interventionists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The academy will provide math interventionists 1 per grade level to work with students who are achieving below grade level, and to provide academic support to classroom teachers	Academic Support Program	Tier 2	Monitor	10/07/2019	04/30/2020	\$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	Monitor	09/03/2019	06/11/2020	\$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	07/23/2019	06/11/2020	\$72463	Title I Part A, Title II Part A, Title II Part A	School Leader
Activity - Summer program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will offer a free, four-week academic summer program, focusing on improving math skills (for students who are below grade level in math).	Academic Support Program	Tier 2	Monitor	07/08/2019	07/31/2019	\$12787	Section 31a, Section 31a	School leader, instructional coach, summer program instructors
Activity - Use of manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers at all grade levels will provide students with manipulatives such as unifix cubes, counters, and tangrams to use in order to learn math concepts and to master skills	Direct Instruction	Tier 1	Monitor	09/03/2019	06/11/2020	\$0	No Funding Required	All teachers, Instructional Coach (manipulative supply and implementation)

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Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will integrate technology across the curriculum in order to deepen and enhance the learning process. To accomplish this, the technology will support active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. This integration will be achieved by making the use of technology part of a routine as it supports curricular goals.	Technology	Tier 1	Monitor	09/03/2019	07/29/2020	\$0	Title II Part A	School Leader
Activity - Technology Access	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To ensure an effective integration of technology, interactive boards and the technology to run them will be added to select classrooms. iPads, Chromebooks, tablets, and other electronic devices will be available for classroom activities. Students will have access to school computer labs, desktops, laptops and/or other electronic devices allowing them to use this technology to do research for papers and projects, take assessments, and produce reports.	Technology	Tier 1	Monitor	09/03/2019	07/29/2020	\$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	09/03/2019	06/11/2020	\$0	Title I Part A	School Leader, Instructional coach, All teachers, support staff

Strategy 2:

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

Category: Mathematics

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

Tier: Tier 1

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Activity - Computer applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use computer software programs (Moby Max, My Math online) to practice computational skills (including programs for EL students) on a weekly basis.	Technology	Tier 1	Getting Ready	09/03/2019	07/29/2020	\$7400	Title I Part A	Classroom teachers, instructional support staff, instructional coach
Activity - Daily practice of basic math skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide opportunities for students to take part in daily interactive practice of basic math skills appropriate for each grade level using My Math, and Engage NY and INSEPECT bank items.	Direct Instruction	Tier 1	Getting Ready	09/03/2019	07/29/2020	\$0	No Funding Required	All teachers, instructional support staff
Activity - Improve computation and estimation skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will develop and/or enhance computational skills, solve real world computation problems, and apply a variety of estimation strategies when given problems. Students will use INSPECT bank items in Naiku platform.	Direct Instruction	Tier 1	Implement	09/03/2019	06/11/2020	\$0	No Funding Required	All teachers
Activity - Vocabulary activities aligned to CC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will increase the use and emphasis of math vocabulary (Engage NY and MyMath) during instruction time and students will complete vocabulary activities on a weekly basis. Vocabulary will highlight prerequisite and new vocabulary from curriculum standards, as well as assessment vocabulary from M-Step, NWEA, and SRO Curriculum documents.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/11/2020	\$0	No Funding Required	All teachers, instructional support staff

Strategy 3:

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

Category: Mathematics

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

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

Tier: Tier 1

Activity - Best practices for teaching math aligned to Common Core	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers and instructional staff will demonstrate an understanding of and will utilize the most effective research-based best practices for teaching math and increasing student achievement.	Professional Learning	Tier 1	Implement	09/03/2019	07/29/2020	\$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	09/03/2019	06/11/2020	\$0	No Funding Required	All teachers; instructional support staff; instructional coach; school leader
Activity - Lesson objectives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will make the objective of each lesson known to students at the start of instruction so that students know what they are learning and why.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/11/2020	\$0	No Funding Required	All teachers
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	09/03/2019	06/11/2020	\$0	No Funding Required	School Leader
Activity - School Leadership Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The school leader and instructional coach will participate in monthly trainings that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. These trainings will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, cultivate leadership in others, improve instruction, and manage people, data, and processes.	Professional Learning	Tier 1	Implement	09/03/2019	09/02/2020	\$0	No Funding Required	School Leader, Instructional Coach
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Measurable Objective 2:

4% of Students with Disabilities students will demonstrate a proficiency on the 2016-17 assessment in Mathematics by 06/11/2020 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	09/03/2019	06/11/2020	\$0	No Funding Required	School Leader, Instructional Coach, All teachers

Goal 2: 60% of students at CCA-UE will be proficient in Reading

Measurable Objective 1:

30% of All Students will demonstrate a proficiency in reading in English Language Arts by 06/11/2020 as measured by M-Step (or State Assessment), Global Scholars, WIDA/ELPA, Common Assessments, DRA.

Strategy 1:

Multi-Tiered System of Support 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 analyzed to decide what research and evidenced based resources should be selected to

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narrow the gap in achievement. Teachers will meet regularly (every 3-4 weeks) with administration and ancillary staff to discuss the progress of students in tier 2 and 3 while documenting the effectiveness of the interventions to decipher what other measures need to be taken to progress the student along. Also, professional developments will be planned to ensure teachers and instructional support staff are equipped with the necessary research and tools to curtail further decline in academic growth.

Category: English/Language Arts

Research Cited: MTSS network

Tier: Tier 2

Activity - Daily Targeted Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title 1 Teachers will devise a plan with the general education teacher to provide interventions on a daily basis for at least an hour with progress monitoring tools, Leveled Literacy Interventions, hands-on manipulatives, technology and games.	Academic Support Program	Tier 1	Monitor	09/03/2019	06/11/2020	\$164683	Title I Part C	School leader, instructional coach, instructional staff and support staff
Activity - Professional Development on MTSS program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At least three sessions throughout the year will be planned to provide the CCA staff with information, data and interventions associated with the success of RTI and Language Arts. Train the interventionists on the Leveled Literacy Interventions Program.	Professional Learning	Tier 2	Monitor	09/03/2019	06/11/2020	\$4200	Title II Part A	School leader, coach and instructional staff
Activity - Increase Use of Research and Evidence Based Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be exposed to a myriad of resources allocated from grant funds to intentionally help increase, fluency, comprehension, phonemic awareness, etc. during RTI time on a daily basis to also promote engagement and motivation in students.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/11/2020	\$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
Instructional support staff provide small group instruction using materials that directly address the students areas of academic need for at least forty minutes, 4 days a week.	Academic Support Program	Tier 1	Monitor	09/03/2019	06/11/2020	\$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: Technology

Research Cited: n/a

Tier: Tier 1

Activity - Site Licenses to Engage Learners	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On a weekly basis, teachers will plan for students to work at their level on tasks through games, auditory learning and applying test taking skills with software such as Star Reader/Accelerated Reader, RAZ kids, StudyIsland, and Scholastic News that provide real time data to drive instruction.	Technology	Tier 1	Implement	09/03/2019	06/11/2020	\$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	09/03/2019	06/11/2020	\$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

Activity - Professional Development on Reading Best Practices and Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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	09/03/2019	06/11/2020	\$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	09/03/2019	06/11/2020	\$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	09/03/2019	06/11/2020	\$68393	Title I Part A, Title I Part A	Leader, coach, instructional staff

Strategy 4:

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

Category: School Culture

Research Cited: n/a

Tier: Tier 1

Activity - Bi-Weekly Curriculum Briefing for ELA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bi-weekly meetings will be held by parent liaison and staff to connect with families to increase participation and encourage families to become more aware of the expectations for learning. Refreshments and literature will be provided for families and children during these activities as well.	Parent Involvement	Tier 1	Implement	09/03/2019	06/11/2020	\$2150	Title I Part A	Coach, leader and staff

Strategy 5:

Increase Use of Reading Strategies Across Content Areas - Staff will receive training on Making Meaning reading program, reader's workshop, and guided reading in

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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	09/03/2019	06/11/2020	\$7826	Title III	Leader, coach, ESL coach and instructional staff
Activity - High Interest/Low Leveled Readers in Spanish and English	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literature will be used across all contents to teach reading skills to narrow the gap in achievement with ELL/ESL students and other students who need to strengthen reading skills.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/11/2020	\$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	09/03/2019	07/29/2020	\$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	09/03/2019	07/29/2020	\$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	08/21/2019	06/11/2020	\$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	09/11/2017	06/15/2018	\$5300	Title I Schoolwide	Coach and Leader

Activity - Professional Development on WIDA/ELPA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will receive training on how to analyze results from the state test WIDA to drive instruction.	Professional Learning	Tier 1	Implement	08/21/2019	06/11/2020	\$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	09/03/2019	06/11/2020	\$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	09/03/2019	07/29/2020	\$0	No Funding Required	Leader, coach and instructional staff

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Strategy 7:

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

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

Category: School Culture

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

Tier: Tier 2

Activity - Truancy Officer Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The CCA Intermediate school has hired a truancy liaison to address several students with severe truancy. 12% of students in the school have severe truancy issues with more than 20 days per school year.	Parent Involvement, Academic Support Program, Community Engagement, Policy and Process	Tier 2	Getting Ready	09/11/2019	06/11/2020	\$6000	General Fund	School Leader, Instructional Coach, Social Worker

Strategy 8:

ReadyGen Program - Teachers will begin use of the ReadyGen reading program. They will be supported through professional development and in school assistance from piloting teachers and administration.

Category: English/Language Arts

Tier: Tier 1

Activity - ReadyGen Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will use the ReadyGen Reading Program.	Academic Support Program, Direct Instruction, Implementation, Teacher Collaboration, Monitor, Professional Learning, Evaluation	Tier 1		09/03/2019	06/11/2020	\$0	No Funding Required	General Education Teacher, Curriculum Coach, School Leader
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Goal 3: 45% of students at CCA-UE will be proficient in Writing

Measurable Objective 1:

50% of All 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 06/11/2020 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: English/Language Arts

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

Tier: Tier 1

Activity - Supplemental Materials for Writing Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will increase their ability to use the six + one traits when using supporting activities to increase comprehension and mastery of ELA/Writing Common Core. We will need additional paper in order print all of the materials needed for each student.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/11/2020	\$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

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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	09/03/2019	06/11/2020	\$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	09/03/2019	06/11/2020	\$0	No Funding Required	Instructional staff, coach and administration

Goal 4: 30% of students at CCAUE will be proficient in Science

Measurable Objective 1:

18% of All Students will demonstrate a proficiency 50% or greater in Science by 06/11/2020 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	09/03/2019	06/11/2020	\$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

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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	09/03/2019	06/11/2020	\$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
Purchased new Phenomenal Science Kits from ECA	Materials	Tier 1	Implement	09/03/2019	06/11/2020	\$0	Section 31a	School Leader, Curriculum Coach

Strategy 2:

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

Category: Science

Research Cited: n/a

Tier: Tier 1

Activity - Professional Development on the Science Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	09/03/2019	06/11/2020	\$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	Implement	09/03/2019	06/11/2020	\$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	08/21/2019	06/11/2020	\$0	No Funding Required	Leader, coach and instructional staff

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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	09/03/2019	06/11/2020	\$3624	Title II Part A	School leader and coach

Strategy 3:

Differentiated Instruction - n/a

Category:

Research Cited: n/a

Tier: Tier 1

Activity - Use of Technology/Site licenses	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Study Island and other software will be utilized by teachers and students to help in understand material to reach mastery on assessments.	Technology	Tier 1	Monitor	09/03/2019	06/11/2020	\$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	09/03/2019	06/11/2020	\$1200	Section 31a	Leader, Coach and instructional staff

Strategy 4:

Extended Learning Opportunities Through the RTI process - n/a

Category: Science

Research Cited: n/a

Tier: Tier 1

Activity - Summer School Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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	07/06/2020	07/29/2020	\$127874	Section 31a	Leader, coach and teachers
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Goal 5: 30% students at CCAUE will be proficient in Social Studies.

Measurable Objective 1:

20% of Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency 75% or higher in Social Studies by 06/15/2018 as measured by State assessment, Study Island and MC3 Curriculum assessments..

Strategy 1:

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

Category: Social Studies

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

Tier: Tier 1

Activity - Collaborative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work with peers at various ability levels to engage in lesson acquisition, learning new vocabulary, reviewing materials and completing projects. Resources such as trade books for social studies, 3rd grade Michigan History books, and pull down maps will be used in each classroom to supplement social studies instruction.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/11/2020	\$0	No Funding Required	School leader, coach and instructional staff

Activity - Use of Multi Sensory Manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will display and enhance comprehension skills in connections with social studies in groups and independently.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/11/2020	\$2500	Section 31a	School leader, instructional coach, instructional coach

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Activity - Use of Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology will be utilized to explain history and geography along with other concepts and create real-life connections. Online resources such as National Geographic for Kids online and magazine, Brain Pop Jr, Study Island, Discovery Education and United Streaming will be used to supplement the Social Studies curriculum.	Technology	Tier 1	Monitor	09/03/2019	06/11/2020	\$120000	Title I Part A	School leader, coach and instructional staff
Activity - Professional Development on Using DI and Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On site and off site professional learning opportunities that address Mc3 (Social Studies curriculum) will be available and encouraged by the administration team to attend and utilize the strategies and techniques presented in the professional development.	Professional Learning	Tier 1	Evaluate	08/21/2019	06/11/2020	\$3500	Title II Part A	School leader, coach and instructional staff

Goal 6: 45% of students at CCA-UE will be proficient in Writing

Measurable Objective 1:

50% of All Students will demonstrate a proficiency of 10% or higher on State Assessment in Writing by 06/08/2018 as measured by Benchmark testing as measured by State Assessment, classroom assessments, and other progress monitoring assessments..

Strategy 1:

Writing Across the Curriculum -

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

Category: English/Language Arts

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

Tier: Tier 1

Activity - Supplemental Materials for Writing Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will increase their ability to use the six + one traits when using supporting activities to increase comprehension and mastery of ELA/Writing Common Core. We will need additional paper in order to print all of the materials needed for each student.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/11/2020	\$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	09/03/2019	06/11/2020	\$550	General Fund	School Leader, Instructional Coach, Instructional Staff
Activity - Teacher Modeling of Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use teacher examples to guide them in the writing process. Teachers will model examples to demonstrate exemplary examples.	Direct Instruction	Tier 1		09/03/2019	06/11/2020	\$0	No Funding Required	Instructional staff, Coach and Administration

Goal 7: Multi-Tiered System of Support Program

Measurable Objective 1:

42% of All Students will demonstrate student proficiency (pass rate) Reading in English Language Arts by 06/11/2020 as measured by MStep, NWEA, Classroom assessments, DRA and WIDA, Common Core Assessment and inspect bank in Focal Point K12 Reading.

Strategy 1:

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

Category: Learning Support Systems

Research Cited: MTSS Network

Tier: Tier 2

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Activity - Daily Targeted Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will devise a plan with the general education teacher to provide interventions on a daily basis for at least an hour with progress monitoring tools, Leveled Literacy Interventions, hands-on manipulatives, technology and games.	Academic Support Program	Tier 1	Monitor	09/03/2019	06/11/2020	\$164683	Title I Part C	School Leader, Instructional Coach and Instructional staff and support staff

Goal 8: 100% of Teachers Will Grade Uniformly

Measurable Objective 1:

collaborate to Make grading uniform across subjects and grades by 11/01/2019 as measured by Bi-Quarterly Gradebook Audits.

Strategy 1:

Gradebook Audits - Teachers will be given new gradebook policy and expectations rubric during training meeting. Teachers will implement the new policy as they enter grades and the IC will give feedback when doing gradebook audits to help the teachers understand and comply with the new policy.

Category: Other - Grading

Tier: Tier 1

Activity - Audit	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coach will bi-quarterly audit gradebooks to make sure they are in compliance with the grading policy one week before progress reports and one week before report cards.	Teacher Collaboration, Evaluation, Policy and Process	Tier 1	Implement	10/16/2019	06/11/2020	\$0	No Funding Required	School Leader, Instructional Coach, Teacher

Goal 9: Decrease chronic absenteeism from 24% to 10%

Measurable Objective 1:

demonstrate a behavior by all students attending school regularly and without excessive absences. by 06/11/2020 as measured by Attendance Records.

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Strategy 1:

Attendance - Parents will be given the attendance policy to sign at the beginning of the year. Teachers will bring attention to students on their third consecutive absent day. Attendance will be monitored through weekly reporting in PowerSchool. Students who are close to or over the acceptable number of absences will get a call home and letter mailed explaining why they are in violation of the policy. Quarterly meeting will be held with parents of the truant children. Failure to comply at this point will result in a visit from our truancy officer, loss of privileges within the school; i.e. cannot go on field trips or participate in extra curricular activities. Further non compliance may result in student being expelled.

Category: Other - Attendance

Tier: Tier 1

Activity - School Attendance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student will follow attendance policy, teachers will monitor, school administration will handle truant students in accordance with the policy.	Parent Involvement, Communication, Behavioral Support Program, Monitor, Professional Learning, Policy and Process	Tier 1		09/03/2019	06/11/2020	\$0	No Funding Required	School Leader, Instructional Coach, General Education Teacher

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

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

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development on Using DI and Technology	On site and off site professional learning opportunities that address Mc3 (Social Studies curriculum) will be available and encouraged by the administration team to attend and utilize the strategies and techniques presented in the professional development.	Professional Learning	Tier 1	Evaluate	08/21/2019	06/11/2020	\$3500	School leader, coach and instructional staff
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	09/03/2019	06/11/2020	\$3624	School leader and coach
Professional Development on Reading Best Practices and Assessment	Students will academically benefit from lessons that are engaging, meet their needs, and work with resources that teachers and support staff deliver with reading instruction. Instructional staff will participate in a professional development on best practices specifically Making Meaning, Independent reading, Adolescent Accelerated Reading Initiative.	Professional Learning	Tier 1	Monitor	09/03/2019	06/11/2020	\$300	School leader, coach and 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	07/23/2019	06/11/2020	\$4070	School Leader

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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	07/23/2019	06/11/2020	\$300	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	09/03/2019	06/11/2020	\$434	Leader and coach
Professional Development on Reading Best Practices and Assessment	Students will academically benefit from lessons that are engaging, meet their needs, and work with resources that teachers and support staff deliver with reading instruction. Instructional staff will participate in a professional development on best practices specifically Making Meaning, Independent reading, Adolescent Accelerated Reading Initiative.	Professional Learning	Tier 1	Monitor	09/03/2019	06/11/2020	\$4500	School leader, coach and staff
Technology	The staff will integrate technology across the curriculum in order to deepen and enhance the learning process. To accomplish this, the technology will support active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. This integration will be achieved by making the use of technology part of a routine as it supports curricular goals.	Technology	Tier 1	Monitor	09/03/2019	07/29/2020	\$0	School Leader
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	09/03/2019	06/11/2020	\$2500	Instructional staff, coach and leader
Technology Access	To ensure an effective integration of technology, interactive boards and the technology to run them will be added to select classrooms. iPads, Chromebooks, tablets, and other electronic devices will be available for classroom activities. Students will have access to school computer labs, desktops, laptops and/or other electronic devices allowing them to use this technology to do research for papers and projects, take assessments, and produce reports.	Technology	Tier 1	Monitor	09/03/2019	07/29/2020	\$0	School Leader, Instructional Coach, All teachers

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ELA coach	An ELA coach will be contracted to provide job-embedded professional development to teachers in best practices for ELA instruction. This will be done through the use of instructional learning cycles. The ELA coach will meet with teachers during staff and grade level meetings to discuss depth of knowledge, common assessments and highly effective teaching strategies.	Professional Learning	Tier 1	Implement	08/21/2019	06/11/2020	\$0	School Leader
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	09/03/2019	06/11/2020	\$4500	School leader, coach, instructional staff
Professional Development on MTSS program	At least three sessions throughout the year will be planned to provide the CCA staff with information, data and interventions associated with the success of RTI and Language Arts. Train the interventionists on the Leveled Literacy Interventions Program.	Professional Learning	Tier 2	Monitor	09/03/2019	06/11/2020	\$4200	School leader, coach and 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	Monitor	09/03/2019	06/11/2020	\$164683	School leader, instructional coach, instructional staff and support staff
Daily Targeted Interventions	Teachers will devise a plan with the general education teacher to provide interventions on a daily basis for at least an hour with progress monitoring tools, Leveled Literacy Interventions, hands-on manipulatives, technology and games.	Academic Support Program	Tier 1	Monitor	09/03/2019	06/11/2020	\$164683	School Leader, Instructional Coach and Instructional staff and support staff

No Funding Required

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	09/03/2019	07/29/2020	\$0	All instructional staff, instructional coach
Daily practice of basic math skills	Teachers will provide opportunities for students to take part in daily interactive practice of basic math skills appropriate for each grade level using My Math, and Engage NY and INSEPCT bank items.	Direct Instruction	Tier 1	Getting Ready	09/03/2019	07/29/2020	\$0	All teachers, instructional support staff
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	08/21/2019	06/11/2020	\$0	Leader, coach and instructional staff
Lesson objectives	Teachers will make the objective of each lesson known to students at the start of instruction so that students know what they are learning and why.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/11/2020	\$0	All teachers
Increase student participation	Students will regularly use written response boards or student response devices (clickers) to increase the participation of each student in lessons, and to help teachers gauge student understanding and lesson effectiveness. Teachers will also use pairing of students to allow students to feel more comfortable sharing in pairs with peers.	Academic Support Program	Tier 1	Monitor	09/03/2019	06/11/2020	\$0	All teachers
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	09/03/2019	06/11/2020	\$0	Instructional staff, coach and administration
Vocabulary activities aligned to CC	Teachers will increase the use and emphasis of math vocabulary (Engage NY and MyMath) during instruction time and students will complete vocabulary activities on a weekly basis. Vocabulary will highlight prerequisite and new vocabulary from curriculum standards, as well as assessment vocabulary from M-Step, NWEA, and SRO Curriculum documents.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/11/2020	\$0	All teachers, instructional support staff

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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	09/03/2019	06/11/2020	\$0	All teachers; instructional support staff; instructional coach; school leader
Improve computation and estimation skills	Students will develop and/or enhance computational skills, solve real world computation problems, and apply a variety of estimation strategies when given problems. Students will use INSPECT bank items in Naiku platform.	Direct Instruction	Tier 1	Implement	09/03/2019	06/11/2020	\$0	All teachers
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	09/03/2019	06/11/2020	\$0	School Leader, Instructional Coach, All teachers
School Attendance	Student will follow attendance policy, teachers will monitor, school administration will handle truant students in accordance with the policy.	Parent Involvement, Communication, Behavioral Support Program, Monitor, Professional Learning, Policy and Process	Tier 1		09/03/2019	06/11/2020	\$0	School Leader, Instructional Coach, General Education Teacher
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	09/03/2019	07/29/2020	\$0	Leader, coach and instructional staff

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Collaborative Learning	Students will work with peers at various ability levels to engage in lesson acquisition, learning new vocabulary, reviewing materials and completing projects. Resources such as trade books for social studies, 3rd grade Michigan History books, and pull down maps will be used in each classroom to supplement social studies instruction.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/11/2020	\$0	School leader, coach and instructional staff
Use of manipulatives	Teachers at all grade levels will provide students with manipulatives such as unifix cubes, counters, and tangrams to use in order to learn math concepts and to master skills	Direct Instruction	Tier 1	Monitor	09/03/2019	06/11/2020	\$0	All teachers, Instructional Coach (manipulative supply and implementation)
Teacher Modeling of Expectations	Students will use teacher examples to guide them in the writing process. Teachers will model examples to demonstrate exemplary examples.	Direct Instruction	Tier 1		09/03/2019	06/11/2020	\$0	Instructional staff, Coach and Administration
Audit	Instructional coach will bi-quarterly audit gradebooks to make sure they are in compliance with the grading policy one week before progress reports and one week before report cards.	Teacher Collaboration, Evaluation, Policy and Process	Tier 1	Implement	10/16/2019	06/11/2020	\$0	School Leader, Instructional Coach, Teacher
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	09/03/2019	06/11/2020	\$0	Leader and Coach
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	09/03/2019	07/29/2020	\$0	n/a
Math coach	Math coach will observe instruction in the classroom to guide the processes and provide feedback to impact student learning.	Monitor	Tier 1	Monitor	09/03/2019	06/11/2020	\$0	School Leader

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School Leadership Training	The school leader and instructional coach will participate in monthly trainings that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. These trainings will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, cultivate leadership in others, improve instruction, and manage people, data, and processes.	Professional Learning	Tier 1	Implement	09/03/2019	09/02/2020	\$0	School Leader, Instructional Coach
ReadyGen Program	Teachers will use the ReadyGen Reading Program.	Academic Support Program, Direct Instruction, Implementation, Teacher Collaboration, Monitor, Professional Learning, Evaluation	Tier 1		09/03/2019	06/11/2020	\$0	General Education Teacher, Curriculum Coach, School Leader
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	09/03/2019	07/29/2020	\$0	All teachers; instructional coach; school leader

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Summer program	The school will offer a free, four-week academic summer program, focusing on improving math skills (for students who are below grade level in math).	Academic Support Program	Tier 2	Monitor	07/08/2019	07/31/2019	\$4262	School leader, instructional coach, summer program instructors

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Use of Multi Sensory Manipulatives	Students will display and enhance comprehension skills in connections with social studies in groups and independently.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/11/2020	\$2500	School leader, instructional coach, instructional coach
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	Implement	09/03/2019	06/11/2020	\$5000	Leader and Coach
Provide Bilingual Staff	The academy will provide an ESL paraprofessional 1 per grade level to aid LEP/EL students both during regular classroom instruction and in pull-outs.	Academic Support Program	Tier 2	Implement	09/03/2019	06/11/2020	\$14983	School leader, Instructional Coach
Materials	Purchased new Phenomenal Science Kits from ECA	Materials	Tier 1	Implement	09/03/2019	06/11/2020	\$0	School Leader, Curriculum Coach
Hands On or Inquiry based science instruction	Using data from Science benchmarks, the leader along with staff will select and purchase scientific related resources to address the area of concern. Science kits, live animals, leveled readers, additional science lab materials will be purchased to transform our science classes offering inquiry based and hands-on instruction dependent upon the Michigan Science Standards.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/11/2020	\$8500	School Leader, Instructional Coach, and staff
Math Interventionists	The academy will provide math interventionists 1 per grade level to work with students who are achieving below grade level, and to provide academic support to classroom teachers	Academic Support Program	Tier 2	Monitor	10/07/2019	04/30/2020	\$54513	School Leader, Instructional Coach
Use of Instructional Support Staff	Instructional support staff provide small group instruction using materials that directly address the students areas of academic need for at least forty minutes, 4 days a week.	Academic Support Program	Tier 1	Monitor	09/03/2019	06/11/2020	\$150456	Coach, staff and leader
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	09/03/2019	06/11/2020	\$1200	Leader, Coach and instructional staff

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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	07/06/2020	07/29/2020	\$127874	Leader, coach and teachers
Summer program	The school will offer a free, four-week academic summer program, focusing on improving math skills (for students who are below grade level in math).	Academic Support Program	Tier 2	Monitor	07/08/2019	07/31/2019	\$8525	School leader, instructional coach, summer program instructors
ESL Tutoring	The academy will provide a free, after-school tutoring program three times per week for LEP/EL students.	Implementation	Tier 2	Monitor	10/07/2019	04/13/2020	\$4995	School Leader, Instructional Coach

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Truancy Officer Meetings	The CCA Intermediate school has hired a truancy liaison to address several students with severe truancy. 12% of students in the school have severe truancy issues with more than 20 days per school year.	Parent Involvement, Academic Support Program, Community Engagement, Policy and Process	Tier 2	Getting Ready	09/11/2019	06/11/2020	\$6000	School Leader, Instructional Coach, Social Worker
Use of Graphic Organizers	Students will use graphic organizers to better understand and organize their thoughts for writing. Teachers will model how to use graphic organizers before expecting students to use them with mastery	Direct Instruction	Tier 1	Monitor	09/03/2019	06/11/2020	\$550	School Leader, Instructional Coach, Instructional Staff
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	09/03/2019	06/11/2020	\$550	School leader, instructional coach, instructional staff

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Title I 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	07/23/2019	06/11/2020	\$68093	School Leader
Bi-Weekly Curriculum Briefing for ELA	Bi-weekly meetings will be held by parent liaison and staff to connect with families to increase participation and encourage families to become more aware of the expectations for learning. Refreshments and literature will be provided for families and children during these activities as well.	Parent Involvement	Tier 1	Implement	09/03/2019	06/11/2020	\$2150	Coach, leader and staff
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	09/03/2019	06/11/2020	\$23310	School leader, Instructional Coach, Tutors
Supplemental Materials for Writing Program	Students will increase their ability to use the six + one traits when using supporting activities to increase comprehension and mastery of ELA/Writing Common Core. We will need additional paper in order to print all of the materials needed for each student.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/11/2020	\$1500	School Leader, Coach, Instructional Staff
Use of Technology	Technology will be utilized to explain history and geography along with other concepts and create real-life connections. Online resources such as National Geographic for Kids online and magazine, Brain Pop Jr, Study Island, Discovery Education and United Streaming will be used to supplement the Social Studies curriculum.	Technology	Tier 1	Monitor	09/03/2019	06/11/2020	\$120000	School leader, coach and instructional staff
Supplemental Materials for Writing Program	Students will increase their ability to use the six + one traits when using supporting activities to increase comprehension and mastery of ELA/Writing Common Core. We will need additional paper in order print all of the materials needed for each student.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/11/2020	\$1500	School leader, coach, instructional staff

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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	09/03/2019	06/11/2020	\$0	School Leader, Instructional coach, All teachers, support staff
Math Interventionists	The academy will provide math interventionists 1 per grade level to work with students who are achieving below grade level, and to provide academic support to classroom teachers	Academic Support Program	Tier 2	Monitor	10/07/2019	04/30/2020	\$49108	School Leader, Instructional Coach
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	09/03/2019	06/11/2020	\$68093	Leader, coach, instructional staff
Monitoring of Best Practices in ELA	Instructional staff will be monitored by the coach and leader when viewing instruction firsthand by conducting walk-through weekly and teachers will receive a copy. Instructional Coach will provide teachers with specific support and feedback based on classroom observations.	Monitor	Tier 1	Monitor	09/03/2019	06/11/2020	\$300	Leader, coach, instructional staff
Use of Technology/Site licenses	Study Island and other software will be utilized by teachers and students to help in understand material to reach mastery on assessments.	Technology	Tier 1	Monitor	09/03/2019	06/11/2020	\$7400	Leader, coach and 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	09/03/2019	06/11/2020	\$7400	Instructional Staff, Coach, Leader
Math Interventionists	The academy will provide math interventionists 1 per grade level to work with students who are achieving below grade level, and to provide academic support to classroom teachers	Academic Support Program	Tier 2	Monitor	10/07/2019	04/30/2020	\$46859	School Leader, Instructional Coach
Bi- Yearly Field Trips/Off Campus Learning	Students will make connections to real life through field trips to museums, factories and other locations that encourage scientific inquiry.	Field Trip	Tier 1	Implement	09/03/2019	06/11/2020	\$2500	Leader and Coach

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Computer applications	Students will use computer software programs (Moby Max, My Math online) to practice computational skills (including programs for EL students) on a weekly basis.	Technology	Tier 1	Getting Ready	09/03/2019	07/29/2020	\$7400	Classroom teachers, instructional support staff, instructional coach
Increase Use of Research and Evidence Based Interventions	Students will be exposed to a myriad of resources allocated from grant funds to intentionally help increase fluency, comprehension, phonemic awareness, etc. during RTI time on a daily basis to also promote engagement and motivation in students.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/11/2020	\$3000	School leader, coach and instructional staff

Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
SIOF Training and Coaching for Instructional staff	ESL coach will provide monthly feedback to the staff and administration on the progress of SIOF training and techniques being utilized to assist with the ESL/ELL population across all content.	Monitor	Tier 1	Monitor	09/03/2019	06/11/2020	\$7826	Leader, coach, ESL coach and instructional staff
High Interest/Low Leveled Readers in Spanish and English	Literature will be used across all contents to teach reading skills to narrow the gap in achievement with ELL/ESL students and other students who need to strengthen reading skills.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/11/2020	\$1602	Leader, coach, and staff
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	08/21/2019	06/11/2020	\$500	School leader and coach