



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

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	Our team is using the Goals and Plans to execute our School Improvement Plan. See Goals and Plans in ASSIST, thank you.	

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 Team met to review M-Step data 2016, NWEA data from January 2017, Running Record Data 2017, and WIDA data from 2016. This small group also closely reviewed the school score card data to see the subgroups and their performance on local and state assessments. A larger group of staff from the SIP Team worked on perception data of students, staff and parents.

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

M-Step Data 2016:English Language Arts:

All Students: 71%

Hispanic: 70%

Economically disadvantaged: 71%

Male: 33%

Female: 38%

English Language Learners: 67%

Non English Language Learners 69.3%

Mathematics:

All Students: 58%

Hispanic: 58%

Economically disadvantaged:58%

Male: 29%

Female: 30%

English Language Learners: 57%

Non English Language Learners 60%

Social Studies:

All Students: 25%

Hispanic: 25%

Economically disadvantaged: 25%

Male: 14%

Female:11%

English Language Learners: 20%

Non English Language Learners 15%

M-Step Cohort Analysis:

Students in 3rd grade in 2015 had a proficiency rate of 37% on ELA M-Step, and these same students in 4th grade had a proficiency rate of 39%. 3rd grade students in 2015 had a proficiency rate of 20% on the math M-Step and in 4th grade these same students had a proficiency
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rate of 26%.

4th grade students in 2015 scored with 25% of the students proficient and in 5th grade these students had a 15% increase with a total of 40% of students proficient in 2016.

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

NWEA Data

3rd grade students had an increase in their RIT score of 9 points in reading and 10 point increase for math. 4th grade students had an increase of 9.7 points for reading and 8.7 points for math. 5th grade students had an increase of 6 points for math and 7 points for reading. Overall, all grades levels and subjects exceeded the norm reference growth targets set by NWEA.

Running Records

3rd grade percentage of students on/above grade level was 72%. 4th grade students with scores on/above was 69% and 5th grade students were 77% for both on/above grade reading levels.

Results and Analysis of School Data

Our NWEA scores for January of 2017 indicate the majority of students are progressing towards their projected growth for the 2016/2017 school year. All grades and all subjects exceeded the norm referenced expected growth as set by NWEA. We will review NWEA data for all grades and subjects in June of 2017 and use this information to make any necessary changes and to look at the progress of the bottom 30%.

Running Records Data

Running record data indicates a high percentage of growth for all grade levels. For the 2017/2018 school year we will be changing and updating our assessment materials.

WIDA

WIDA data for the spring of 2016 indicates an overall strength in reading, speaking, and listening. WIDA data also indicates a serious deficit in writing, with a total of 26% of third graders passing, 14% in fourth grade passing, and 6% for fifth graders. These percentages of writing average to a total of 15% of students who are proficient in writing versus 67% of students who are proficient overall. Another trend of the WIDA data we would like to respond to as a school is the downward trend of reading and writing as students progress from grade to grade.

MSTEP

Overall our school was in the 44th percentile on the top to bottom list for the state of Michigan. A total of 71% of students in all grades were proficient in English Language Arts. This breaks down to 38% of female students and 33% of male students. We have some concern about the discrepancy between male and female students. Especially when we look at the percentage of advanced students, females are at a 42% higher rate of being advanced than males. 58% of students, school wide, were proficient in mathematics. This is a 10% increase from the previous year. One concern we have is that when we look at cohort data students in fourth grade have not made gains based on their 5th grade MSTEP scores.

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MSTEP: Social Studies

25% of students in fifth grade were proficient. This score is up 11% from the 2015 MSTEP results. Overall, even though we saw an increase in the percentage of students for social studies, we still have concerns about the low number of students who are able to attain proficiency on the social studies MSTEP.

MSTEP: Science

Students were proficient at a rate of 15.6%. This is up from 0% on the 2015 MSTEP.

Overall, the proficiency targets given by the state for the spring of 2016 were exceeded when we look at the school as a whole.

MSTEP Subgroup Data Analysis:

Overall, males and females scored about the same with some discrepancies. In ELA we had more females than males that were proficient, especially in the advanced category. In social studies we had a discrepancy of 11% of females that were proficient and 14% of males that were.

Bottom 30%:

The bottom 30% of students in all subjects did not meet the proficiency targets set by the state. In ELA we had 70% of all students proficient, but only 14.7% of students were proficient in the bottom 30%. In mathematics 58.3% of students were proficient overall, but only 10.5% in the bottom 30% were proficient. In science 15.6% of students were proficient overall with 0% of students in the bottom 30% proficient. For social studies 25% of students were proficient with 0% of our bottom 30% being proficient.

Hispanic:

The school's overall proficiency in mathematics is 58.35%. For our Hispanic population the proficiency percentage is 58%. In social studies the overall proficiency is 25% and the Hispanic proficiency is 25.18%. The school's overall proficiency in science is 15.63%. For our Hispanic population the proficiency percentage is 14.88%. The school's overall proficiency in ELA is 71%. For our Hispanic population the proficiency percentage is 70%.

English Language Learners:

The school's overall proficiency in ELA is 71%. For our ELL population the proficiency percentage is 67.37%. The school's overall proficiency in science is 15.63%. For our ELL population the proficiency percentage is 13.51%. The school's overall proficiency in social studies is 25%. For our ELL population the proficiency percentage is 20.18%. The school's overall proficiency in mathematics is 58.35%. For our ELL population the proficiency percentage is 56.8%.

Economically disadvantaged:

The school's overall proficiency in mathematics is 58.35%. For our economically disadvantaged population the proficiency percentage is 58.50%. The school's overall proficiency in social studies is 25%. For our economically disadvantaged population the proficiency percentage is 25%. The school's overall proficiency in science is 15.63%. For our economically disadvantaged population the proficiency percentage is 15.63%. The school's overall proficiency in ELA is 70.76%. For our economically disadvantaged population the proficiency percentage is 70.94%.

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Special Education:

The school's overall proficiency in ELA is 70.76%. For our students with disabilities population the proficiency percentage is 47.17%. The school's overall proficiency in science is 15.63%. For our students with disabilities population the proficiency percentage is 0%. The school's overall proficiency in social studies is 25%. For our students with disabilities population the proficiency percentage is 0%. The school's overall proficiency in mathematics is 58.35%. For our students with disabilities population the proficiency percentage is 32.69%.

Perceptions: (Parents)

According to the parent survey on "how did you hear about the academy?" a majority of parents choose to send their son/daughter to Cesar Chavez Academy because of word of mouth or referral from a friend.

Question: "Why did parents choose to send their student to the academy?" 60% responded that the school has a good reputation, the runner up options were "its a safe place", "It offers a high quality educational program", and a "good dress and behavior code". It should be noted that "convenient location" was listed as 43% and we interpret that as parents and students were willing to travel to a great school.

Question:

"Will you send your child to this school next year?"

An overwhelming majority 97% said they would send their son/daughter to the school next year.

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

Our goals include improving instruction and time taught in the subjects of social studies and science in addition to the ongoing interventions in math and English language arts. We also have technology goals for getting kids familiar with different technology based skills as well as types of media.

We will be focusing on closing the gap between our male and female proficiency percentages using interventions to accomplish this goal.

We are going to continue to address the needs of the bottom 30% and special education through the use of differentiated instruction professional development training for teachers and support staff, along with follow-up coaching.

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

To address these goals we are making sure a specific number of instructional minutes are obtained daily. We are also looking for a curriculum that aligns with the new standards for science and social studies. A science lab has been constructed and we are hoping to use it next year to assist in giving the students a deeper understanding of science.

For students furthest from the standards we will be using daily interventions in both math and English language arts. Teachers also use differentiated instruction within the classroom to further assist these students. When possible, technology specific to the students' disability is utilized.

Component 2: Schoolwide Reform Strategies

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

All subject areas:

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

Reading:

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

Writing:

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

Math:

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

Science:

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

Social Studies:

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

For reading, writing, math, science and social studies teachers have received Pacing Guides for the 2017-18 school year. These pacing guides were developed by Instructional Coaches, curriculum experts and content experts in the district to guide staff and allow for the creation of useful benchmark assessments with questions from the INSPECT bank. Using this system, we hope to improve the achievement of students towards the Depth of Knowledge as described in the College/Career Readiness Standards.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

Instruction is improved with research-based methods and strategies, such as with the Instructional Learning Cycle, because it allows staff to focus on areas of instruction that have low achievement. Having the data allows the staff to pinpoint areas of concern within each subject area. With this information staff is able to reteach in a more efficient and engaging way.

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

Based on the data analyzed in the comprehensive needs assessments there are several research-based strategies we will be implementing or continuing to work on to reach all students. The Bottom 30% and Special Education population of the school continue to lag behind the other students. To improve the performance of these students, the staff is looking at continuing the use of SIOP strategies, the Instructional Learning Cycle, and MTSS/RtI. We will also be increasing the use of DI (differentiated instruction) by receiving more training and having follow-up coaching. Finally, the MTSS/RtI program will increase the use of progress monitoring and begin using a new progress monitoring tool known as Moby Max. The progress monitoring will be scheduled and the collection of data will be monitored and interventionists will be held accountable for recording progress monitoring.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

Our school provides interventions for two subject areas, reading and math. Our reading interventions take place during a designated intervention time so students don't miss out on core subjects. Reading intervention sessions are 45 minutes five days a week. Students are receiving interventions through the program Leveled Literacy Instruction (LLI) meet 45 minutes. Leveled Literacy Instruction is a reading intervention program that combines reading, comprehension, phonics, and writing into almost every lesson. We have a number of reading interventions and we also use Phonic First to assist our lower learners in basic reading. Progress monitoring for the LLI program is done using the progress monitoring tool provided through LLI. This progress monitoring tool, we have found, is too time consuming and we are planning on using DIBELS to progress monitor students next year.

Our math interventions take place during scheduled classroom math times. Math interventions are 30 minutes long and take place 4-5 days a week depending on the needs of the students. Math interventions use results from NWEA scores, Moby Max and Study Island data to address basic skills students are struggling with. Progress monitoring is used with Study Island and Moby Max, which are web-based program that identifies the gaps in student learning and easily builds a program for students to practice on skills they are missing.

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

Our school monitors progress of every student by assessing reading, writing, and math benchmarks three times a year. In reading students are assessed by using running records by Houghton Mifflin in the fall, winter, and spring. In writing students are assessed using an MSTEP like prompt and rubric in the fall, winter, and spring. Students also take NWEA assessment in ELA and math in the fall winter and spring. Each quarter students are assessed, based on the pacing guide, through Naiku. We review students progress monthly at RTI meetings, at co-plan meetings and at interventionist data review meetings. Classroom teachers work in RtI monthly to discuss the progress of students in interventions, review the progress monitoring and update teacher-made assessment data and grades. In co-plan meetings, held twice a month, teachers talk with the instructional coach about the standards currently being taught and review results of assessments with questions from the INSPECT Bank of test items. Interventionists meet with the instructional coach twice a month to review progress monitoring and the progress of students in the math and reading intervention programs.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	Yes, all para-professionals meet the the NCLB requirements for highly qualified status.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	Yes, All teachers meet the NCLB requirements for highly qualified staff.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

During the 2015 - 2016 school year we had a turnover rate of 22%, it was decreased to 11% for the 2016-2017 school year. Three of the open positions was a result of teachers leaving the district, however, these positions were filled with qualified new hires. There is one 4th grade classroom with a long term sub that has not been filled due to teacher shortage. The substitute in this 4th grade classroom is highly qualified.

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

0-4 years of experience: 3 teachers

5-8 years of experience: 8 teachers

9-15 years of experience: 8 teachers

> 15 years of experience: 4 teachers

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

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

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

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

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

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 comprehensive needs assessment and the goals of the school improvement plan. Our anticipated PD calendar for 2017-2018

NGSS Training

CPI

Moby Max

PBIS

Special Ed/ELL

SIOP Training

DI

Depth of Knowledge/Critical Thinking Training

M-Step Data Analysis

Curriculum Development

Curriculum Mapping

DRA Training

Power Teacher/Grade book Training

Nakiu

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 Response To Intervention RTI. They are highly structure sustained and embedded with flexibility in daily lesson plans and shared and reflect with all staff and students.

All staff receive professional development that is aligned with the comprehensive needs assessment plan and the goals of the school improvement plan.

Staff meetings are held once a month and the school leader and curriculum coach discuss plans and upcoming events.

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

Monthly RTI meetings are held with fidelity in which discussion centers around strategies to improve and maintain student progress and

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success. RTI data is recorded for progress monitoring and growth evidence along with what interventions have been used.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	See attachment	CCAUE PD Plan 2017-18

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 I 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 thru survey feedback. Through these surveys and talking with parents we make changes to the design of the program.

Our school is unique in that 94% 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 to teach children they have to have their basic needs met, we have partnered with Gleaners and provide food every first of the month.

Calendar of Events for CCA Parental Involvement:

September 28, 2016 Introduction to Parent Compact
October 3, 2016 GLEANERS
October 26, 2016 Bullying and Immigration Rights Part 1.
November 2, 2016 Hands on Computer Technology
November 2, 2016 GLEANERS
November 9, 2016 Health Insurance
November 16, 2016 Personal ID for Immigrants
November 23, 2016 Thanksgiving Celebration and Social Outreach Network
November 30, 2016 Nutrition
December 5, 2016 GLEANERS
December 14, 2016 Living Arts
December 21, 2016 Domestic Violence
January 9, 2017 GLEANERS
January 11, 2017 NWEA/Naiku: Test strategies -How to Help Your Child Succeed
January 18, 2017 Self-esteem in Service
January 25, 2017 Cyber Bullying
February 1, 2017 WIDA Testing Strategies
February 6, 2017 GLEANERS
February 8, 2017 Transportation Concerns and Breast Cancer Awareness
February 15, 2017 Immigration Part 2: Rights and Responsibilities
February 22, 2017 Depression in Adults: Coping Skills.
March 1, 2017 Reading and Math Results for the NWEA Test.
March 6, 2017 GLEANERS
March 15, 2017 Notary Public, Immigration Part 3
March 29, 2017 Cesar Chavez Birthday Celebration.
April 3, 2017 GLEANERS

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April 4, 2017	M-Step Test-Taking Strategies
April 19, 2017	Cinco De Mayo Celebration
April 26, 2017	First Aid Training
May 1, 2017	GLEANERS
May 3, 2017	Non-Violent Intervention in Crisis Situation Training
May 24, 2017	Ta Chi and Breathing Techniques Sister Nina
June 5, 2017	GLEANERS

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

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

*Comprehensive Needs Assessment: Parents were given the Advanced Ed Survey's. Results of the survey were excellent: 82.7% of parents were referred to our school, the reputation of the school superseded the convenience of location, and over 90% would refer others and re-enroll their students in our school.

*School Wide Reform Strategies: With our school-wide strategy being Response to Intervention, we have focused on various components of RTI 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. According to current surveys over 90% of parents feel that our teachers are professional, are great educators, and provide a safe and nurturing learning environment.

*Professional Development: At the parent meetings parents learn about different strategies that we use in school and that they can use at home with their children. They also receive tips on how to prepare for standardized testing so students can be successful.

*Parental Involvement: Parents are involved in school wide activities such as Heritage Night, Open House, Parent Meetings, conferences, monthly newsletter, and other communication such as DOJO.

*Assessment Decisions: Assessment scores are reported to parents at conferences and parent meeting. 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 Response to Intervention Process and are advised when their student is receiving help through RTI interventions.

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

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

The parents are involved in the evaluation of the school wide plan through the parent surveys that are completed throughout the school year which helps us to 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		Parental involvement plan CCAUE 2017

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 assessments 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 and format they can understand.

Examples include:

*Translators are provided for every meeting with parents. Sign in sheets for parent meetings are evidence.

1118 (e) (14)

Parents are provided with other reasonable support such as:

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

*Computer and app skills training is provided to parents when needed.

1118 (f)

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Staff provide opportunities for full parent participation: *Access to all areas of the building according to ADA requirements.

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

Additional guidelines we strive to align our self with:

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

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

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

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

Accommodate parents' work schedules.

Accommodate language and cultural differences.

Establish regular, meaningful communication between home 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. Next 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.

Parent compact is developed with leadership, parents, teachers and students in accordance to student needs, and concerns that have been evidenced in previous school years. In the 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 the parents understand the school wide expectations, and is reviewed during conferences. Also, the

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parent compact is introduced after the first month of school during parent involvement meetings. In the future, we will have parents 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 calendars, class Dojo, school signage, automated phone calls, and post cards for stake holders.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		CCAUE Parent compact 2017

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 questions from teachers and schools leaders.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

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

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

While we don't have children in preschool we have parents that have students in pre-school. For these parents we encourage them to read to their son/daughter often. This primes the students with expectations of future academic requirements such as reading, math, and developing social skills. Encourage independence, and instill organization skill.

Component 8: Teacher Participation in Making Assessment Decisions

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

At the start of the school year we do diagnostic testing NWEA, Naiku, and grade level benchmark testing to identify which students need remediation and small group support or rti. 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.

NAIKU and ILC's administered quarterly.

M-Step assessment 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 classroom.

Our school monitors progress of every student by assessing reading, writing, and math benchmarks three times a year. In reading students are assessed by using running records by Houghton Mifflin in the fall, winter, and spring. In writing students are assessed using an M-STEP like prompt and rubric in the fall, winter, and spring. Students also take NWEA assessment in ELA and math in the fall winter and spring. Each quarter students are assessed, based on the pacing guide, through Naiku. We review students progress monthly at RTI meetings.

Also some school-based academic assessments are decided based on the school authorizer or based on district alignment.

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

Teachers individually and collaboratively analyze their student data, implement strategies that will increase learning outcomes.

All teachers collect and input all the data. We decide what changes we can make and decide what we can re-teach. We collect, input, 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 test results on M-Step.

We look at scores and determine what students need additional assistance.

Students are then placed in intervention programs for supplemental remediation and monitored for progress throughout the year.

As with any state assessment the bottom 30% are address first. It is our charge to move the students scoring below proficiency level to proficient. The school uses a variety of techniques, strategies and assessment to address this task. Rules, Routines, Classroom Procedures, High Expectations and excellent communication and partnership with parents.

English Language Arts -

Reading

Grade Span: 3-5

Identification/Criteria for Selection: Our school look at a variety of tools to implement change. At the beginning of the school year students eligibility are determine by reviewing Data. The data consist of Running Records-Houghton Mifflin (reading and writing) assessment- if students are reading below grade level then they are recommended for RTI.

NWEA(reading and math) assessment- if students score below grade level range the teacher makes a recommendation for the students to receive services.

MStep results are reviewed at the fourth and fifth grade level for students who score at the not proficient level they too are selected to receive services through the RTI process.

Every grade level receives both reading and math interventions. There are daily designated reading intervention times incorporated into every teachers' schedule. Interventionists see students Monday through Thursday during this time to provide intervention instruction. Our Math interventions take place during the regular scheduled math times and focuses more on teaching the curriculum in small group as well as an alternative location. A certain amount of time is designated for Tier 3 instruction during the scheduled math intervention time.

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 interventions within the classroom and with interventionists. The students are given access to small group instruction, lunch tutoring, and after school tutoring for remediation,

Our teachers also monitors students learning through ILC-Instructional Learning Cycle.

Teachers review data during coplan and RTI monthlymeetings. They look at what went well in terms of students learning and reflect on their teaching practices. They offer insights as to why they think the students scored above the proficiency level. Likewise, with standards where

students score below the proficient level, teachers are asked to reflect on why students didn't master the concept. Teachers are then asked to devise a plan to reteach the lesson, outlining how they will develop the lesson with specific strategies that will lead to an increase in student performances. After ten days of reteaching students 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 for ELLs, technology, lunch-time tutoring, leveled reading groups, small group instruction. In addition to students learning styles, interest level and readiness, learning materials and objectives are chunked into reasonable and appropriate content so that struggling students can achieve mastery of the concepts.

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

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

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

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

The Title I budget funds an Instructional Coach that works with teachers to perfect their overall instruction.

Tier 2 are interventions often take place within the classroom and is funded by general teaching staff, Title I teachers, Title I Paraprofessionals, as well as 31a staff.

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

Our school also receives Title III funds which allow us to work with our ESL students and provides extra support materials for students in need of language acquisition.

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

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

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

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

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

Component 4: Strategies to attract Highly Qualified Teachers: general budget

Component 5: High Quality and Ongoing PD: Title I Instructional Coach, General budget PDs, IIA: PDs aligned with Comprehensive Needs Assessment, 31A Data Coach

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

Component 7: Preschool Transition Strategies: NA

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

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

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

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

School Improvement Plan

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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 homeless liaison. Students will be tracked and monitored based on their home survey that describes their living environment and all information will be stored in Power-school.

Evaluation:

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

At the end of the school year our staff convene together and collectively discuss 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 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 procedure 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 trend and discuss needed changes in the program. This year we will be changing our science and social studies core to the NGSS. All grade levels has been made aware of the changes and reflective on the pacing guides for the following school year.

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

The school uses the MDE program evaluation tool to determine whether the school wide program has been effective in increasing the achievement of students who are furthest from achieving the standard by analyzing the MStep, NWEA data, processing and perception surveys to recognize downward 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 2015-16 school year and the 2016-17 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 (all staff attended a full training session in the fall of 2015 and also 2016) at Wayne RESA (our local ISD).

A couple of revisions we are considering for the program for the 2017-18 school year is an increase in progress monitoring for students. It is currently time consuming and teachers are not collecting enough progress monitoring data. Also, books for the LLI program need to be purchased.

CCA Intermediate 2017-18

Overview

Plan Name

CCA Intermediate 2017-18

Plan Description

CCA-UE Goals and Plans

Goals Summary

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

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

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

Measurable Objective 1:

27% of Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in grade level skills in Mathematics by 06/15/2018 as measured by the M-Step (or state assessment), NWEA, and common assessments..

Strategy 1:

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

Category: Mathematics

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

Tier: Tier 1

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

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

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

Strategy 2:

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

Category: Mathematics

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

Tier: Tier 1

School Improvement Plan

Cesar Chavez Academy Intermediate

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

Strategy 3:

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

Category: Mathematics

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

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

Tier: Tier 1

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

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Math coach will observe instruction in the classroom to guide the processes and provide feedback to impact student learning.	Monitor	Tier 1	Monitor	09/05/2017	06/15/2018	\$0	No Funding Required	School Leader
Activity - School Leadership Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school leader and instructional coach will participate in monthly trainings that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. These trainings will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, cultivate leadership in others, improve instruction, and manage people, data, and processes.	Professional Learning	Tier 1	Implement	08/24/2017	06/15/2018	\$0	No Funding Required	School Leader, Instructional Coach

Measurable Objective 2:

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

Strategy 1:

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

Category: Mathematics

Research Cited: Marzano's high yield strategies.

Tier: Tier 3

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

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

Measurable Objective 1:

School Improvement Plan

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42% of Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading in English Language Arts by 06/29/2018 as measured by M-Step (or State Assessment), Global Scholars, WIDA/ELPA, Common Assessments, DRA.

Strategy 1:

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

Category: English/Language Arts

Research Cited: RTI network

Tier: Tier 2

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

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

Strategy 2:

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

Category: Technology

Research Cited: n/a

Tier: Tier 1

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

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

Strategy 3:

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

Category:

Research Cited: n/a

School Improvement Plan

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Tier: Tier 1

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

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

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

Strategy 4:

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

Category: School Culture

Research Cited: n/a

Tier: Tier 1

Activity - Bi-Weekly Curriculum Briefing for ELA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Bi-weekly meetings will be held by parent liaison and staff to connect with families to increase participation and encourage families to become more aware of the expectations for learning. Refreshments and literature will be provided for families and children during these activities as well.	Parent Involvement	Tier 1	Implement	09/11/2017	06/15/2018	\$2150	Title I Part A	Coach, leader and staff
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Strategy 5:

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

Category:

Research Cited: n/a

Tier: Tier 1

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

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

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

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

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

Strategy 6:

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

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

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

Category: English/Language Arts

Research Cited: n/a

Tier: Tier 1

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

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

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

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

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Teachers and support staff will analyze results for formative and summative assessments to plan and revise lesson delivery and strategies to determine what other materials or review is needed for the students' comprehension of material.	Policy and Process	Tier 1	Evaluate	09/11/2017	06/15/2018	\$0	No Funding Required	Leader, coach and instructional staff
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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, Community Engagement, Academic Support Program, Policy and Process	Tier 2	Getting Ready	08/24/2017	06/21/2019	\$6000	General Fund	School Leader, Instructional Coach, Social Worker

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

Measurable Objective 1:

57% of Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of 45% or higher on the State Assessment and Global Scholar Language Arts exams. This will be monitored through benchmark testing and data meetings. in English Language Arts by 06/15/2018 as measured by State Assessment, NWEA, classroom assessments, StudyIsland and other progress monitoring assessments.

Strategy 1:

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

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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	09/11/2017	06/15/2018	\$1500	Title I Part A	School leader, coach, instructional staff
Activity - Use of Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use graphic organizers to better understand and organize their thoughts for writing. Teachers will model how to use graphic organizers before expecting students to use them with mastery.	Direct Instruction	Tier 1	Monitor	09/11/2017	06/15/2018	\$550	General Fund	School leader, instructional coach, instructional staff
Activity - Teacher Modeling of Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use teacher's examples to guide them in the writing process. Teachers will model examples to demonstrate exemplary examples.	Direct Instruction	Tier 1	Monitor	09/11/2017	06/15/2018	\$0	No Funding Required	Instructional staff, coach and administration

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

Measurable Objective 1:

18% of Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency 75% or greater in Science by 06/15/2017 as measured by M-Step (or State Assessment), Study Island and Kc4 Curriculum Assessments or common teacher-made grade level assessments..

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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	09/11/2017	06/15/2018	\$8500	Section 31a	School Leader, Instructional Coach, and staff
Activity - Bi- Yearly Field Trips/Off Campus Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will make connections to real life through field trips to museums, factories and other locations that encourage scientific inquiry.	Field Trip	Tier 1	Implement	09/11/2017	06/15/2018	\$2500	Title I Part A	Leader and Coach
Activity - Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Update Foss Kits (consumables) and supplemental materials for science projects.	Materials	Tier 1	Monitor	09/11/2017	06/15/2018	\$0	Section 31a	School Leader, Curriculum Coach

Strategy 2:

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

Category: Science

Research Cited: n/a

Tier: Tier 1

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Activity - Professional Development on the Science Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend professional development that educates them on the new standards (NGSS) and the strategies needed to implement the Michigan Science Curriculum successfully. We need professional development on implementing the updated FOSS kits in order to help teachers use the kits in the classroom.	Professional Learning	Tier 1	Implement	08/22/2017	06/15/2018	\$434	Title II Part A	Leader and coach
Activity - Center Based Instruction to Address Weaknesses	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan to use more centers to teach science with literature, games and experiments to teach the curriculum.	Direct Instruction	Tier 1	Getting Ready	08/22/2017	06/15/2018	\$5000	Section 31a	Leader and Coach
Activity - Align Maps, Pacing Guides and Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will unpack the Science Michigan Curriculum Framework to write a pacing guide and lessons. They will also begin examining the New Michigan Science Standards for comparison.	Policy and Process	Tier 1	Monitor	08/22/2016	06/15/2018	\$0	No Funding Required	Leader, coach and instructional staff
Activity - Professional Development on Mapping and Pacing Guides	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As a result of sustainable professional development, teachers will align the curriculum with maps and pacing guides to monitor the mastery and delivery of all lessons needed to be taught throughout the school year. Students be taught all skills needed to progress to the next grade level while using various resources to do so.	Professional Learning	Tier 1	Implement	08/22/2017	06/15/2018	\$3624	Title II Part A	School leader and coach

Strategy 3:

Differentiated Instruction - n/a

Category:

Research Cited: n/a

Tier: Tier 1

Activity - Use of Technology/Site licenses	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Study Island and other software will be utilized by teachers and students to help in understand material to reach mastery on assessments.	Technology	Tier 1	Monitor	09/11/2017	06/15/2018	\$7400	Title I Part A	Leader, coach and instructional staff
Activity - High Interest Informational Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Informational text will be used more in the classroom to teach reading for meaning and introduce students to scientific content. Tradebooks related to the science curriculum, National Geographic for kids (magazine and online), Discovery Education online and United Streaming will all be used to supplement the Science Curriculum.	Direct Instruction	Tier 1	Getting Ready	08/22/2017	06/15/2018	\$1200	Section 31a	Leader, Coach and instructional staff

Strategy 4:

Extended Learning Opportunities Through the RTI process - n/a

Category: Science

Research Cited: n/a

Tier: Tier 1

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

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

Measurable Objective 1:

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

Strategy 1:

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

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

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

Measurable Objective 1:

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

Strategy 1:

Writing Across the Curriculum -

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

Category: English/Language Arts

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

Tier: Tier 1

Activity - Supplemental Materials for Writing Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will increase their ability to use the six + one traits when using supporting activities to increase comprehension and mastery of ELA/Writing Common Core. We will need additional paper in order to print all of the materials needed for each student.	Direct Instruction	Tier 1	Monitor	09/11/2017	06/08/2018	\$1500	Title I Part A	School Leader, Coach, Instructional Staff
Activity - Use of Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use graphic organizers to better understand and organize their thoughts for writing. Teachers will model how to use graphic organizers before expecting students to use them with mastery	Direct Instruction	Tier 1	Monitor	09/11/2017	06/11/2018	\$550	General Fund	School Leader, Instructional Coach, Instructional Staff
Activity - Teacher Modeling of Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students will use teacher examples to guide them in the writing process. Teachers will model examples to demonstrate exemplary examples.	Direct Instruction	Tier 1		09/11/2017	06/11/2018	\$0	No Funding Required	Instructional staff, Coach and Administration
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Goal 7: Response to Intervention Program

Measurable Objective 1:

42% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate student proficiency (pass rate) Reading in English Language Arts by 06/15/2018 as measured by MStep, NWEA, Classroom assessments, DRA and WIDA, Common Core Assessment and inspect bank Naiku Bank Reading.

Strategy 1:

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

Category: Learning Support Systems

Research Cited: RTI Network

Tier: Tier 2

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

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part C

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

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Bi-Weekly Curriculum Briefing for ELA	Bi-weekly meetings will be held by parent liaison and staff to connect with families to increase participation and encourage families to become more aware of the expectations for learning. Refreshments and literature will be provided for families and children during these activities as well.	Parent Involvement	Tier 1	Implement	09/11/2017	06/15/2018	\$2150	Coach, leader and staff
Monitoring of Best Practices in ELA	Instructional staff will be monitored by the coach and leader when viewing instruction firsthand by conducting walk-through weekly and teachers will receive a copy. Instructional Coach will provide teachers with specific support and feedback based on classroom observations.	Monitor	Tier 1	Monitor	09/11/2017	06/15/2018	\$300	Leader, coach, instructional staff

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After-school tutoring for at-risk students	The school will offer a free, after-school tutoring program three days per week, focusing on improving math skills (for students who are below grade level in math)	Extra Curricular	Tier 2	Implement	10/02/2017	05/25/2018	\$23310	School leader, Instructional Coach, Tutors
Math Interventionists	The academy will provide math interventionists 1 per grade level to work with students who are achieving below grade level, and to provide academic support to classroom teachers	Academic Support Program	Tier 2	Monitor	10/02/2017	05/25/2018	\$49108	School Leader, Instructional Coach
Math Interventionists	The academy will provide math interventionists 1 per grade level to work with students who are achieving below grade level, and to provide academic support to classroom teachers	Academic Support Program	Tier 2	Monitor	10/02/2017	05/25/2018	\$46859	School Leader, Instructional Coach
Use of Technology/Site licenses	Study Island and other software will be utilized by teachers and students to help in understand material to reach mastery on assessments.	Technology	Tier 1	Monitor	09/11/2017	06/15/2018	\$7400	Leader, coach and instructional staff
Supplemental Materials for Writing Program	Students will increase their ability to use the six + one traits when using supporting activities to increase comprehension and mastery of ELA/Writing Common Core. We will need additional paper in order to print all of the materials needed for each student.	Direct Instruction	Tier 1	Monitor	09/11/2017	06/08/2018	\$1500	School Leader, Coach, Instructional Staff
Site Licenses to Engage Learners	On a weekly basis, teachers will plan for students to work at their level on tasks through games, auditory learning and applying test taking skills with software such as Star Reader/Accelerated Reader, RAZ kids, StudyIsland, and Scholastic News that provide real time data to drive instruction.	Technology	Tier 1	Implement	09/11/2017	06/15/2018	\$7400	Instructional Staff, Coach, Leader
Alignment of curriculum, instruction, and assessment	Naiku, or a program similar, is an online assessment platform that will be used to monitor and track the progress of students' understanding of the grade level content (including the Common Core State Standards, Michigan Science Standards, and Social Studies Standards). It will also drive instruction by providing a link between content standards and student achievement, allowing for targeted interventions and support for students in all Tier levels.	Technology	Tier 1	Getting Ready	08/22/2017	06/19/2018	\$0	School Leader, Instructional coach, All teachers, support staff
Computer applications	Students will use computer software programs (Moby Max, My Math online) to practice computational skills (including programs for EL students) on a weekly basis.	Technology	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$7400	Classroom teachers, instructional support staff, instructional coach

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Bi- Yearly Field Trips/Off Campus Learning	Students will make connections to real life through field trips to museums, factories and other locations that encourage scientific inquiry.	Field Trip	Tier 1	Implement	09/11/2017	06/15/2018	\$2500	Leader and Coach
Monitoring of Best Practices in ELA	Instructional staff will be monitored by the coach and leader when viewing instruction firsthand by conducting walk-through weekly and teachers will receive a copy. Instructional Coach will provide teachers with specific support and feedback based on classroom observations.	Monitor	Tier 1	Monitor	09/11/2017	06/15/2018	\$68093	Leader, coach, instructional staff
Instructional Coach	The academy will provide an instructional coach to work with teachers on improving classroom instruction, data analysis, and progress monitoring.	Academic Support Program	Tier 2	Monitor	07/01/2017	06/30/2018	\$68093	School Leader
Increase Use of Research and Evidence Based Interventions	Students will be exposed to a myriad of resources allocated from grant funds to intentionally help increase, fluency, comprehension, phonemic awareness, etc. during RTI time on a daily basis to also promote engagement and motivation in students.	Direct Instruction	Tier 1	Monitor	09/11/2017	06/15/2018	\$3000	School leader, coach and instructional staff
Supplemental Materials for Writing Program	Students will increase their ability to use the six + one traits when using supporting activities to increase comprehension and mastery of ELA/Writing Common Core. We will need additional paper in order print all of the materials needed for each student.	Direct Instruction	Tier 1	Monitor	09/11/2017	06/15/2018	\$1500	School leader, coach, instructional staff
Use of Technology	Technology will be utilized to explain history and geography along with other concepts and create real-life connections. Online resources such as National Geographic for Kids online and magazine, Brain Pop Jr, Study Island, Discovery Education and United Streaming will be used to supplement the Social Studies curriculum.	Technology	Tier 1	Monitor	09/11/2017	06/15/2018	\$120000	School leader, coach and instructional staff

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

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Build and Strengthen Academic Vocabulary	Teachers will use a vocabulary program to teach new vocabulary. The Making Meaning program will be used 4 days a week and fidelity to the program will be monitored by the Instructional Coach.	Direct Instruction	Tier 1	Implement	09/11/2017	06/15/2018	\$0	n/a
Use of manipulatives	Teachers at all grade levels will provide students with manipulatives such as unifix cubes, counters, and tangrams to use in order to learn math concepts and to master skills	Direct Instruction	Tier 1	Monitor	09/05/2017	06/15/2018	\$0	All teachers, Instructional Coach (manipulative supply and implementation)
Best practices for teaching math aligned to Common Core	All teachers and instructional staff will demonstrate an understanding of and will utilize the most effective research-based best practices for teaching math and increasing student achievement.	Professional Learning	Tier 1	Implement	09/05/2017	06/15/2018	\$0	All teachers; instructional coach; school leader
Collaborative Learning	Students will work with peers at various ability levels to engage in lesson acquisition, learning new vocabulary, reviewing materials and completing projects. Resources such as trade books for social studies, 3rd grade Michigan History books, and pull down maps will be used in each classroom to supplement social studies instruction.	Direct Instruction	Tier 1	Monitor	09/11/2017	06/15/2018	\$0	School leader, coach and instructional staff
Consistent Use of Formative and Summative Assessments	Teachers and support staff will analyze results for formative and summative assessments to plan and revise lesson delivery and strategies to determine what other materials or review is needed for the students' comprehension of material.	Policy and Process	Tier 1	Evaluate	09/11/2017	06/15/2018	\$0	Leader, coach and instructional staff
Math coach	Math coach will observe instruction in the classroom to guide the processes and provide feedback to impact student learning.	Monitor	Tier 1	Monitor	09/05/2017	06/15/2018	\$0	School Leader
School Leadership Training	The school leader and instructional coach will participate in monthly trainings that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. These trainings will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, cultivate leadership in others, improve instruction, and manage people, data, and processes.	Professional Learning	Tier 1	Implement	08/24/2017	06/15/2018	\$0	School Leader, Instructional Coach

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Improve computation and estimation skills	Students will develop and/or enhance computational skills, solve real world computation problems, and apply a variety of estimation strategies when given problems. Students will use INSPECT bank items in Naiku platform.	Direct Instruction	Tier 1	Implement	09/05/2017	06/15/2018	\$0	All teachers
Daily practice of basic math skills	Teachers will provide opportunities for students to take part in daily interactive practice of basic math skills appropriate for each grade level using My Math, and Engage NY and INSEPCT bank items.	Direct Instruction	Tier 1	Getting Ready	09/05/2017	06/15/2018	\$0	All teachers, instructional support staff
Lesson objectives	Teachers will make the objective of each lesson known to students at the start of instruction so that students know what they are learning and why.	Direct Instruction	Tier 1	Monitor	09/05/2017	06/15/2018	\$0	All teachers
Grade level meetings	Grade level teachers will meet on a regular basis to focus on and collaborate about instructional best practices.	Communication	Tier 1	Implement	09/05/2017	06/15/2018	\$0	All teachers; instructional support staff; instructional coach; school leader
Increase student participation	Students will regularly use written response boards or student response devices (clickers) to increase the participation of each student in lessons, and to help teachers gauge student understanding and lesson effectiveness. Teachers will also use pairing of students to allow students to feel more comfortable sharing in pairs with peers.	Academic Support Program	Tier 1	Monitor	09/05/2017	06/15/2018	\$0	All teachers
Teacher Modeling of Expectations	Students will use teacher's examples to guide them in the writing process. Teachers will model examples to demonstrate exemplary examples.	Direct Instruction	Tier 1	Monitor	09/11/2017	06/15/2018	\$0	Instructional staff, coach and administration
Multiple Meeting Times to Discuss Data	Planned meetings to discuss data with general ed, special ed, paraprofessionals and support staff exists in many forms such as RTI, SIP, Grade level and Staff meetings.	Policy and Process	Tier 1	Monitor	09/11/2017	06/15/2018	\$0	Leader and Coach

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Lesson Plan Collaboration	Lesson plans will be completed in collaboration between general education and special education teachers. The general education teacher prepares the first draft of the lesson plan. The special education and general education teachers then meet to discuss the plan. The special education teacher then creates a separate lesson plan, which mirrors the general education plan but modifies it based on the needs of the special education students in the class. Planning time will be built into the schedule to allow for this collaboration time.	Teacher Collaboration	Tier 3	Implement	08/24/2017	06/15/2018	\$0	School Leader, Instructional Coach, All teachers
Teacher Modeling of Expectations	Students will use teacher examples to guide them in the writing process. Teachers will model examples to demonstrate exemplary examples.	Direct Instruction	Tier 1		09/11/2017	06/11/2018	\$0	Instructional staff, Coach and Administration
Daily Use of Higher Order Thinking Skills/Bloom's Taxonomy	Teachers will require students to support their ideas, inferences, and opinions with logical reasons and text evidence. Teachers will have students create and answer questions at various depths of knowledge across the curriculum. Instructional staff will confirm this through bi-weekly walk-throughs.	Direct Instruction	Tier 1	Implement	09/11/2017	06/15/2018	\$0	All instructional staff, instructional coach
Vocabulary activities aligned to CC	Teachers will increase the use and emphasis of math vocabulary (Engage NY and MyMath) during instruction time and students will complete vocabulary activities on a weekly basis. Vocabulary will highlight prerequisite and new vocabulary from curriculum standards, as well as assessment vocabulary from M-Step, NWEA, and SRO Curriculum documents.	Direct Instruction	Tier 1	Monitor	09/05/2017	06/15/2018	\$0	All teachers, instructional support staff
Align Maps, Pacing Guides and Lesson Plans	Teachers will unpack the Science Michigan Curriculum Framework to write a pacing guide and lessons. They will also begin examining the New Michigan Science Standards for comparison.	Policy and Process	Tier 1	Monitor	08/22/2016	06/15/2018	\$0	Leader, coach and instructional staff

Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
High Interest/Low Leveled Readers in Spanish and English	Literature will be used across all contents to teach reading skills to narrow the gap in achievement with ELL/ESL students and other students who need to strengthen reading skills.	Direct Instruction	Tier 1	Monitor	09/11/2017	06/15/2018	\$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	09/11/2017	06/15/2018	\$500	School leader and coach

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SIOP Training and Coaching for Instructional staff	ESL coach will provide monthly feedback to the staff and administration on the progress of SIOP training and techniques being utilized to assist with the ESL/ELL population across all content.	Monitor	Tier 1	Monitor	09/11/2017	06/15/2018	\$7826	Leader, coach, ESL coach and instructional staff
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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	07/09/2018	08/10/2018	\$4262	School leader, instructional coach, summer program instructors
Summer School Learning	Summer school program will target the lowest achieving students from the gathering of different data sources to meet the skills and standards that the students struggle with. Materials will be purchased to supplement the curriculum during the summer to offer hands on manipulatives, games, science experiments, technology and literature. Teachers and paraprofessionals will provide small class instruction and progress monitor during the four week summer school.	Direct Instruction	Tier 1	Implement	07/05/2018	08/03/2018	\$127874	Leader, coach and teachers
High Interest Informational Text	Informational text will be used more in the classroom to teach reading for meaning and introduce students to scientific content. Tradebooks related to the science curriculum, National Geographic for kids (magazine and online), Discovery Education online and United Streaming will all be used to supplement the Science Curriculum.	Direct Instruction	Tier 1	Getting Ready	08/22/2017	06/15/2018	\$1200	Leader, Coach and instructional staff
Summer program	The school will offer a free, four-week academic summer program, focusing on improving math skills (for students who are below grade level in math).	Academic Support Program	Tier 2	Monitor	07/09/2018	08/10/2018	\$8525	School leader, instructional coach, summer program instructors
Materials	Update Foss Kits (consumables) and supplemental materials for science projects.	Materials	Tier 1	Monitor	09/11/2017	06/15/2018	\$0	School Leader, Curriculum Coach

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Hands On or Inquiry based science instruction	Using data from Science benchmarks, the leader along with staff will select and purchase scientific related resources to address the area of concern. Science kits, live animals, leveled readers, additional science lab materials will be purchased to transform our science classes offering inquiry based and hands-on instruction dependent upon the Michigan Science Standards.	Direct Instruction	Tier 1	Monitor	09/11/2017	06/15/2018	\$8500	School Leader, Instructional Coach, and staff
Provide Bilingual Staff	The academy will provide an ESL paraprofessional 1 per grade level to aid LEP/EL students both during regular classroom instruction and in pull-outs.	Academic Support Program	Tier 2	Implement	09/11/2017	06/15/2018	\$14983	School leader, Instructional Coach
ESL Tutoring	The academy will provide a free, after-school tutoring program three times per week for LEP/EL students.	Implementation	Tier 2	Monitor	10/02/2017	05/25/2018	\$4995	School Leader, Instructional Coach
Use of Multi Sensory Manipulatives	Students will display and enhance comprehension skills in connections with social studies in groups and independently.	Direct Instruction	Tier 1	Monitor	09/11/2017	06/15/2018	\$2500	School leader, instructional coach, instructional coach
Center Based Instruction to Address Weaknesses	Teachers will plan to use more centers to teach science with literature, games and experiments to teach the curriculum.	Direct Instruction	Tier 1	Getting Ready	08/22/2017	06/15/2018	\$5000	Leader and Coach
Use of Instructional Support Staff	Instructional support staff provide small group instruction using materials that directly address the students areas of academic need for at least forty minutes, 4 days a week.	Academic Support Program	Tier 1	Monitor	09/11/2017	06/15/2018	\$150456	Coach, staff and leader
Math Interventionists	The academy will provide math interventionists 1 per grade level to work with students who are achieving below grade level, and to provide academic support to classroom teachers	Academic Support Program	Tier 2	Monitor	10/02/2017	05/25/2018	\$54513	School Leader, Instructional Coach

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Use of Graphic Organizers	Students will use graphic organizers to better understand and organize their thoughts for writing. Teachers will model how to use graphic organizers before expecting students to use them with mastery.	Direct Instruction	Tier 1	Monitor	09/11/2017	06/15/2018	\$550	School leader, instructional coach, instructional staff

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Use of Graphic Organizers	Students will use graphic organizers to better understand and organize their thoughts for writing. Teachers will model how to use graphic organizers before expecting students to use them with mastery	Direct Instruction	Tier 1	Monitor	09/11/2017	06/11/2018	\$550	School Leader, Instructional Coach, Instructional Staff
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, Community Engagement, Academic Support Program, Policy and Process	Tier 2	Getting Ready	08/24/2017	06/21/2019	\$6000	School Leader, Instructional Coach, Social Worker

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development on the Science Curriculum	Teachers will attend professional development that educates them on the new standards (NGSS) and the strategies needed to implement the Michigan Science Curriculum successfully. We need professional development on implementing the updated FOSS kits in order to help teachers use the kits in the classroom.	Professional Learning	Tier 1	Implement	08/22/2017	06/15/2018	\$434	Leader and coach
Instructional Coach	The academy will provide an instructional coach to work with teachers on improving classroom instruction, data analysis, and progress monitoring.	Academic Support Program	Tier 2	Monitor	07/01/2017	06/30/2018	\$300	School Leader
Professional Development on RTI program	At least three sessions throughout the year will be planned to provide the CCA staff with information, data and interventions associated with the success of RTI and Language Arts. Train the interventionists on the Leveled Literacy Interventions Program.	Professional Learning	Tier 2	Monitor	09/11/2017	06/15/2018	\$4200	School leader, coach and instructional staff
ELA coach	An ELA coach will be contracted to provide job-embedded professional development to teachers in best practices for ELA instruction. This will be done through the use of instructional learning cycles. The ELA coach will meet with teachers during staff and grade level meetings to discuss depth of knowledge, common assessments and highly effective teaching strategies.	Professional Learning	Tier 1	Implement	08/21/2017	06/15/2018	\$0	School Leader

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Math coach	A Math coach will be contracted to provide job-embedded professional development to teachers in best practices for mathematics instruction. This will be done through the use of instructional learning cycles. The Math coach will meet with teachers during staff and grade level meetings to discuss depth of knowledge, common assessments and highly effective teaching strategies.	Teacher Collaboration	Tier 1	Implement	09/05/2017	06/15/2018	\$0	School Leader
Technology Access	To ensure an effective integration of technology, interactive boards and the technology to run them will be added to select classrooms. iPads, Chromebooks, tablets, and other electronic devices will be available for classroom activities. Students will have access to school computer labs, desktops, laptops and/or other electronic devices allowing them to use this technology to do research for papers and projects, take assessments, and produce reports.	Technology	Tier 1	Monitor	08/24/2017	06/19/2018	\$0	School Leader, Instructional Coach, All teachers
Professional Development on Using DI and Technology	On site and off site professional learning opportunities that address Mc3 (Social Studies curriculum) will be available and encouraged by the administration team to attend and utilize the strategies and techniques presented in the professional development.	Professional Learning	Tier 1	Evaluate	09/11/2017	06/15/2018	\$3500	School leader, coach and instructional staff
Professional Development on Mapping and Pacing Guides	As a result of sustainable professional development, teachers will align the curriculum with maps and pacing guides to monitor the mastery and delivery of all lessons needed to be taught throughout the school year. Students be taught all skills needed to progress to the next grade level while using various resources to do so.	Professional Learning	Tier 1	Implement	08/22/2017	06/15/2018	\$3624	School leader and coach
Professional Development on Reading Best Practices and Assessment	Students will academically benefit from lessons that are engaging, meet their needs, and work with resources that teachers and support staff deliver with reading instruction. Instructional staff will participate in a professional development on best practices specifically Making Meaning, Independent reading, Adolescent Accelerated Reading Initiative.	Professional Learning	Tier 1	Monitor	09/11/2017	06/15/2018	\$4500	School leader, coach and staff
Professional Development on Using Technology with Elementary Students	At least two sessions, on or off site, will be offered for teachers to attend to receive research on the impacts of reading and writing in relationship to technology. Teacher choices include; Accelerated Reader, iPad training, Promethean training, Solo6.	Professional Learning	Tier 1	Implement	09/11/2017	06/15/2018	\$2500	Instructional staff, coach and leader

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Technology	The staff will integrate technology across the curriculum in order to deepen and enhance the learning process. To accomplish this, the technology will support active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. This integration will be achieved by making the use of technology part of a routine as it supports curricular goals.	Technology	Tier 1	Monitor	08/24/2017	06/19/2018	\$0	School Leader
Instructional Coach	The academy will provide an instructional coach to work with teachers on improving classroom instruction, data analysis, and progress monitoring.	Academic Support Program	Tier 2	Monitor	07/01/2017	06/30/2018	\$4070	School Leader
Professional Development on Reading Best Practices and Assessment	Students will academically benefit from lessons that are engaging, meet their needs, and work with resources that teachers and support staff deliver with reading instruction. Instructional staff will participate in a professional development on best practices specifically Making Meaning, Independent reading, Adolescent Accelerated Reading Initiative.	Professional Learning	Tier 1	Monitor	09/11/2017	06/15/2018	\$300	School leader, coach and staff
Professional Development on Writing Strategies	Students will academically benefit from lessons that are engaging, meet their needs, and work with resources that teachers and support staff deliver with writing instruction. Instructional staff will participate in a professional development on best practices and will be expected to use these techniques in writing across all the content areas. Writing program training and implementation.	Professional Learning	Tier 1	Monitor	09/11/2017	06/15/2018	\$4500	School leader, coach, instructional staff