



# **District Improvement Plan**

## **Cesar Chavez Academy**

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# TABLE OF CONTENTS

|   |    |
|---|----|
| Introduction .....                                  | 1  |
| <b>Executive Summary</b>                            |    |
| Introduction .....                                  | 3  |
| Description of the School System .....              | 4  |
| System's Purpose .....                              | 6  |
| Notable Achievements and Areas of Improvement ..... | 7  |
| Additional Information .....                        | 8  |
| <b>Improvement Plan Stakeholder Involvement</b>     |    |
| Introduction .....                                  | 10 |
| Improvement Planning Process .....                  | 11 |
| <b>District Additional Requirements Diagnostic</b>  |    |
| Introduction .....                                  | 13 |
| District Additional Requirements Diagnostic .....   | 14 |
| <b>CCA DIP (2014-15)</b>                            |    |
| Overview .....                                      | 18 |
| Goals Summary .....                                 | 19 |
| Goal 1: ELA Proficiency .....                       | 20 |
| Goal 2: Math Proficiency .....                      | 34 |
| Goal 3: Science Proficiency .....                   | 49 |

|   |    |
|---|----|
| Goal 4: Social Studies Proficiency .....                          | 57 |
| Goal 5: Safe and secure environment for all students at CCA ..... | 62 |
| Activity Summary by Funding Source .....                          | 66 |
| Progress Notes .....  | 98 |
| Activity Summary by School .....                                  | 99 |

## **Introduction**

The District Improvement Plan (DIP) has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

# **Executive Summary**

## **Introduction**

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

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

## **Description of the School System**

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

Demographics and Issues Impacting the Cesar Chavez Academy District:

Cesar Chavez Academy (CCA) District is located in southwest Detroit which is home to the largest concentration of Hispanics in Michigan. The district has one of the largest concentrations of Spanish-speaking students in the state and Hispanic student demographics constitute more than 85% of district's enrollment. Spanish is the primary language spoken in the majority of homes and over 60% of the district's students require some level of English language support.

The City of Detroit continues to be one of the most economically devastated cities in the United States with a current unemployment rate of over 30% and a functional illiteracy rate of almost 50%. The 48209 & 49210 zip codes constitutes about 95% of the Cesar Chavez Academy District school population and according to Census 2010 data, less than 60% of the residents, 25 years and older, have earned a high school graduation diploma.

The majority of area residents work in a severely depressed manufacturing/service industry. As a result, families become transient leaving the state to pursue job opportunities elsewhere, only to return to Detroit as seasonal work becomes available. Over 90% of CCA students qualify for Free or Reduced-price lunch. In addition, quality of life issues ranging from high crime rates to inadequate city services, coupled with immigration issues, requires the district to confront serious challenges that extend beyond the school.

In 2013-14, CCA opened its newest campus, providing an educational opportunity to students on Detroit's east side.

Features and Challenges of the School System:

Features:

CCA District has earned a positive reputation over its 18 years of existence. The CCA District strengths are many but can best be summed up by the district mission statement: "To provide an opportunity for all students to learn in a safe atmosphere of academic excellence." CCA District is strongly committed to continuous improvement. The district, in cooperation with The Leona Group (TLG) and Saginaw Valley State University (SVSU), works to improve effectiveness in every facet of its operations, including instruction, professional development, budget and finance, maintenance of facilities, parental involvement, and community partnerships. CCA District started in 1995 as a single, lower elementary campus site with approximately 200 students. Since then, the district has grown to nearly 2,200 students K-12 spread out across five locations: CCAE Lower K-2; CCAE Upper 3-5; CCA East K-5; CCAMS 6-8, and CCAHS 9-12. The district attributes its success in creating a safe, clean, and orderly student-centered learning environment to district leadership, staff, and strong support from The Leona Group and Saginaw Valley State University. As a result of the autonomy encouraged and supported by TLG, school leaders are able to interview and hire caring and competent staff who also meet NCLB/ESEA certified and highly qualified criteria.

The District Leadership Team collects, reviews and analyzes student academic data regularly in order to meet students' academic needs. Response to Intervention (RtI) is strongly evident in the elementary and middle school buildings and is emerging at the high school.

## District Improvement Plan

Cesar Chavez Academy

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District professional development plans are developed based on student academic performance and classroom observations (both formal and informal) conducted by school leaders, instructional coaches, district curriculum coach, and district ELL coaches. District administrators, teachers, and support staff are provided extensive professional development opportunities during the school year. CCA District classroom observations are conducted regularly, and all teachers receive performance reviews annually (utilizing the Educator Evaluation System). Immediate feedback from classroom observations is provided to teachers in one of these ways: a.) verbal, b.) email, or c.) copy of written notes. Classroom observation training and tools are provided by TLG, SVSU, and Wayne County Regional Education Service Agency (WRESA).

The CCA District offers its teachers and students much of the latest instructional technology resources. Promethean and Smart Boards can be found in every classroom throughout the district. In addition, each campus site is wireless and utilizes mobile laptop computer and iPad carts to enhance instruction and increase student engagement. Since 2009-2010, the district has relied on an Educational Management Plan, or EMP (previously called the Curriculum Management Plan, or CMP) in order to pull together its core service (teaching and learning) and to align assessments in each content area and across all grade levels. Like the school improvement plans, the EMP is a working document that is continuously evolving based on student needs and research/evidenced-based best practices.

### Challenges:

The CCA District needs vary from building to building, but there is consensus regarding a few key areas. First, a need for greater parental involvement at all levels, but especially in the middle and high school. While CCA District Parent-Teacher Conferences typically yield a 95% turnout at the elementary buildings, only a 65% attendance rate is found at the middle and high school levels.

Both CCAE lower and upper campus sites have established weekly parent group meetings where parents learn how they can become active participants in their child's education. Speakers and local community based organizations are brought in to share information about services families are eligible to receive. CCAMS and CCAHS offer monthly parenting group meetings but parent participation levels are very small and overall, less effective.

Stakeholder involvement also represents a needs area for the CCA District. Individual campus sites make periodic efforts to reach out to the larger community; however, community response is limited. Community liaisons in the school buildings have made strides by establishing connections with businesses and service organizations.

Finally, language represents a two-fold challenge for CCA District. On the one hand, the large percentage of student who qualify for some degree of English Language services makes it necessary for the schools to put programs in place to address these needs. Secondly, with many CCA parents being of limited English proficiency themselves, even basic interactions between the school and the home require the use of translators/translations in order to make communications effective.



## **System's Purpose**

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

Cesar Chavez Academy will provide an opportunity for all students to learn in a safe atmosphere of academic excellence.

### **Our Mission**

César Chávez Academy, in cooperation with parents and the community, will provide for the unique needs of our students through innovative experiences in a fully inclusive, safe, and nurturing environment.

### **Our Vision**

Our vision at César Chávez Academy is to become the premier college preparatory school district in the state of Michigan. The statement that supports our foundation. "Sí Se Puede - Yes, We Can", reflects the belief that every student is capable of greatness.

### **We believe...**

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

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

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

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

We believe in meeting the diverse needs of our parents.

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

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

## **Notable Achievements and Areas of Improvement**

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

**Notable Achievements:**

Cesar Chavez Academy (CCA) District has served the students (and their families) in Southwest Detroit since 1995. The longevity of the academy and the commitment demonstrated by the school staff and administration during this time has made a difference in the lives of our students and families. CCA was the first NCA Accredited Multi-Campus Charter School District/System in the State of Michigan.

CCA was recognized by Bridge Magazine / The Center for Michigan as a 2013 Academic State Champ, for being among the Top 10 Charter Schools in Michigan. CCA HS was ranked among the Best High Schools in 2012 and 2013 by U.S. News & World Report. The HS was also Ranked #2 Public High School in the State of Michigan by the Mackinac Center for Public Policy, and it boasts an 85% 4-year graduation rate. The Mackinac Center gave CCA MS a State Rank of 109 and the Upper Elementary a State Rank of 209 out of 2562 elementary and middle schools in the state. Both of these buildings were invited to participate in the Skillman Foundation Champion Schools Network, based on meeting the needs of at-risk students.

**Areas for Improvement:**

Despite having multiple strategies and programs in place to address the educational needs of English Language Learners (ELL), this special population has failed to meet the Annual Measureable Academic Objectives (AMAOs) for the last 4 years, with students falling short of their growth target. While some degree of this failure can be attributed back to conditions outside of school control (such as limited English proficiency in the home, transience, low economic status, etc.), this still represents an area where the district has to strive to improve.

**Other challenges:**

- Implementing RtI across all grade levels (K-12)
- Improved parent involvement at the upper grade levels
- Improved building capacity to deliver quality instruction that utilizes current technologies
- Getting students adequately prepared to meet the increasingly stringent academic demands that are placed on them
- Improvements to aging facilities that are leased by the school
- Transient student population in the East campus as neighborhoods continue to be eroded
- Maintaining enrollment targets as the educational options available to parents increases with the opening of new charter schools in an already saturated market

## **Additional Information**

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

The Leona Group (TLG) and the CCA Board of Directors have adopted the Inclusion Model . The Inclusion Model operates on the premise that all students, regardless of unique background circumstances, receive education services in a regular classroom. Research suggests that this model is the best means of delivering instruction for most special needs students, and it is a defining characteristic of all TLG-operated academies.

As it is communicated in the Educational Management Plan (EMP), the Cesar Chavez Academy District has adopted the S.I.O.P. (Sheltered Instructional Observation Protocol) model. This instructional strategy provides the most equitable language support available for the predominant ELL population. However S.I.O.P. is not limited to English Language Learners, and it continues to be used as an instructional best practice to meet the specific academic needs of all demographic sub-groups.

As a Michigan Public School Academy, CCA District is required by law and by it's authorizer, to adhere to all state and federal guidelines. With the full support of TLG, CCA District demonstrates compliance through various Michigan Department of Education and federal reporting requirements.

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## **Improvement Planning Process**

### Improvement Planning Process

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

All stakeholders are invited to participate in the review of comprehensive assessment data is used to develop the district improvement goals and school improvement goals. The goals are revisited quarterly at the district level and more frequently at the school level.

Listed below are the phases used to monitor the improvement initiatives:

Phase I - The analysis of student data to determine the needs of students K-12.

Phase II - The reviewing, revising and monitoring of the EDucational Management Plan (EMP).

Phase III - Teacher support: as staff demonstrate knowledge of the instructional strategies, the district level support staff, school leaders and instructional coaches provide internal support by conducting observations, modeling best practices and providing feedback.

Phase IV - Tiered monitoring system: Step I Internal Monitoring System, Step II External Monitoring System and Step III-District Leadership Team Monitoring System.

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

Input from stakeholders is gathered continuously through collaborative team meetings, staff meetings, department meetings and child study meetings. These inputs are compiled, evaluated and assimilated wherever appropriate to change, better align or assess instruction or curriculum at each individual school. Stakeholders come together periodically at the individual schools. The SIP teams come together as a district when possible to incorporate good ideas and best practices into the improvement plan. This completed plan is then presented to the school board for discussion and approval; board meetings are open to the public so that all stakeholders are able to provide comments and input. Additionally, improvement goals are shared specifically with parents during the required Annual Title I Meeting.

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

Cesar Chavez Academy District assessment system is an intricate part of the Educational Management Plan (EMP). The District Assessment Timeline includes a range of formative and summative assessments which provide data for students' academic performance. Progress toward meeting the students' goals is measured by comparing expected rate of learning versus actual rates of learning. These comparisons are reviewed at both the school and the district level on a regular basis. Using student achievement data, modifications are made to teaching strategies, interventions and pacing guides. The District Leadership Team (Regional Vice President, District Curriculum Director, District Reading /ELL Coach , Instructional Coaches and School Leaders) meet at least monthly to review assessment data, discuss areas of improvement, monitor and evaluate the modifications discussed in each building. This information is presented at monthly board meetings and shared with all stakeholders in quarterly reports and regular parent updates produced in each school.

# District Additional Requirements Diagnostic

## **Introduction**

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



### District Additional Requirements Diagnostic

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

| Label | Assurance   | Response | Comment  | Attachment |
|-------|---|----------|--|------------|
|       | The District School Improvement Team reviews the CIMS data. | Yes      | Representatives from each school building analyze data from CIMS |            |

| Label | Assurance   | Response | Comment  | Attachment |
|-------|---|----------|--|------------|
|       | CIMS data is used to prepare our District Improvement Plan. | Yes      | CIMS data is included in District School Improvement planning, as well as in District Special Education meetings |            |

| Label | Assurance  | Response | Comment  | Attachment |
|-------|--|----------|--|------------|
|       | The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors). | Yes      | Content filters and firewalls are managed and maintained by the Educational Service Provider (The Leona Group) |            |

| Label | Assurance  | Response | Comment   | Attachment |
|-------|--|----------|---|------------|
|       | The district has a process to monitor adult and student use of the internet. | Yes      | Site visits are recorded and monitored by the Technology Department |            |

| Label | Assurance  | Response | Comment                            | Attachment            |
|-------|--|----------|------------------------------------|-----------------------|
|       | The district has an Internet Safety Policy in place. | Yes      | See Internet Acceptable Use Policy | Acceptable Use Policy |

| Label | Assurance   | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
|       | The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements. | Yes      |         |            |

| Label | Assurance   | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
|       | The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools. | Yes      |         |            |

## District Improvement Plan

Cesar Chavez Academy

| Label | Assurance   | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
|       | The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes," specify the needs in the comments section. | Yes      |         |            |

| Label | Assurance  | Response | Comment   | Attachment |
|-------|--|----------|---|------------|
|       | The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes," specify the actions in the comments section. | Yes      | All classrooms have an Interactive Whiteboard installed and the current focus is to improve instruction with the integration of technology. Global Scholar, an online assessment, is used in grades K-11. Online applications, such as Study Island, Read 180, RAZ-Kids, and Brain POP are utilized as part of the RtI program. |            |

| Label | Assurance  | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
|       | The district adjusts its curriculum to include technology literacy for all students. | Yes      |         |            |

| Label | Assurance   | Response | Comment  | Attachment |
|-------|---|----------|--|------------|
|       | The district adjusts its instructional program to promote technology literacy. If "yes," specify the adjustments in the comments section. | Yes      | Each classroom throughout the district is equipped with a variety of hardware and software that promote the use of technology in the instructional process (including Interactive Whiteboards, computers and/or laptops). Benchmark testing is done online three times per year in core subjects, promoting student familiarity with online testing platforms. PD in technology integration is encouraged and promoted in each building. |            |

| Label | Assurance  | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
|       | The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. | Yes      |         |            |

## District Improvement Plan

Cesar Chavez Academy

| Label | Assurance   | Response | Comment   | Attachment |
|-------|---|----------|---|------------|
|       | The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If "yes," list the name, position, address and telephone number of the employee in the comments section. | Yes      | Alma Donnelly<br>Human Resources<br>6787 Goldsmith<br>Detroit, Michigan 48209<br>313-842-0006 |            |

| Label | Assurance   | Response | Comment                         | Attachment                          |
|-------|---|----------|---------------------------------|-------------------------------------|
|       | The District has a District Board Policy that is related to Parent Involvement. | Yes      | Board Parent Involvement Policy | CCA Board Parent Involvement Policy |

| Label | Assurance   | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
|       | The District has additional information necessary to support your improvement plan. | Yes      |         | pd plan    |

# **CCA DIP (2014-15)**

## Overview

### Plan Name

CCA DIP (2014-15)

### Plan Description

Cesar Chavez Academy District Improvement Plan (2014-15)

## 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 | ELA Proficiency                                     | Objectives: 2<br>Strategies: 11<br>Activities: 32 | Academic       | \$3762064     |
| 2 | Math Proficiency                                    | Objectives: 1<br>Strategies: 10<br>Activities: 24 | Academic       | \$1256324     |
| 3 | Science Proficiency                                 | Objectives: 1<br>Strategies: 6<br>Activities: 14  | Academic       | \$351255      |
| 4 | Social Studies Proficiency                          | Objectives: 1<br>Strategies: 4<br>Activities: 9   | Academic       | \$70000       |
| 5 | Safe and secure environment for all students at CCA | Objectives: 1<br>Strategies: 2<br>Activities: 5   | Organizational | \$214500      |

## Goal 1: ELA Proficiency

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency by increasing the number of students reading at or above grade level in English Language Arts by 06/12/2015 as measured by the student's MEAP (or equivalent state assessment), MME, ACT, and Scantron/Global Scholars scores.

### Strategy 1:

Educational Management Plan (EMP) - The Educational Management Plan (EMP) has been revised to convey the intent of the leadership and guides the development, scope, alignment and evaluation of the written curriculum in all content areas. It also ensures quality control of the designed and delivered curriculum. The district will continue to implement the EMP which will assist in aligning the curriculum to the common core state standards, structure the pacing guides and analyze the district assessment data. It also ensures quality control of the designed and delivered curriculum in conjunction with Saginaw Valley State University.

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve

Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano; Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al.

Tier: Tier 1

| Activity - Curriculum Crafter   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                | Staff Responsible   |
|---|-----------------------|--------|-----------|------------|------------|-------------------|----------------------------------|---|
| Teachers will be provided with curriculum resources such as Curriculum Crafter to support the implementation of the Common Core State Standards (CCSS).<br><br>Schools: All Schools | Professional Learning | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$3000            | Title I School Improvement (ISI) | The district's administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for purchasing this resource. |

## District Improvement Plan

Cesar Chavez Academy

| Activity - Data Analysis  | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding              | Staff Responsible  |
|---|---------------|--------|-----------|------------|------------|-------------------|--------------------------------|--|
| District coach, instructional coaches and school leaders will analyze data from progress monitoring tools and screeners to determine the effectiveness of the curriculum. This will include utilizing a data warehouse.<br><br>Schools: All Schools | Other         | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$120000          | Title I Part A, Title I Part A | District coach, instructional coaches and school leaders are responsible for analyzing data. |

| Activity - Professional development / PLC  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding               | Staff Responsible  |
|--|-----------------------|--------|-----------|------------|------------|-------------------|---------------------------------|--|
| The district administrative team will participate in ongoing professional development to support the alignment of the curriculum, instruction and assessment outlined in the Educational Management Plan. For example- MDE conference, SIOP training and Common Core State Standard implementation and Marzano's strategies.<br><br>Schools: All Schools | Professional Learning | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$44750           | Title I Part A, Title II Part A | The district's administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for facilitating professional development workshops. |

### Strategy 2:

DI (Differentiated Instruction) - All staff will implement DI (Differentiated Instruction) in response to data to increase student achievement and close the achievement gaps among the sub groups. Staff will incorporate DI strategies throughout the implementation of the Common Core State Standards.

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve

Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano; Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al. Classroom Instruction That Works with English Language Learners by Jane D.



## District Improvement Plan

Cesar Chavez Academy

Hill et. al

Tier: Tier 2

| Activity - Close and Critical Reading and Writing Strategies  | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|---------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Staff throughout the district will incorporate the close and critical reading and writing strategies aligned to the CCSS (Common Core State Standards).<br><br>Schools: All Schools | Other         | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$4000            | Title I Part A    | School leaders and instructional coaches are responsible for the implementation of the strategy |

| Activity - Data Analysis  | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|---------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| The district administrative team will analyze data from the progress monitoring tools and screeners on a quarterly basis in order to determine the educational needs of students and subgroups.<br><br>Schools: All Schools | Other         | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$28650           | Title I Part A    | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for reviewing data quarterly. |

| Activity - Monitor Strategies  | Activity Type | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible            |
|--|---------------|--------|---------|------------|------------|-------------------|-------------------|------------------------------|
| The district's administrative team (school leaders, instructional coaches, ELL coach, district curriculum and RVP) will monitor the implementation of these strategies on a daily basis.<br><br>Schools: All Schools | Monitor       | Tier 1 | Monitor | 09/02/2014 | 06/12/2015 | \$120000          | Title I Part A    | District administrative team |

## District Improvement Plan

Cesar Chavez Academy

| Activity - Professional Development  | Activity Type          | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                           | Staff Responsible   |
|--|------------------------|--------|-----------|------------|------------|-------------------|---|---|
| Teachers will be provided with ongoing professional development on strategies for implementing DI in Reading comprehension and informational text, incorporating reading stations and labs. In addition, training will be provided utilizing Marzano's high yield instructional strategies, Fogarty and Associates techniques for DI, Writing in the Common Core, Phonemic Awareness, and Implementing the CCSS.<br><br>Schools: All Schools | Professional Learning  | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$35000           | Title III, Title II Part A, Title II Part A | District administrative team<br>School leaders, district coaches, instructional coaches.  |
| Activity - Purchase additional resources   | Activity Type          | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                           | Staff Responsible   |
| Teachers will be provided with materials and supplies to support the best practices. For example, visual aids graphic organizers, grade leveled books, books on tape, head phones, Kindles and writing journals and materials for writers workshop, idiom of the day cards, interactive smart board games, CCSS flip charts to enhance instruction in reading and writing, online resources and applications.<br><br>Schools: All Schools    | Supplemental Materials | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$18000           | Title I Part A                              | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for researching, recommending and the purchase of additional resource materials. |
| Activity - Strengthen Inclusion Strategies   | Activity Type          | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                           | Staff Responsible   |

## District Improvement Plan

Cesar Chavez Academy

|   |       |        |           |            |            |          |                                    |   |
|---|-------|--------|-----------|------------|------------|----------|------------------------------------|---|
| Inclusion will be monitored and encouraged in the daily operations of educating the students and training the teachers.<br><br>Schools: All Schools | Other | Tier 2 | Implement | 09/02/2014 | 06/12/2015 | \$305000 | Title II Part A, Special Education | School leader, instructional coach, teacher, special education team |
|---|-------|--------|-----------|------------|------------|----------|------------------------------------|---|

### Strategy 3:

Extended Learning Opportunities - Cesar Chavez District will host a number of learning programs and extended day learning opportunities that will meet the needs of all students. Programs include Credit recovery, Summer Learning Academy for Title I students (students at risk) and English Language Learners, after school tutoring, Saturday school, Spring Break Academic Camp and transition programs.

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano;

Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al.

Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

Tier:

| Activity - District SIP Meeting   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|----------------------------------|
| The district will host a planning meeting to review student achievement data, credits and curriculum resources.<br><br>Schools: All Schools | Professional Learning | Tier 1 | Implement | 07/01/2014 | 06/19/2015 | \$200             | Section 31a       | The district administrative team |

| Activity - Hire additional Academic Support staff  | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding           | Staff Responsible                                |
|--|---------------|--------|-----------|------------|------------|-------------------|-----------------------------|--|
| The district will hire or retain additional staff (Title I teachers, Math and Reading specialists, academic support staff) and ELL certified lead teachers to increase student achievement among the cadre of students placed in tiers II and III. Based on student achievement data, the interventionists will work exclusively with small groups to differentiate instruction to meet the individual needs of each student. The students progress will be monitored through the RtI process.<br><br>Schools: All Schools | Other         | Tier 2 | Implement | 08/18/2014 | 06/19/2015 | \$1730324         | Title I Part A, Section 31a | School leaders are responsible for hiring staff. |

## District Improvement Plan

Cesar Chavez Academy

| Activity - Design Summer School Program  | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding           | Staff Responsible                                  |
|--|---------------|--------|-----------|------------|------------|-------------------|-----------------------------|--|
| Summer school will be designed from the interpretation of various sources of data.<br><br>Schools: All Schools | Other         | Tier 2 | Implement | 06/29/2015 | 07/31/2015 | \$177500          | Section 31a, Title I Part A | School leader, instructional coaches and teachers. |

### Strategy 4:

Instructional and ELL Coaches - The District will maintain an Instructional Coach in each building, ELL Coaches (elementary and middle/high school) and a Curriculum Director to assist teachers to implement instructional strategies that will help students use and continue to build their literacy skills through each content area, analyze building level data, develop maps and pacing guides and plan professional development that meet the individual needs of staff.

Research Cited: Marzano, R (2003 ). What works in schools: Translating research into action.

Knight, J. (2005). A primer on instructional coaching. Principal Leadership, 5(8) 17-20.

Neufeld, B., & Roper, D. (2003). Coaching: A Strategy for Developing Instructional Capacity, Promises, and Practicalities.

Poglinco, S., Bach, A., Hovde, K., Rosenblum, S., Saunders, M., and Supovitz, J. (2003). The Heart of the Matter: The Coaching Model in America's Choice Schools.

Lyons, C., and Pinnell, G. (2001). Systems for Change in Literacy Education: A Guide to Professional Development.

Coggins, C., Stoddard, P., and Cutler, E. (2003). "Improving Instructional Capacity through Field-Based Reform Coaches."

Barr, K., Simmons, B., and Zarrow, J. (2003). "School Coaching in Context: A Case Study in Capacity Building."

Tier: Tier 1

| Activity - Daily walk-through  | Activity Type         | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding               | Staff Responsible                |
|--|-----------------------|--------|---------|------------|------------|-------------------|---------------------------------|----------------------------------|
| Instructional coaches, District ELL coaches and Curriculum Director will conduct daily walk through to provide teachers with formal and informal feedback. Walkthroughs will utilize a common tool in order to provide consistent and timely feedback, allowing for the results to be analyzed and reported.<br><br>Schools: All Schools | Professional Learning | Tier 1 | Monitor | 09/02/2014 | 06/12/2015 | \$11000           | Title I Part A, Title II Part A | The district administrative team |

| Activity - Data Analysis   | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                |
|--|---------------|--------|-----------|------------|------------|-------------------|---------------------|----------------------------------|
| Analyze student achievement data to drive instruction, make recommendations for school improvement goals and professional development.<br><br>Schools: All Schools | Other         | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$0               | No Funding Required | The district administrative team |

## District Improvement Plan

Cesar Chavez Academy

| Activity - Professional Development  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|----------------------------------|
| Instructional coaches, District ELL coaches and Curriculum Director will ensure staff engages in effective sustained professional learning experiences by using data and working collaboratively with the district administrative team to support the Educational Management Plan.<br><br>Schools: All Schools | Professional Learning | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$5000            | Title II Part A   | The district administrative team |

| Activity - Utilize Instructional Coaches   | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                           |
|--|---------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| The district will utilize the instructional coach in each building in order to provide academic support, resources, and professional feedback to teachers in order to improve teaching and learning in each classroom.<br><br>Schools: All Schools | Other         | Tier 1 | Implement | 07/01/2014 | 06/30/2015 | \$340000          | Title I Part A    | School leader, district curriculum director |

### Strategy 5:

Parent Literacy - The district will increase parent literacy to support student learning in all content areas.

Activities include: Curriculum Night /Lunch bunch, ESL classes, Open House/Student Orientation, Title I parent meeting, standardized test preparation meeting, Homework and Study Skills, and English and Math initiatives.

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano;

Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SLOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al.

Tier: Tier 1

| Activity - Purchase additional resources | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

**District Improvement Plan**

Cesar Chavez Academy

|  |                    |        |           |            |            |        |                |   |
|--|--------------------|--------|-----------|------------|------------|--------|----------------|---|
| Materials and supplies pertaining to the core subject areas will be purchased to support the parent workshops.<br><br>Schools: All Schools | Parent Involvement | Tier 1 | Implement | 09/02/2014 | 06/26/2015 | \$1500 | Title I Part A | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for researching, recommending and the purchase of additional resource materials. |
|--|--------------------|--------|-----------|------------|------------|--------|----------------|---|

**Strategy 6:**

Rtl (Response to Intervention) - The district will continue to implement the Response to Intervention (Rtl) tiered model to close student achievement gaps in all subgroups and to monitor student progress.

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano;

Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al.:

Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

Ellis, A. K. (2001). Research on educational innovations.

Burns, M. K., Appleton, J. J., & Stehouwer, J. D. (2005). Meta-analytic review of responsiveness-to-intervention: Examining field-based and research-implemented models.

Tier:

| Activity - Hire or retain additional support staff | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

**District Improvement Plan**

Cesar Chavez Academy

|   |       |        |           |            |            |          |                |   |
|---|-------|--------|-----------|------------|------------|----------|----------------|---|
| <p>The district will hire or retain additional support staff (Title I teachers, Math and Reading specialist, Data/Rtl Coach) to increase student achievement among the cadre of students placed in tiers II and III. Based on student achievement data, the interventionist(s) will work exclusively with small groups to differentiate instruction to meet the individual need of each student. The students' progress will be monitored in the Rtl process.</p> <p>Schools: All Schools</p> | Other | Tier 2 | Implement | 08/18/2014 | 06/26/2015 | \$150000 | Title I Part A | The districts administrative team (school leaders, Cesar Chavez Academy instructional coaches, ELL coach, district curriculum and RVP) are responsible for hiring staff to support the Rtl program. |
|---|-------|--------|-----------|------------|------------|----------|----------------|---|

| Activity - Monitor the Rtl Process  | Activity Type | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|---|---------------|--------|---------|------------|------------|-------------------|---------------------|--|
| <p>The district administrative team will monitor the Rtl process across the district. All teams are expected to use at least 6-8 data points aligned the the Common Core State Standards to determine the growth of students. Data points include Scantron, Accelerated Reader, Study Island, Exam view Pre and Post test, Read 180- Tier III and ELL, ACT/MME Pre and Post test, DIBELS K-3 and Phonics screeners.</p> <p>Schools: All Schools</p> | Monitor       | Tier 1 | Monitor | 09/02/2014 | 06/12/2015 | \$0               | No Funding Required | The districts administrative team (school leaders, instructional coaches, district curriculum director and RVP), in collaboration with Data/Rtl coaches, are responsible for monitoring the Rtl program. |

## District Improvement Plan

Cesar Chavez Academy

| Activity - Professional development / PLC for Rtl  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| <p>All staff will receive training on how to develop tiered lessons for students in tiers II and III. All staff will receive training on how to use tools and programs to support students in tiers II and III. For example, utilizing iPads, Kindles, USA learn port in reading centers, and integrating technology into the classroom.</p> <p>Schools: All Schools</p> | Professional Learning | Tier 2 | Implement | 08/18/2014 | 06/19/2015 | \$9000            | Title II Part A   | The districts administrative team(school leaders, instructional coaches, ELL coach, district curriculum and RVP) are responsible for facilitating professional development workshop.  |
| Activity - Purchase Progress Monitoring Tools  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
| <p>The district administrative team will purchase progress monitoring tools such as Read 180, Study Island, Scantron, to monitor student growth and acquisition of the CCSS in order to meet the needs of all students, particularly those performing below grade level.</p> <p>Schools: All Schools</p>   | Other                 | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$60000           | Title I Part A    | The districts administrative team(school leaders, instructional coaches, ELL coach, district curriculum and RVP) are responsible for purchasing the tools needed for the RtI program. |



## District Improvement Plan

Cesar Chavez Academy

### Strategy 7:

SIOP (Sheltered Instruction Observation Protocol) - All staff will implement SIOP (Sheltered Instruction Observation Protocol) a research-based, best practice to increase student achievement for all students which is comprised of a high population of ELL students (97%.)

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve

Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano; Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al. Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

Short, D., Fidelman, C., Louguit, M.(2012). Developing Academic Language in English Language Learners Through Sheltered Instruction.

Short, D., Echevarria, J., & Richards-Tutor, C. (2011). Research on academic literacy development in sheltered instruction classrooms.

Tier: Tier 1

| Activity - Data Analysis  | Activity Type | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding         | Staff Responsible  |
|---|---------------|--------|---------|------------|------------|-------------------|---------------------------|--|
| District coach, instructional coaches, ELL coach and schools leaders will analyze student assessment data to determine the effectiveness of the strategy.<br><br>Schools: All Schools | Other         | Tier 1 | Monitor | 07/01/2014 | 06/30/2015 | \$275000          | Title III, Title I Part A | District coach, instructional coaches. and schools leaders are responsible for analyzing data. |

| Activity - ESL curriculum for ESL elective classes | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## District Improvement Plan

Cesar Chavez Academy

|   |       |        |           |            |            |        |           |  |
|---|-------|--------|-----------|------------|------------|--------|-----------|--|
| <p>The middle school and high school will implement an ESL curriculum to support the ESL elective classes.</p> <p>Schools: Cesar Chavez Middle School, Cesar Chavez High School</p> | Other | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$5000 | Title III | The middle and high school administrative team, curriculum director and ELL coach are responsible for monitoring the implementation of the strategy. |
|---|-------|--------|-----------|------------|------------|--------|-----------|--|

| Activity - Monitor the Implementation of SIOP components  | Activity Type | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|---------------|--------|---------|------------|------------|-------------------|-------------------|---|
| <p>Using the SIOP walkthrough tools, the district's administrative team (school leaders, instructional coaches, ELL coach, district curriculum and RVP) will monitor the implementation of this strategy on a daily basis, and provide immediate and actionable feedback to teachers and staff.</p> <p>Schools: All Schools</p> | Other         | Tier 1 | Monitor | 09/02/2014 | 06/12/2015 | \$30000           | Title III         | The district's administrative team (school leaders, instructional coaches, ELL coach, district curriculum and RVP) will monitor the implementation of this strategy on a daily basis. |

| Activity - Online ESL progress monitoring tool  | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|---------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| <p>The district will purchase a progress monitoring tool specifically for the level 1 and 2 students as determined by the W-APT screener and spring WIDA results for tracking success of interventions (Woodcock-Munoz progress monitoring)</p> <p>Schools: All Schools</p> | Technology    | Tier 2 | Implement | 09/02/2014 | 06/12/2015 | \$4500            | Title III         | The district administrative team is responsible for implementing this activity. |

## District Improvement Plan

Cesar Chavez Academy

| Activity - Professional development / PLC   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding          | Staff Responsible  |
|---|-----------------------|--------|-----------|------------|------------|-------------------|----------------------------|--|
| Teachers and district administrative teams will be provided with ongoing professional development on the SIOF components (e.g. MABE conference - Michigan Association for Bilingual Education and onsite professional development).<br><br>Schools: All Schools | Professional Learning | Tier 2 | Implement | 09/02/2014 | 06/19/2015 | \$18200           | Title II Part A, Title III | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of this strategy. |

### Measurable Objective 2:

A 5% increase of English Learners students will demonstrate a proficiency by increasing proficiency levels on all assessments in English Language Arts by 06/12/2015 as measured by Scantron, SBAC (or equivalent state assessment), WIDA and classroom formative and summative assessments..

### Strategy 1:

Extending Learning Time and Academic support - Additional time will be allotted to ensure targeted instruction is given and mastery is made with remediation and academic support.

Research Cited: Reading, Writing and Learning in ESL: A Resource Book by S. Perejoy, O. Boyler and Allyn and Bacon.

Lazarin, Melissa. (2008). A Race Against the Clock: The Value of Expanded Learning Time for English Language Learners.

Lavy, V. (2010). Do Differences in School's Instruction Time Explain International Achievement Gaps in Math, Science, and Reading?

McCombs, J.S., Augustine, C.H., Schwartz, H.L., Bodilly, S.J., McInnis, B., Lichter, D.S. and Cross, A.B. (2011). Making Summer Count: How Summer Programs Can Boost Children's Learning.

Alexander, K.L., Entwisle, D.R., & Olson, L.S. (2007). Lasting consequences of the summer learning gap.

Tier:

| Activity - After School Tutoring   | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                      | Staff Responsible  |
|--|---------------|--------|-----------|------------|------------|-------------------|--|--|
| After school tutoring will be offered to assist students with instructional strategies derived from best practices and differentiated instruction.<br><br>Schools: All Schools | Other         | Tier 2 | Implement | 09/02/2014 | 06/12/2015 | \$90000           | Section 31a, Title III, Title I Part A | School leader, instructional coach, instructional staff. |

## District Improvement Plan

Cesar Chavez Academy

| Activity - Summer School Program   | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding         | Staff Responsible   |
|--|---------------|--------|-----------|------------|------------|-------------------|---------------------------|---|
| ELL learners will be provided the opportunity to be involved in instruction that addresses their areas of concern in Reading and Writing. Test results will be examined and analyzed to correlate the material taught to the students outcomes and areas for growth.<br><br>Schools: All Schools | Other         | Tier 2 | Implement | 06/16/2014 | 08/29/2014 | \$44500           | Title I Part A, Title III | School leaders, instructional coach, instructional staff. |

### Strategy 2:

Professional Development to support ELL (English Language Learners) - A professional development PD will be implemented to inform all stakeholders of effective strategies to engage, prepare and assess the ELL students.

Research Cited: Teaching ELL: The How to Handbook by Teresa Walter.

McLaughlin, B. (1992). Myths and misconceptions about second language learning.

Bailey, A. (2010). Implications for assessment and instruction. In M. Schatz & L. C. Wilkinson (Eds.), The education of English language learners: Research to practice.

Tier: Tier 1

| Activity - Consultant to present ELL strategies   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| A sustainable plan will be created and monitored to provide a wealth of knowledge to model strategies (including language and literacy skills) and communicate expectations for learning and assistance for ELL learners. Teachers will be expected to use methodology and strategies and receive feedback from administration.<br><br>Schools: All Schools | Professional Learning | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$15000           | Title III         | School leader, instructional leader, teachers and instructional coach. |

| Activity - Parental Involvement Activities and Resources  | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding         | Staff Responsible   |
|---|--------------------|--------|-----------|------------|------------|-------------------|---------------------------|---|
| Consultants will offer parents a look into strategies and information, along with resources to assist their children's progress with classwork and homework and their understanding of the district's curriculum and assessments.<br><br>Schools: All Schools | Parent Involvement | Tier 2 | Implement | 09/02/2014 | 06/12/2015 | \$36940           | Title III, Title I Part A | School leader, instructional coach, consultant, and teachers. |

### Strategy 3:

Recruit and Maintain Bilingual / ESL Certified staff - The district will make a good faith effort to recruit and retain bilingual certified staff by offering tuition reimbursement to current employees who are in the process of getting an ESL endorsement.

## District Improvement Plan

Cesar Chavez Academy

Research Cited: Goldhaber D. D. and Anthony, E.(2004). Can teacher quality effectively be assessed? The Urban Institute. National Clearinghouse for English Language Acquisition. "The Growing Numbers of Limited English Proficient Students."

Tier: Tier 1

| Activity - Recruit and Retain Bilingual / ESL Certified staff  | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible            |
|--|---------------|--------|-----------|------------|------------|-------------------|-------------------|------------------------------|
| District administrative team will establish guidelines, criteria and an application process for tuition reimbursement.<br><br>Schools: All Schools | Other         | Tier 1 | Implement | 08/01/2014 | 06/30/2015 | \$10000           | Title III         | District administrative team |

### Strategy 4:

Response to Intervention Process - Response to Intervention (Rtl) will be utilized in order to gauge ELL students growth and provide purposeful and targeted instruction to meet their needs. Teachers and support staff will analyze data to highlight the areas of concerns and utilize resources that will promote academic excellence.

Research Cited: Instructional Assessment of ELL in the k-8 Classroom by Diane Brantley and the Rtl network resources

Tier: Tier 1

| Activity - Utilize ESL Teachers / Support Staff  | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                            |
|--|---------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| ESL teachers and applicable support staff will use research based strategies and appropriate instructional materials to promote mastery and provide interventions to ELL students.<br><br>Schools: All Schools | Other         | Tier 2 | Implement | 08/18/2014 | 06/19/2015 | \$70000           | Title III         | School leader, instructional coach, teachers |

## Goal 2: Math Proficiency

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

A 6% increase of All Students will demonstrate a proficiency by increasing the number of students at or above grade level in Mathematics by 06/12/2015 as measured by the student's SBAC (or equivalent state assessment), MME, ACT, and Scantron scores.

### Strategy 1:

Educational Management Plan (EMP) - The Educational Management Plan (EMP) has been revised to convey the intent of the leadership and guides the development, scope, alignment and evaluation of the written curriculum in all subject area. It also ensures quality control of the designed and delivered curriculum. The district will continue to implement the EMP which assists in aligning the curriculum to the Common Core State Standards, structure the pacing guides and analyze the district assessment data. It also ensures quality control of the designed and delivered curriculum in conjunction with Saginaw Valley State University.

Research Cited: Seven Strategies of Assessment by Jan Chappuis

**District Improvement Plan**

Cesar Chavez Academy

Data Wise: A Step by Step Guide to Using Assessment Results to Improve

Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano; Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al. Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

Tier: Tier 1

| Activity - Curriculum Crafter   | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|---------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| <p>The district will purchase Curriculum Crafter as a resource to ensure curricular alignment and assist with DI.</p> <p>Schools: All Schools</p> | Other         | Tier 1 | Implement | 07/01/2014 | 06/30/2015 | \$2000            | General Fund      | The districts administrative team(school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for making sure that the curriculum is aligned to standards and that resources are provided to teachers and staff. |

| Activity - Data Analysis | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## District Improvement Plan

Cesar Chavez Academy

| <p>The district administrative team will review data from the progress monitoring tools: Study Island, Scantron, Fast math, and the ACT Plan and Explore test.</p> <p>Schools: All Schools</p>   | Other                 | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$240000          | Title I Part A    | The districts administrative team(school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for monitoring student performance data.            |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Activity - Professional Development  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
| <p>The district administrative team will participate in ongoing professional development to support the alignment of the curriculum, instruction and assessment outlined in the curriculum management plan. For example, MDE conference, SIOP training, DI (Differentiated Instruction), formative assessment and aligning content to the CCSS professional development.</p> <p>Schools: All Schools</p> | Professional Learning | Tier 1 | Implement | 09/02/2013 | 06/13/2014 | \$5000            | Title II Part A   | The districts administrative team(school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for facilitating professional development workshop. |
| Activity - Professional Development/Implementation of the Integrated Math strategy   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |

**District Improvement Plan**

Cesar Chavez Academy

|   |                              |               |                  |                   |                   |               |                        |  |
|---|------------------------------|---------------|------------------|-------------------|-------------------|---------------|------------------------|--|
| <p>All secondary math teachers will be provided with ongoing professional development to incorporate the integrated math approach aligned to the CCSS (Common Core State Standards).</p> <p>Schools: Cesar Chavez High School</p> | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Implement</p> | <p>08/18/2014</p> | <p>06/12/2015</p> | <p>\$5000</p> | <p>Title II Part A</p> | <p>The High School's administrative team (school leader, instructional coach, ELL coach, district curriculum director and RVP) are responsible for facilitating professional development workshop.</p> |
|---|------------------------------|---------------|------------------|-------------------|-------------------|---------------|------------------------|--|

**Strategy 2:**

DI (Differentiated Instruction) - District staff will implement DI (Differentiated Instruction) to close the student achievement gaps and increase student achievement.

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve

Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano; Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al. Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

Kitchen, R. S. D., Julie; Celedon-Pattichis, Sylvia; Brinkerhoff, Jonathan. (2007). Mathematics education at highly effective schools that serve the poor: Strategies for change.

Slavin, R., Lake, C., & Groff, C. (2009). Effective programs in middle and high school mathematics: A best-evidence synthesis.

Tomlinson, C. A. (2000). The Differentiated Classroom: Responding to the Needs of all Learners.

Tier: Tier 1

| Activity - Data Analysis | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|



## District Improvement Plan

Cesar Chavez Academy

|  |       |        |         |            |            |     |                     |  |
|--|-------|--------|---------|------------|------------|-----|---------------------|--|
| District coach, instructional coaches and schools leaders will analyze data monthly to determine the effectiveness of the strategy. The district will purchase a license for a data warehouse in order to monitor and track student performance.<br><br>Schools: All Schools | Other | Tier 1 | Monitor | 07/01/2014 | 06/30/2015 | \$0 | No Funding Required | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for analyzing data. |
|--|-------|--------|---------|------------|------------|-----|---------------------|--|

| Activity - Monitor Strategy  | Activity Type | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|---------------|--------|---------|------------|------------|-------------------|-------------------|---|
| The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of this strategy on a daily basis. The district will purchase a common tool to gather data.<br><br>Schools: All Schools | Monitor       | Tier 1 | Monitor | 08/18/2014 | 06/19/2015 | \$1000            | Title III         | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for monitoring the strategy. |

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

**District Improvement Plan**

Cesar Chavez Academy

|  |                       |        |           |            |            |        |                                 |   |
|--|-----------------------|--------|-----------|------------|------------|--------|---------------------------------|---|
| Teachers will be provided with ongoing professional development on strategies for implementing DI ( For example, Marzano's high yield instructional strategies, formative assessment).<br><br>Schools: All Schools | Professional Learning | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$6000 | Title I Part A, Title II Part A | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP)and teachers are responsible for monitoring and implementing this strategy. |
|--|-----------------------|--------|-----------|------------|------------|--------|---------------------------------|---|

| Activity - Purchase resources to support RtI / DI   | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|---------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Teachers will be provided with materials and supplies to support the best practices identified to increase student achievement. For example, visual aides graphic organizers, grade leveled books, math and science manipulatives (e.g. legos and writing journals), and progress monitoring applications (e.g. Moby Math) that support the best practices and enhance instruction.<br><br>Schools: All Schools | Other         | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$14000           | Title I Part A    | The school leaders and instructional coaches are responsible for purchasing additional materials. |

**Strategy 3:**

Extended Learning - Cesar Chavez District will host a number of programs and extend learning opportunities that will meet the needs of all students. Programs include Credit recover, Summer Learning Academy, ELL summer school, After school tutoring, Saturday school, Spring Break Academic Math Camp.

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano;

Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al.

Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

**District Improvement Plan**

Cesar Chavez Academy

Tier: Tier 2

| Activity - Credit Recovery  | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding           | Staff Responsible   |
|---|---------------|--------|-----------|------------|------------|-------------------|-----------------------------|---|
| Students will receive additional support and opportunities to make up credit for classes required for graduation through the Odyssey Ware credit recovery program.<br><br>Schools: Cesar Chavez High School   | Other         | Tier 2 | Implement | 09/02/2014 | 06/12/2015 | \$20000           | Title I Part A              | Title I staff<br>General education staff<br>Instructional coach |
| Activity - Hire or retain additional support staff  | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding           | Staff Responsible   |
| The district will hire or retain additional staff (Title I teachers, Math specialists) to increase student achievement among the cadre of students placed in tiers II and III and during extended learning opportunities. Based on student achievement data, the interventionists will work exclusively with small groups to differentiate instruction to meet the individual need of each student. The students progress will be monitored in the RtI process.<br><br>Schools: All Schools | Other         | Tier 2 | Implement | 08/18/2014 | 06/19/2015 | \$730824          | Title I Part A, Section 31a | School leaders are responsible for hiring staff.                |
| Activity - Planning Meeting   | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding           | Staff Responsible   |
| District leadership staff and representatives from building-level School Improvement Teams will attend a Summer Learning / Extended Day planning meeting to review student rosters, student achievement data, curriculum and resources.<br><br>Schools: All Schools   | Other         | Tier 2 | Implement | 08/01/2014 | 06/19/2015 | \$0               | No Funding Required         | District curriculum director and instructional coaches          |

**Strategy 4:**

Instructional and ELL Coaches - District staff will maintain an Instructional Coach in each building, District ELL Coach and Curriculum Director to assist teachers to implement instructional strategies that will help students use and continue to build their literacy skills through each content area, assisting in the development of maps and pacing guides, planning professional development that meet the individual needs of staff, modeling of lessons, planning and debriefing instruction, co-teaching and data analysis through coaching relationships.

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano;

Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

## District Improvement Plan

Cesar Chavez Academy

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al.

Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

Knight, J. (2005). A primer on instructional coaching. *Principal Leadership*, 5(8) 17-20.

Neufeld, B., & Roper, D. (2003). Coaching: A Strategy for Developing Instructional Capacity, Promises, and Practicalities.

Poglinco, S., Bach, A., Hovde, K., Rosenblum, S., Saunders, M., and Supovitz, J. (2003). The Heart of the Matter: The Coaching Model in America's Choice Schools.

Lyons, C., and Pinnell, G. (2001). Systems for Change in Literacy Education: A Guide to Professional Development.

Coggins, C., Stoddard, P., and Cutler, E. (2003). "Improving Instructional Capacity through Field-Based Reform Coaches."

Barr, K., Simmons, B., and Zarrow, J. (2003). "School Coaching in Context: A Case Study in Capacity Building."

Tier: Tier 1

| Activity - Data Analysis  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|----------------------------------|
| Instructional coaches, District ELL coaches and Curriculum Director will analyze building level data by grade and content to assist in planning instruction<br><br>Schools: All Schools | Professional Learning | Tier 1 | Implement | 07/01/2014 | 06/30/2015 | \$5000            | Title I Part A    | The district administrative team |

| Activity - Professional Development   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                |
|---|-----------------------|--------|-----------|------------|------------|-------------------|---------------------|----------------------------------|
| The Instructional Coaches, District ELL Coach and Curriculum Director will ensure that staff engages in effective, sustained professional learning experiences by working collaboratively with school leaders on the districts Educational Management Plan.<br><br>Schools: All Schools | Professional Learning | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$0               | No Funding Required | The district administrative team |

### Strategy 5:

Professional development / PLC - Administrative team and lead teachers will participate in professional learning communities and maintain memberships with professional organization to stay abreast of current research and best practices.

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano;

Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al.

Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

Tier: Tier 1

## District Improvement Plan

Cesar Chavez Academy

| Activity - Memberships and Conferences   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                       |
|--|-----------------------|--------|-----------|------------|------------|-------------------|---------------------|---|
| Lead teachers and district administrative team will maintain membership with professional organizations.<br><br>Schools: All Schools | Professional Learning | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$0               | No Funding Required | School leader and instructional coaches |

### Strategy 6:

Progress monitoring tools and screeners - The district administrative team will utilize progress monitoring tools and screeners to gauge and monitor the performance levels of all students.

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano; Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al.: Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

Tier: Tier 1

| Activity - Professional Development   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| The district administrative team will provide professional development for the progress monitoring tools K-12. For example, Read 180, DIBELS, Study Island, Scantron , Fast math, AIMS web, Read naturally and Phonics First.<br><br>Schools: All Schools | Professional Learning | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$20000           | Title II Part A   | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for researching and purchasing the progress monitoring tools and screeners. |

## District Improvement Plan

Cesar Chavez Academy

### Strategy 7:

Rtl (Response to Intervention) - The district will implement the Response to Intervention (Rtl) model to monitor student progress and identify areas of academic deficiency.

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve

Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano; Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al. Classroom Instruction That Works with English Language Learners by Jane D.

Hill et. al

Tier: Tier 1

| Activity - Professional Development   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| <p>Interventionists / Title I teachers will be provided with ongoing training in using the progress monitoring tools and intervention strategies in reading and math. Additional staff (Title I teachers, Math and Reading specialist) will be hired in each building to support the Rtl process.</p> <p>Schools: All Schools</p> | Professional Learning | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$10000           | Title II Part A   | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for facilitating professional development workshop. |

| Activity - Progress Monitoring Tools | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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**District Improvement Plan**

Cesar Chavez Academy

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|---|-------|--------|---------|------------|------------|---------|----------------|--|
| <p>The district administrative team will purchase progress monitoring tools such as Read 180, DIBELS, Study Island, Scantron , Fast math, AIMS web, Read naturally and Phonics First.</p> <p>Schools: All Schools</p> | Other | Tier 1 | Monitor | 09/02/2014 | 06/12/2015 | \$20000 | Title I Part A | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for researching and purchasing progress monitoring tools. |
|---|-------|--------|---------|------------|------------|---------|----------------|--|

**Strategy 8:**

SIOP (Sheltered Instruction Observation Protocol) - All staff will implement SIOP (Sheltered Instruction Observation Protocol)a researched best practice to increase student achievement for all students which is comprised of a high population of ELL students (97%).

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve

Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano; Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al. Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

Short, D., Fidelman, C., Louguit, M.(2012). Developing Academic Language in English Language Learners Through Sheltered Instruction.

Short, D., Echevarria, J., & Richards-Tutor, C. (2011). Research on academic literacy development in sheltered instruction classrooms.

Tier: Tier 2

| Activity - Data Analysis | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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## District Improvement Plan

Cesar Chavez Academy

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|--|-------|--------|---------|------------|------------|--------|--------------|--|
| District coach, instructional coaches and schools leaders will analyze data monthly to determine the effectiveness of the strategy. The district will utilize a data warehouse to aid in the analysis of student achievement data.<br><br>Schools: All Schools | Other | Tier 1 | Monitor | 07/01/2014 | 06/30/2015 | \$5000 | General Fund | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum and RVP) are responsible for data analysis. |
|--|-------|--------|---------|------------|------------|--------|--------------|--|

| Activity - Monitor Strategy   | Activity Type | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|---------------|--------|---------|------------|------------|-------------------|-------------------|--|
| The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of these strategies on a daily basis. The district will utilize a common tool in order to gather data.<br><br>Schools: All Schools | Monitor       | Tier 1 | Monitor | 09/02/2014 | 06/12/2015 | \$10000           | Title II Part A   | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum and RVP) are responsible for monitoring the implementation of SIOP. |

| Activity - Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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**District Improvement Plan**

Cesar Chavez Academy

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|--|------------------------------|---------------|------------------|-------------------|-------------------|----------------|------------------|---|
| <p>Teachers and district administrative teams will be provided with ongoing professional development on the SIOP components( For example, MABE conference - Michigan Association for Bilingual Education and onsite professional development).</p> <p>Schools: All Schools</p> | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Implement</p> | <p>09/02/2014</p> | <p>06/12/2015</p> | <p>\$20000</p> | <p>Title III</p> | <p>The districts administrative team(school leaders, instructional coaches, ELL coach, district curriculum and RVP) are responsible for facilitating professional development workshop.</p> |
|--|------------------------------|---------------|------------------|-------------------|-------------------|----------------|------------------|---|

**Strategy 9:**

Technology Resources - District staff and students will have access to an array of technology resources that will be used to support the curriculum and enhance instructional strategies throughout the district. Resources include Promethean interactive whiteboards, laptops, iPads, graphing calculators, LCD projectors, Neo and Alpha smarts.

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano;

Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al.

Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

Swan, K., Schenker, J., & Kratcoski, A. (2008). The effects of the use of interactive whiteboards on student achievement.

Wood, R. & Ashfield, J. (2008). The use of the interactive whiteboard for creative teaching and learning in literacy and mathematics.

Haystead, M. & Marzano, R. (2009). Evaluation study of the effects of Promethean ActivClassroom on student achievement.

Tier: Tier 1

| Activity - Increase Bandwidth | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|-------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

**District Improvement Plan**

Cesar Chavez Academy

|   |            |        |           |            |            |        |                 |  |
|---|------------|--------|-----------|------------|------------|--------|-----------------|--|
| Increase bandwidth in every building to increase wireless capacity.<br>Schools: All Schools | Technology | Tier 1 | Implement | 07/01/2014 | 06/30/2015 | \$5000 | Title II Part D | The school leaders are responsible for working with the tech team to increase the bandwidth. |
|---|------------|--------|-----------|------------|------------|--------|-----------------|--|

| Activity - Professional Development  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding               | Staff Responsible  |
|--|-----------------------|--------|-----------|------------|------------|-------------------|---------------------------------|--|
| Teachers will be provided with ongoing professional development on the technology resources purchased in the district.<br>Schools: All Schools | Professional Learning | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$20000           | Title II Part A, Title I Part A | The districts administrative team(school leaders, instructional coaches, ELL coach, district curriculum and RVP) are responsible for facilitating professional development workshops |

| Activity - Purchase additional resources to support Rtl / DI | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

**District Improvement Plan**

Cesar Chavez Academy

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|--|------------|--------|-----------|------------|------------|---------|----------------|---|
| <p>The district will purchase computer software to support technology resources. For example, curriculum crafter to support DI, Solo 6 and Study Island to support low level readers and Fast Math to support basic skills needed in math.</p> <p>Schools: All Schools</p> | Technology | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$87500 | Title I Part A | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for researching, recommending and the purchase of additional resource materials. |
|--|------------|--------|-----------|------------|------------|---------|----------------|---|

**Strategy 10:**

Title I Computer Lab - New Title I computer labs to support Title I students and online learning programs. The labs will also be used for progress monitoring and gauging student growth and achievement.

Research Cited: What Works in Schools: Translating Research Into Action by Robert J. Marzano.

Burgstahler, S. (2003). The role of technology in preparing youth with disabilities for postsecondary education and employment. Journal of Special Education Technology, 18(4), 7-19.

Crawford, C. M. & Martin, S. S. (2001). The integration of assistive and adaptive technologies into the special education classroom. In Proceedings of Society for Information Technology and Teacher Education 2001(1).

Roblyer, M. D. (2004). If technology is the answer, what's the question? Research to help make the case for why we use technology in teaching. In Proceedings of Society for Information Technology and Teacher Education 2004(1).

Tier: Tier 1

| Activity - Research and Purchase | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|----------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|----------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

**District Improvement Plan**

Cesar Chavez Academy

|   |            |        |               |            |            |         |                |   |
|---|------------|--------|---------------|------------|------------|---------|----------------|---|
| Administration will research and purchase work stations, computers, software and online applications.<br><br>Schools: All Schools | Technology | Tier 1 | Getting Ready | 07/01/2014 | 06/30/2015 | \$30000 | Title I Part A | School leaders are responsible for coordinating all efforts to implement the computer labs. |
|---|------------|--------|---------------|------------|------------|---------|----------------|---|

**Goal 3: Science Proficiency**

This plan includes progress notes which are at the very end of this document

**Measurable Objective 1:**

A 8% increase of All Students will demonstrate a proficiency by increasing the number of students at or above grade level in Science by 06/12/2015 as measured by the student's SBAC (or equivalent state assessment), MME, and Scantron scores.

**Strategy 1:**

Build partnerships - The district will build partnerships with outside entities such as AWIM, DAPCEP, MSU STEM program, WSU Strings project, Living Arts, etc. to expand educational opportunities for under-represented students.

Research Cited: What Works in Schools: Translating Research Into Action by Robert J. Marzano.

Christenson, S.L and Sheridan, S.M (2001). School and Families: Creating Essential Connections for Learning.

Henderson, Anne T. and K.L. Mapp. 2002. A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement.

Jeynes, W.H. 2003. A meta-analysis: The effects of parental involvement on minority children's academic achievement. Education & Urban Society 35(2): 202-218.

Tier: Tier 1

| Activity - Develop a strategic plan | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|-------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## District Improvement Plan

Cesar Chavez Academy

|  |       |        |           |            |            |        |             |   |
|--|-------|--------|-----------|------------|------------|--------|-------------|---|
| <p>The district will develop a strategic plan to work with outside agencies that have developed programs to enhance students knowledge of science. For example, AWIM, STEM and MSU gaming program. The district will also utilize programs offered by Saginaw Valley State University.</p> <p>Schools: All Schools</p> | Other | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$8000 | Section 31a | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of these programs. |
|--|-------|--------|-----------|------------|------------|--------|-------------|---|

### Strategy 2:

Educational Management Plan (EMP) - The Educational Management Plan (EMP) has been revised to convey the intent of the leadership and guides the development, scope, alignment and evaluation of the written curriculum in all subject area. It also ensures quality control of the designed and delivered curriculum. The district will continue to implement the EMP, which assists in aligning the curriculum, structure the pacing guides and monitor the district assessment timeline. It also ensures quality control of the designed and delivered curriculum in conjunction with Saginaw Valley State University.

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano;

Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al.

Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

Tier:

| Activity - Curriculum Alignment | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|---------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

**District Improvement Plan**

Cesar Chavez Academy

|   |       |        |           |            |            |     |                     |  |
|---|-------|--------|-----------|------------|------------|-----|---------------------|--|
| Staff will tightly align the curriculum to the Science standards that are recommended by Saginaw Valley State University (either science GLCEs or Next Generation Science Standards).<br><br>Schools: All Schools | Other | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$0 | No Funding Required | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for the monitoring the alignment. |
|---|-------|--------|-----------|------------|------------|-----|---------------------|--|

| Activity - Professional development / PLC   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| The district administrative team will participate in ongoing professional development to support the alignment of the curriculum, instruction and assessment outlined in the Educational Management Plan. For example- Hands on Math and Science and Inquiry based science.<br><br>Schools: All Schools | Professional Learning | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$5000            | Title II Part A   | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for monitoring the implementation of the EMP. |

**Strategy 3:**

DI (Differentiated Instruction) - District staff will provide students with explicit science instruction utilizing differentiated instruction strategies to align to the GLCE. Such strategies include learning stations, inquiry science and project based learning.

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning, Kathryn Parker Boudett, et. al

## District Improvement Plan

Cesar Chavez Academy

What Works in Schools: Translating Research Into Action by Robert J. Marzano;  
 Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.  
 SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al.  
 Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al  
 Tier: Tier 1

| Activity - Monitor Strategy  | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|---------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| <p>The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of these strategies using common walk through tools.</p> <p>Schools: All Schools</p> | Monitor       | Tier 1 | Monitor   | 09/02/2014 | 06/19/2015 | \$240000          | Title I Part A    | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum and RVP) will monitor the implementation of these strategies on a daily basis. |
| Activity - Off campus learning   | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
| <p>Administration and teachers will plan off campus learning activities for students aimed at deepening scientific understanding and developing inquiry skills.</p> <p>Schools: All Schools</p>  | Other         | Tier 1 | Implement | 09/02/2014 | 06/19/2015 | \$3255            | Title I Part A    | The school leaders and instructional coaches are responsible for this activity.   |
| Activity - Professional development / PLC  | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |

**District Improvement Plan**

Cesar Chavez Academy

|  |                       |        |           |            |            |         |                                 |  |
|--|-----------------------|--------|-----------|------------|------------|---------|---------------------------------|--|
| Teachers will be provided with ongoing professional development on strategies for implementing DI hands on activities for Science.<br><br>Schools: All Schools | Professional Learning | Tier 1 | Implement | 09/02/2014 | 06/19/2015 | \$10000 | Title II Part A, Title I Part A | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for facilitating professional development workshop. |
|--|-----------------------|--------|-----------|------------|------------|---------|---------------------------------|--|

| Activity - Purchase additional resources   | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|---------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Teachers will be provided with materials and supplies to support the best practices. For example, visual aides graphic organizers, grade leveled books, math and science manipulative (For example: Science kits, science software programs and graphing calculators) that support the best practices and enhance instruction.<br><br>Schools: All Schools | Other         | Tier 1 | Implement | 09/02/2014 | 06/19/2015 | \$25000           | Title I Part A    | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) is responsible for the purchase of resources needed to support DI. |

**Strategy 4:**

Increase instructional time - The district will increase the instructional time for science in order to improve the overall proficiency for all students.

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning, Kathryn Parker Boudett, et. al



## District Improvement Plan

Cesar Chavez Academy

What Works in Schools: Translating Research Into Action by Robert J. Marzano;

Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al.

Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

National Center on Time and Learning. (2010). The Relationship Between Time and Learning: A Brief Review of the Theoretical Research.

Osborne, J. (2003). "Attitudes Towards Science: A Review of the Literature and Its Implications." International Journal of Science Education 25(9), 1049–1079.

Traphagen, K. (2011). Strengthening Science Education: The Power of More Time to Deepen Inquiry and Engagement.

Tier:

| Activity - Revise schedule  | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|---|---------------|--------|-----------|------------|------------|-------------------|---------------------|--|
| School administrators will increase the number of hours allocated to science instruction. The MS will add an additional science elective and the ES will increase the instructional time from 30 minutes to 60 minutes daily.<br><br>Schools: All Schools | Other         | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$0               | No Funding Required | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will ensure the implementation of the strategy. |

### Strategy 5:

Instructional and ELL Coach(es) - The District will maintain an Instructional Coach in each building, ELL Coaches (elementary and middle/high school) and a Curriculum Director to assist teachers to implement instructional strategies that will help students use and continue to build their literacy skills through each content assisting in the develop maps and pacing guides, planning professional development that meet the individual needs of staff, modeling of lessons, planning and debriefing instruction, co-teaching and data analysis through coaching relationships.

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano;

Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al.

Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

## District Improvement Plan

Cesar Chavez Academy

Knight, J. (2005). A primer on instructional coaching. *Principal Leadership*, 5(8) 17-20.

Neufeld, B., & Roper, D. (2003). *Coaching: A Strategy for Developing Instructional Capacity, Promises, and Practicalities*.

Poglinco, S., Bach, A., Hovde, K., Rosenblum, S., Saunders, M., and Supovitz, J. (2003). *The Heart of the Matter: The Coaching Model in America's Choice Schools*.

Lyons, C., and Pinnell, G. (2001). *Systems for Change in Literacy Education: A Guide to Professional Development*.

Coggins, C., Stoddard, P., and Cutler, E. (2003). "Improving Instructional Capacity through Field-Based Reform Coaches."

Barr, K., Simmons, B., and Zarrow, J. (2003). "School Coaching in Context: A Case Study in Capacity Building."

Tier:

| Activity - Daily walk-through / In-class support  | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                 |
|---|---------------|--------|-----------|------------|------------|-------------------|---------------------|-----------------------------------|
| Instructional coaches, District ELL coach and Curriculum Director will conduct daily walk through to provide teachers with non-evaluative feedback.<br><br>Schools: All Schools | Other         | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$0               | No Funding Required | The district administrative team. |

| Activity - Data Analysis   | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                 |
|--|---------------|--------|-----------|------------|------------|-------------------|---------------------|-----------------------------------|
| Instructional coaches, District ELL coach and Curriculum Director will analyze building level data by grade and content to assist in planning instruction.<br><br>Schools: All Schools | Other         | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$0               | No Funding Required | The district administrative team. |

| Activity - Professional Development  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|--|-----------------------|--------|-----------|------------|------------|-------------------|---------------------|--|
| The Instructional Coaches, District ELL Coach and Curriculum Director will ensure that staff engages in effective, sustained professional learning experiences by working collaboratively with school leaders on the district's Educational Management Plan.<br><br>Schools: All Schools | Professional Learning | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$0               | No Funding Required | The district administrative team is responsible for this activity. |

### Strategy 6:

SIOP (Sheltered Instruction Observation Protocol) - All staff will implement SIOP (Sheltered Instruction Observation Protocol) a researched best practice to increase student achievement for all students which is comprised of a high population of ELL students (97%). Teacher's will incorporate project based initiatives such as AWIM, Initiative Science, and Lego League to promote higher order thinking skills and hands-on application.

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning, Kathryn Parker Boudett, et. al

## District Improvement Plan

Cesar Chavez Academy

What Works in Schools: Translating Research Into Action by Robert J. Marzano;

Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al. Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

Short, D., Fidelman, C., Louguit, M.(2012). Developing Academic Language in English Language Learners Through Sheltered Instruction.

Short, D., Echevarria, J., & Richards-Tutor, C. (2011). Research on academic literacy development in sheltered instruction classrooms.

Tier:

| Activity - Monitor Strategy   | Activity Type | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|---------------|--------|---------|------------|------------|-------------------|-------------------|---|
| <p>The district coach, instructional coaches and schools leaders will analyze data monthly to determine the effectiveness of the strategy. Administration will purchase a data warehouse application in order to monitor the implementation, gather data for professional development and track progress of students.</p> <p>Schools: All Schools</p> | Monitor       | Tier 1 | Monitor | 09/02/2014 | 06/12/2015 | \$30000           | Title I Part A    | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of this strategy on a daily basis. |
| Activity - Professional development / PLC   | Activity Type | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |

## District Improvement Plan

Cesar Chavez Academy

|   |                       |        |           |            |            |         |           |  |
|---|-----------------------|--------|-----------|------------|------------|---------|-----------|--|
| Teachers and district administrative teams will be provided with ongoing professional development on the SIOB components( For example, MABE conference - Michigan Association for Bilingual Education and onsite professional development).<br><br>Schools: All Schools | Professional Learning | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$10000 | Title III | The districts administrative team(school leaders, instructional coaches, ELL coach, district curriculum and RVP) are responsible for monitoring this strategy. |
|---|-----------------------|--------|-----------|------------|------------|---------|-----------|--|

| Activity - Purchase additional resources  | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|---------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Teachers will be provided with materials and supplies to support the best practices. For example, visual aides graphic organizers, grade leveled books, math and science manipulative (For example: legos , science kits and writing journals) that support the best practices and enhance instruction.<br><br>Schools: All Schools | Other         | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$20000           | Section 31a       | The school leader is responsible for the purchase of additional materials. |

## Goal 4: Social Studies Proficiency

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

A 8% increase of All Students will demonstrate a proficiency by increasing the number of students at or above grade level in Social Studies by 06/12/2015 as measured by the student's MEAP (or equivalent state assessment), MME, ACT, and Scantron scores.

### Strategy 1:

Educational Management Plan (EMP) - The Educational Management Plan (EMP) has been revised to convey the intent of the leadership and guides the development, scope, alignment and evaluation of the written curriculum in all subject area. It also ensures quality control of the designed and delivered curriculum. The district will continue to implement the EMP, assist in aligning the curriculum, structure the pacing guides and monitor the district assessment timeline.

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano;

**District Improvement Plan**

Cesar Chavez Academy

Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al.

Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

Tier: Tier 1

| Activity - Professional development / PLC  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| <p>The district administrative team and teachers will participate in ongoing professional development to support the alignment of the curriculum, instruction and assessment outlined in the Educational Management Plan. For example- MDE conference and SIOP training.</p> <p>Schools: All Schools</p> | Professional Learning | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$20000           | Title III         | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for facilitating the professional learning communities and PD. |

**Strategy 2:**

DI (Differentiated Instruction) - District staff will implement DI (Differentiated Instruction) to increase student achievement.

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano; Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al. Classroom Instruction That Works with English Language Learners by Jane D.

Hill et. al

Tier: Tier 1

| Activity - Monitor Strategy | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-----------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|-----------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

**District Improvement Plan**

Cesar Chavez Academy

|  |       |        |         |            |            |     |                     |  |
|--|-------|--------|---------|------------|------------|-----|---------------------|--|
| <p>The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of these strategies on a daily basis using a common walk through tool. District coach, instructional coaches. and schools leaders will analyze data monthly to determine the effectiveness of the strategy</p> <p>Schools: All Schools</p> | Other | Tier 1 | Monitor | 09/02/2014 | 06/12/2015 | \$0 | No Funding Required | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for facilitating professional development workshop. |
|--|-------|--------|---------|------------|------------|-----|---------------------|--|

| Activity - Professional development / PLC  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| <p>Teachers will be provided with ongoing professional development on strategies for implementing DI ( For example, Marzano's high yield instructional strategies, Using Data to Improve Student Engagement, Data Driven Instruction).</p> <p>Schools: All Schools</p> | Professional Learning | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$10000           | Title II Part A   | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for facilitating professional development workshop. |

| Activity - Purchase resources to support RtI / DI | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

**District Improvement Plan**

Cesar Chavez Academy

|   |       |        |           |            |            |         |                |  |
|---|-------|--------|-----------|------------|------------|---------|----------------|--|
| <p>Teachers will be provided with materials and supplies to support SIOP, RtI, DI and other best practices. For example, visual aides graphic organizers, grade leveled books, maps and social studies manipulative (For example: videos and writing journals) that support the best practices and enhance instruction.</p> <p>Schools: All Schools</p> | Other | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$20000 | Title I Part A | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for researching and purchasing resources that support best practices. |
|---|-------|--------|-----------|------------|------------|---------|----------------|--|

**Strategy 3:**

Instructional and ELL Coach(es) - The District will maintain an Instructional Coach in each building, ELL Coaches (elementary and middle/high school) and a Curriculum Director to assist teachers to implement instructional strategies that will help students use and continue to build their literacy skills through each content assisting in the develop maps and pacing guides, planning professional development that meet the individual needs of staff, modeling of lessons, planning and debriefing instruction, co-teaching and data analysis through coaching relationships.

Research Cited: Seven Strategies of Assessment by Jan Chappuis

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SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al.

Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

Knight, J. (2005). A primer on instructional coaching. *Principal Leadership*, 5(8) 17-20.

Neufeld, B., & Roper, D. (2003). *Coaching: A Strategy for Developing Instructional Capacity, Promises, and Practicalities.*

Poglinco, S., Bach, A., Hovde, K., Rosenblum, S., Saunders, M., and Supovitz, J. (2003). *The Heart of the Matter: The Coaching Model in America’s Choice Schools.*

Lyons, C., and Pinnell, G. (2001). *Systems for Change in Literacy Education: A Guide to Professional Development.*

Coggins, C., Stoddard, P., and Cutler, E. (2003). “Improving Instructional Capacity through Field-Based Reform Coaches.”

Barr, K., Simmons, B., and Zarrow, J. (2003). “School Coaching in Context: A Case Study in Capacity Building.”

Tier:

## District Improvement Plan

Cesar Chavez Academy

| Activity - Daily walk-through / In-class support  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                 |
|---|-----------------------|--------|-----------|------------|------------|-------------------|---------------------|-----------------------------------|
| Instructional coaches, District ELL coach and Curriculum Director will conduct daily walk through to provide teachers with non-evaluative feedback.<br><br>Schools: All Schools   | Other                 | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$0               | No Funding Required | The district administrative team  |
| Activity - Professional development / PLC   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                 |
| The Instructional Coaches, District ELL Coach and Curriculum Director will ensure that staff engages in effective, sustained professional learning experiences by working collaboratively with school leaders on the district's Educational Management Plan.<br><br>Schools: All Schools                | Professional Learning | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$0               | No Funding Required | The district administrative team. |
| Activity - Serve as a resource for teachers   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                 |
| The Instructional Coaches, District ELL Coach and Curriculum Director will help teachers improve quality of their instruction, by modeling lessons and providing resources that support the combination of both content and literacy strategies to maximize student growth.<br><br>Schools: All Schools | Other                 | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$0               | No Funding Required | The district administrative team. |

### Strategy 4:

SIOP (Sheltered Instruction Observation Protocol) - All staff will implement SIOP (Sheltered Instruction Observation Protocol) a researched best practice to increase student achievement for all students which is comprised of a high population of ELL students (97%).

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano;

Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al.

Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

Short, D., Fidelman, C., Louguit, M.(2012). Developing Academic Language in English Language Learners Through Sheltered Instruction.

Short, D., Echevarria, J., & Richards-Tutor, C. (2011). Research on academic literacy development in sheltered instruction classrooms.

Tier: Tier 1



## District Improvement Plan

Cesar Chavez Academy

| Activity - Monitor the Implementation of SIOP components   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|--|-----------------------|--------|-----------|------------|------------|-------------------|---------------------|--|
| <p>The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of this strategy on a daily basis.</p> <p>Schools: All Schools</p> | Other                 | Tier 1 | Monitor   | 09/02/2014 | 06/12/2015 | \$0               | No Funding Required | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of this strategy on a daily basis.  |
| Activity - Professional development / PLC  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
| <p>Teachers will be provided with ongoing professional development on strategies for implementing DI (For example, Marzano's high yield instructional strategies).</p> <p>Schools: All Schools</p>                               | Professional Learning | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$20000           | Title II Part A     | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for facilitating professional development workshop. |

## Goal 5: Safe and secure environment for all students at CCA

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

demonstrate a behavior so that there is a 10% decrease in the number of inappropriate/problem behaviors by 06/12/2015 as measured by Office Disciplinary Referrals .

### Strategy 1:

Safe and secure environment - Cesar Chavez Academy staff will support the district's mission to provide high-quality educational opportunities in a safe and secure environment.

Research Cited: Freiberg, H. J. (1999). "School climate: Measuring, improving and sustaining healthy learning Environments."

G. P., Leadbeater, B. J., Emmons, C., & Blatt, S. J. (1997). "Perceived school climate and difficulties in the social adjustment of middle school students," Applied Developmental Science, 1(2), 76-88.

Schaps E (2005). The Role of Supportive School Environments in Promoting Academic Success.

Jeynes (2005). A Meta-analysis of the Relation of Parental Involvement to Urban Elementary School Student Academic Achievement.

Siris K, Osterman K (2004). Interrupting the Cycle of Bullying and Victimization in the Elementary Classroom.

Tier: Tier 1

| Activity - Staff to Support Secure Learning Environment  | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding           | Staff Responsible |
|--|---------------|--------|-----------|------------|------------|-------------------|-----------------------------|-------------------|
| CCA will hire and retain staff who will promote a safe and secure learning environment<br><br>Schools: All Schools | Other         | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$135000          | Section 31a, Title I Part A | School leaders    |

| Activity - Anti-bullying  | Activity Type              | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding           | Staff Responsible |
|---|----------------------------|--------|-----------|------------|------------|-------------------|-----------------------------|-------------------|
| CCA will provide an age-appropriate, evidence-based violence prevention and education program for students, which addresses the legal, personal and social consequences of violence and disruptive behaviors, including bullying and harassment. This includes activities designed to help students develop a sense of individual responsibility and respect for the rights of others, and to resolve conflicts without violence.<br><br>Schools: All Schools | Behavioral Support Program | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$75000           | Title I Part A, Section 31a | School leader     |

### Strategy 2:

PBIS (Positive Behavior Intervention Support) - Positive Behavior Intervention Support (PBIS) will be promoted, implemented and monitored by the PBIS team,

## District Improvement Plan

Cesar Chavez Academy

teachers, support staff, instructional coaches, and school leaders. Promotional events will be planned throughout the school year to celebrate students' "good behavior". Incentives will be incorporated into the program to the greatest degree possible so that behavior expectations can be highlighted on a frequent basis.

Research Cited: Beard-Jordan, K., & Sugai, G. (2004). First Step to Success: An early intervention for elementary children at risk for antisocial behavior.

Bradshaw, C., Koth, C., Thornton, L., & Leaf, P. (2009). Altering school climate through school-wide positive behavioral interventions and supports: Findings from a group-randomized effectiveness trial.

Irvin, L., Horner, R., Ingram, K., Todd, A., Sugai G., Sampson, N., &

Boland, J. (2006). Using office discipline referral data for decision making about student behavior in elementary and middle schools: An empirical evaluation of validity.

Sherlock, P (2010). Impact of School-Wide Positive Behavioral Intervention and Supports on: reading, writing, math, and reduction in challenging behaviors.

McIntosh, K., Flannery, K. B., Sugai, G., Braun, D., & Cochrane, K. L. (2008). Relationships between academics and problem behavior in the transition from middle school to high school.

Pierce, W.D., Cameron, J., Banko, K.M., & So, S. (2003). Positive effects of rewards and performance standards on intrinsic motivation.

Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). Evidence-based practices in classroom management: Considerations for research to practice.

Tier: Tier 1

| Activity - PBIS Professional Development   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|--|-----------------------|--------|-----------|------------|------------|-------------------|---------------------|--|
| Professional development provided to staff to ensure full implementation of the program to promote an atmosphere of respect, safety, and responsibility. Additionally, the PBIS team will provide frequent presentations on the PBIS program and discussions on the effectiveness of the program will be conducted throughout the year<br><br>Schools: All Schools | Professional Learning | Tier 1 | Implement | 09/02/2014 | 06/19/2015 | \$2500            | Title II Part A     | School leaders, instructional coaches, PBIS teams, teachers, and support staff |
| Activity - PBIS Meetings   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
| PBIS teams will meet monthly in order to discuss student behavior data, plan PBIS activities, and discuss practices, procedures and implementation of the program. Results and details will be communicated to all stakeholders.<br><br>Schools: All Schools   | Teacher Collaboration | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$0               | No Funding Required | School leaders, instructional coaches, PBIS teams                              |
| Activity - Purchase SWIS System  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |

**District Improvement Plan**

Cesar Chavez Academy

|   |           |        |           |            |            |        |              |                               |
|---|-----------|--------|-----------|------------|------------|--------|--------------|-------------------------------|
| The district will purchase access to the SWIS (School Wide Information System) program, in order to collect and disaggregate student behavior data.<br><br>Schools: All Schools | Materials | Tier 1 | Implement | 07/01/2014 | 06/30/2015 | \$2000 | General Fund | School leaders, support staff |
|---|-----------|--------|-----------|------------|------------|--------|--------------|-------------------------------|

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I School Improvement (ISI)

| Activity Name      | Activity Description  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|--------------------|---|-----------------------|--------|-----------|------------|------------|-------------------|---|
| Curriculum Crafter | Teachers will be provided with curriculum resources such as Curriculum Crafter to support the implementation of the Common Core State Standards (CCSS). | Professional Learning | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$3000            | The district's administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for purchasing this resource. |

### General Fund

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

**District Improvement Plan**

Cesar Chavez Academy

|                      |  |           |        |           |            |            |        |  |
|----------------------|--|-----------|--------|-----------|------------|------------|--------|--|
| Curriculum Crafter   | The district will purchase Curriculum Crafter as a resource to ensure curricular alignment and assist with DI.   | Other     | Tier 1 | Implement | 07/01/2014 | 06/30/2015 | \$2000 | The districts administrative team(school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for making sure that the curriculum is aligned to standards and that resources are provided to teachers and staff. |
| Purchase SWIS System | The district will purchase access to the SWIS (School Wide Information System) program, in order to collect and disaggregate student behavior data.  | Materials | Tier 1 | Implement | 07/01/2014 | 06/30/2015 | \$2000 | School leaders, support staff  |
| Data Analysis        | District coach, instructional coaches and schools leaders will analyze data monthly to determine the effectiveness of the strategy. The district will utilize a data warehouse to aid in the analysis of student achievement data. | Other     | Tier 1 | Monitor   | 07/01/2014 | 06/30/2015 | \$5000 | The districts administrative team(school leaders, instructional coaches, ELL coach, district curriculum and RVP) are responsible for data analysis.  |

**Title II Part D**

**District Improvement Plan**

Cesar Chavez Academy

| Activity Name      | Activity Description  | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|--------------------|---|---------------|--------|-----------|------------|------------|-------------------|--|
| Increase Bandwidth | Increase bandwidth in every building to increase wireless capacity. | Technology    | Tier 1 | Implement | 07/01/2014 | 06/30/2015 | \$5000            | The school leaders are responsible for working with the tech team to increase the bandwidth. |

**Title II Part A**

| Activity Name            | Activity Description   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|--------------------------|--|-----------------------|--------|-----------|------------|------------|-------------------|--|
| Professional Development | Interventionists / Title I teachers will be provided with ongoing training in using the progress monitoring tools and intervention strategies in reading and math. Additional staff (Title I teachers, Math and Reading specialist) will be hired in each building to support the Rtl process. | Professional Learning | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$10000           | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for facilitating professional development workshop. |

**District Improvement Plan**

Cesar Chavez Academy

|                                |   |                       |        |           |            |            |         |   |
|--------------------------------|---|-----------------------|--------|-----------|------------|------------|---------|---|
| Professional development / PLC | Teachers will be provided with ongoing professional development on strategies for implementing DI ( For example, Marzano's high yield instructional strategies, Using Data to Improve Student Engagement, Data Driven Instruction). | Professional Learning | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$10000 | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for facilitating professional development workshop.        |
| Professional Development       | Teachers will be provided with ongoing professional development on strategies for implementing DI ( For example, Marzano's high yield instructional strategies, formative assessment).  | Professional Learning | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$5000  | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP)and teachers are responsible for monitoring and implementing this strategy. |



## District Improvement Plan

Cesar Chavez Academy

|                                |  |                       |        |           |            |            |         |  |
|--------------------------------|--|-----------------------|--------|-----------|------------|------------|---------|--|
| Professional development / PLC | Teachers and district administrative teams will be provided with ongoing professional development on the SIOP components (e.g. MABE conference - Michigan Association for Bilingual Education and onsite professional development).  | Professional Learning | Tier 2 | Implement | 09/02/2014 | 06/19/2015 | \$11200 | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of this strategy. |
| Professional Development       | Instructional coaches, District ELL coaches and Curriculum Director will ensure staff engages in effective sustained professional learning experiences by using data and working collaboratively with the district administrative team to support the Educational Management Plan.   | Professional Learning | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$5000  | The district administrative team   |
| Professional Development       | Teachers will be provided with ongoing professional development on strategies for implementing DI in Reading comprehension and informational text, incorporating reading stations and labs. In addition, training will be provided utilizing Marzano's high yield instructional strategies, Fogarty and Associates techniques for DI, Writing in the Common Core, Phonemic Awareness, and Implementing the CCSS. | Professional Learning | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$7000  | District administrative team<br>School leaders, district coaches, instructional coaches.   |

## District Improvement Plan

Cesar Chavez Academy

|  |  |                       |        |           |            |            |         |  |
|--|--|-----------------------|--------|-----------|------------|------------|---------|--|
| Professional development / PLC         | The district administrative team will participate in ongoing professional development to support the alignment of the curriculum, instruction and assessment outlined in the Educational Management Plan. For example- MDE conference, SIOP training and Common Core State Standard implementation and Marzano's strategies.   | Professional Learning | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$40750 | The district's administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for facilitating professional development workshops. |
| Professional Development               | Teachers will be provided with ongoing professional development on strategies for implementing DI in Reading comprehension and informational text, incorporating reading stations and labs. In addition, training will be provided utilizing Marzano's high yield instructional strategies, Fogarty and Associates techniques for DI, Writing in the Common Core, Phonemic Awareness, and Implementing the CCSS. | Professional Learning | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$13000 | District administrative team School leaders, district coaches, instructional coaches.  |
| Professional development / PLC for RtI | All staff will receive training on how to develop tiered lessons for students in tiers II and III. All staff will receive training on how to use tools and programs to support students in tiers II and III. For example, utilizing iPads, Kindles, USA learn port in reading centers, and integrating technology into the classroom.  | Professional Learning | Tier 2 | Implement | 08/18/2014 | 06/19/2015 | \$9000  | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum and RVP) are responsible for facilitating professional development workshop.            |

**District Improvement Plan**

Cesar Chavez Academy

|                                |   |                       |        |           |            |            |         |  |
|--------------------------------|---|-----------------------|--------|-----------|------------|------------|---------|--|
| Professional development / PLC | Teachers will be provided with ongoing professional development on strategies for implementing DI (For example, Marzano's high yield instructional strategies).   | Professional Learning | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$20000 | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for facilitating professional development workshop. |
| Professional Development       | The district administrative team will participate in ongoing professional development to support the alignment of the curriculum, instruction and assessment outlined in the curriculum management plan. For example, MDE conference, SIOP training, DI (Differentiated Instruction), formative assessment and aligning content to the CCSS professional development. | Professional Learning | Tier 1 | Implement | 09/02/2013 | 06/13/2014 | \$5000  | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for facilitating professional development workshop. |

**District Improvement Plan**

Cesar Chavez Academy

|                          |   |                       |        |           |            |            |         |  |
|--------------------------|---|-----------------------|--------|-----------|------------|------------|---------|--|
| Professional Development | The district administrative team will provide professional development for the progress monitoring tools K-12. For example, Read 180, DIBELS, Study Island, Scantron , Fast math, AIMS web, Read naturally and Phonics First. | Professional Learning | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$20000 | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for researching and purchasing the progress monitoring tools and screeners. |
| Professional Development | Teachers will be provided with ongoing professional development on the technology resources purchased in the district.  | Professional Learning | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$10000 | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum and RVP) are responsible for facilitating professional development workshops                                  |

## District Improvement Plan

Cesar Chavez Academy

|                                 |   |                       |        |           |            |            |         |  |
|---------------------------------|---|-----------------------|--------|-----------|------------|------------|---------|--|
| Professional development / PLC  | The district administrative team will participate in ongoing professional development to support the alignment of the curriculum, instruction and assessment outlined in the Educational Management Plan. For example- Hands on Math and Science and Inquiry based science. | Professional Learning | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$5000  | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for monitoring the implementation of the EMP. |
| Monitor Strategy                | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of these strategies on a daily basis. The district will utilize a common tool in order to gather data.           | Monitor               | Tier 1 | Monitor   | 09/02/2014 | 06/12/2015 | \$10000 | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum and RVP) are responsible for monitoring the implementation of SIOP.             |
| Strengthen Inclusion Strategies | Inclusion will be monitored and encouraged in the daily operations of educating the students and training the teachers.   | Other                 | Tier 2 | Implement | 09/02/2014 | 06/12/2015 | \$5000  | School leader, instructional coach, teacher, special education team  |

**District Improvement Plan**

Cesar Chavez Academy

|   |  |                       |        |           |            |            |        |   |
|---|--|-----------------------|--------|-----------|------------|------------|--------|---|
| Daily walk-through  | Instructional coaches, District ELL coaches and Curriculum Director will conduct daily walk through to provide teachers with formal and informal feedback. Walkthroughs will utilize a common tool in order to provide consistent and timely feedback, allowing for the results to be analyzed and reported.                           | Professional Learning | Tier 1 | Monitor   | 09/02/2014 | 06/12/2015 | \$1000 | The district administrative team  |
| Professional Development/Implementation of the Integrated Math strategy | All secondary math teachers will be provided with ongoing professional development to incorporate the integrated math approach aligned to the CCSS (Common Core State Standards).  | Professional Learning | Tier 1 | Implement | 08/18/2014 | 06/12/2015 | \$5000 | The High School's administrative team (school leader, instructional coach, ELL coach, district curriculum director and RVP) are responsible for facilitating professional development workshop. |
| PBIS Professional Development   | Professional development provided to staff to ensure full implementation of the program to promote an atmosphere of respect, safety, and responsibility. Additionally, the PBIS team will provide frequent presentations on the PBIS program and discussions on the effectiveness of the program will be conducted throughout the year | Professional Learning | Tier 1 | Implement | 09/02/2014 | 06/19/2015 | \$2500 | School leaders, instructional coaches, PBIS teams, teachers, and support staff  |

## District Improvement Plan

Cesar Chavez Academy

|                                |  |                       |        |           |            |            |        |  |
|--------------------------------|--|-----------------------|--------|-----------|------------|------------|--------|--|
| Professional development / PLC | Teachers will be provided with ongoing professional development on strategies for implementing DI hands on activities for Science. | Professional Learning | Tier 1 | Implement | 09/02/2014 | 06/19/2015 | \$5000 | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for facilitating professional development workshop. |
|--------------------------------|--|-----------------------|--------|-----------|------------|------------|--------|--|

### Section 31a

| Activity Name                                | Activity Description  | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|--|---|---------------|--------|-----------|------------|------------|-------------------|--|
| Design Summer School Program                 | Summer school will be designed from the interpretation of various sources of data.  | Other         | Tier 2 | Implement | 06/29/2015 | 07/31/2015 | \$126500          | School leader, instructional coaches and teachers.       |
| Staff to Support Secure Learning Environment | CCA will hire and retain staff who will promote a safe and secure learning environment  | Other         | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$90000           | School leaders   |
| After School Tutoring                        | After school tutoring will be offered to assist students with instructional strategies derived from best practices and differentiated instruction.  | Other         | Tier 2 | Implement | 09/02/2014 | 06/12/2015 | \$40000           | School leader, instructional coach, instructional staff. |
| Hire or retain additional support staff      | The district will hire or retain additional staff (Title I teachers, Math specialists) to increase student achievement among the cadre of students placed in tiers II and III and during extended learning opportunities. Based on student achievement data, the interventionists will work exclusively with small groups to differentiate instruction to meet the individual need of each student. The students progress will be monitored in the Rtl process. | Other         | Tier 2 | Implement | 08/18/2014 | 06/19/2015 | \$396935          | School leaders are responsible for hiring staff.         |

## District Improvement Plan

Cesar Chavez Academy

|  |  |                            |        |           |            |            |          |   |
|--|--|----------------------------|--------|-----------|------------|------------|----------|---|
| District SIP Meeting                   | The district will host a planning meeting to review student achievement data, credits and curriculum resources.  | Professional Learning      | Tier 1 | Implement | 07/01/2014 | 06/19/2015 | \$200    | The district administrative team  |
| Hire additional Academic Support staff | The district will hire or retain additional staff (Title I teachers, Math and Reading specialists, academic support staff) and ELL certified lead teachers to increase student achievement among the cadre of students placed in tiers II and III. Based on student achievement data, the interventionists will work exclusively with small groups to differentiate instruction to meet the individual needs of each student. The students progress will be monitored through the RtI process. | Other                      | Tier 2 | Implement | 08/18/2014 | 06/19/2015 | \$906935 | School leaders are responsible for hiring staff.  |
| Develop a strategic plan               | The district will develop a strategic plan to work with outside agencies that have developed programs to enhance students knowledge of science. For example, AWIM, STEM and MSU gaming program. The district will also utilize programs offered by Saginaw Valley State University.  | Other                      | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$8000   | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of these programs. |
| Anti-bullying                          | CCA will provide an age-appropriate, evidence-based violence prevention and education program for students, which addresses the legal, personal and social consequences of violence and disruptive behaviors, including bullying and harassment. This includes activities designed to help students develop a sense of individual responsibility and respect for the rights of others, and to resolve conflicts without violence.  | Behavioral Support Program | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$70000  | School leader   |
| Purchase additional resources          | Teachers will be provided with materials and supplies to support the best practices. For example, visual aides graphic organizers, grade leveled books, math and science manipulative (For example: legos , science kits and writing journals) that support the best practices and enhance instruction.  | Other                      | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$20000  | The school leader is responsible for the purchase of additional materials.  |

### No Funding Required



## District Improvement Plan

Cesar Chavez Academy

| Activity Name                         | Activity Description   | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|---------------------------------------|--|---------------|--------|-----------|------------|------------|-------------------|---|
| Daily walk-through / In-class support | Instructional coaches, District ELL coach and Curriculum Director will conduct daily walk through to provide teachers with non-evaluative feedback.  | Other         | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$0               | The district administrative team  |
| Monitor the RtI Process               | The district administrative team will monitor the RtI process across the district. All teams are expected to use at least 6-8 data points aligned the the Common Core State Standards to determine the growth of students. Data points include Scantron, Accelerated Reader, Study Island, Exam view Pre and Post test, Read 180- Tier III and ELL, ACT/MME Pre and Post test, DIBELS K-3 and Phonics screeners. | Monitor       | Tier 1 | Monitor   | 09/02/2014 | 06/12/2015 | \$0               | The districts administrative team(school leaders, instructional coaches, district curriculum director and RVP), in collaboration with Data/RtI coaches, are responsible for monitoring the RtI program. |
| Curriculum Alignment                  | Staff will tightly align the curriculum to the Science standards that are recommended by Saginaw Valley State University (either science GLCEs or Next Generation Science Standards).  | Other         | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$0               | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for the monitoring the alignment.                            |

## District Improvement Plan

Cesar Chavez Academy

|                                       |  |                       |        |           |            |            |     |  |
|---------------------------------------|--|-----------------------|--------|-----------|------------|------------|-----|--|
| Professional Development              | The Instructional Coaches, District ELL Coach and Curriculum Director will ensure that staff engages in effective, sustained professional learning experiences by working collaboratively with school leaders on the districts Educational Management Plan.  | Professional Learning | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$0 | The district administrative team   |
| Daily walk-through / In-class support | Instructional coaches, District ELL coach and Curriculum Director will conduct daily walk through to provide teachers with non-evaluative feedback.  | Other                 | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$0 | The district administrative team.  |
| Data Analysis                         | Instructional coaches, District ELL coach and Curriculum Director will analyze building level data by grade and content to assist in planning instruction.   | Other                 | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$0 | The district administrative team.  |
| Memberships and Conferences           | Lead teachers and district administrative team will maintain membership with professional organizations.   | Professional Learning | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$0 | School leader and instructional coaches  |
| Professional Development              | The Instructional Coaches, District ELL Coach and Curriculum Director will ensure that staff engages in effective, sustained professional learning experiences by working collaboratively with school leaders on the district's Educational Management Plan. | Professional Learning | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$0 | The district administrative team is responsible for this activity.   |
| Revise schedule                       | School administrators will increase the number of hours allocated to science instruction. The MS will add an additional science elective and the ES will increase the instructional time from 30 minutes to 60 minutes daily.                                | Other                 | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$0 | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will ensure the implementation of the strategy. |
| Data Analysis                         | Analyze student achievement data to drive instruction, make recommendations for school improvement goals and professional development.   | Other                 | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$0 | The district administrative team   |
| Planning Meeting                      | District leadership staff and representatives from building-level School Improvement Teams will attend a Summer Learning / Extended Day planning meeting to review student rosters, student achievement data, curriculum and resources.                      | Other                 | Tier 2 | Implement | 08/01/2014 | 06/19/2015 | \$0 | District curriculum director and instructional coaches   |

## District Improvement Plan

Cesar Chavez Academy

|                                  |   |                       |        |           |            |            |     |  |
|----------------------------------|---|-----------------------|--------|-----------|------------|------------|-----|--|
| Monitor Strategy                 | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of these strategies on a daily basis using a common walk through tool. District coach, instructional coaches. and schools leaders will analyze data monthly to determine the effectiveness of the strategy | Other                 | Tier 1 | Monitor   | 09/02/2014 | 06/12/2015 | \$0 | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for facilitating professional development workshop. |
| Data Analysis                    | District coach, instructional coaches and schools leaders will analyze data monthly to determine the effectiveness of the strategy. The district will purchase a license for a data warehouse in order to monitor and track student performance.  | Other                 | Tier 1 | Monitor   | 07/01/2014 | 06/30/2015 | \$0 | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for analyzing data.                                 |
| Serve as a resource for teachers | The Instructional Coaches, District ELL Coach and Curriculum Director will help teachers improve quality of their instruction, by modeling lessons and providing resources that support the combination of both content and literacy strategies to maximize student growth.   | Other                 | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$0 | The district administrative team.  |
| PBIS Meetings                    | PBIS teams will meet monthly in order to discuss student behavior data, plan PBIS activities, and discuss practices, procedures and implementation of the program. Results and details will be communicated to all stakeholders.  | Teacher Collaboration | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$0 | School leaders, instructional coaches, PBIS teams  |

**District Improvement Plan**

Cesar Chavez Academy

|   |  |                       |        |           |            |            |     |   |
|---|--|-----------------------|--------|-----------|------------|------------|-----|---|
| Monitor the Implementation of SIOP components | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of this strategy on a daily basis.  | Other                 | Tier 1 | Monitor   | 09/02/2014 | 06/12/2015 | \$0 | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of this strategy on a daily basis. |
| Professional development / PLC                | The Instructional Coaches, District ELL Coach and Curriculum Director will ensure that staff engages in effective, sustained professional learning experiences by working collaboratively with school leaders on the district's Educational Management Plan. | Professional Learning | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$0 | The district administrative team.   |

**Title I Part A**

| Activity Name      | Activity Description   | Activity Type | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Staff Responsible            |
|--------------------|--|---------------|--------|---------|------------|------------|-------------------|------------------------------|
| Monitor Strategies | The district's administrative team (school leaders, instructional coaches, ELL coach, district curriculum and RVP) will monitor the implementation of these strategies on a daily basis. | Monitor       | Tier 1 | Monitor | 09/02/2014 | 06/12/2015 | \$120000          | District administrative team |

## District Improvement Plan

Cesar Chavez Academy

|  |  |            |        |               |            |            |          |  |
|--|--|------------|--------|---------------|------------|------------|----------|--|
| Purchase resources to support Rtl / DI | Teachers will be provided with materials and supplies to support SIOP, Rtl, DI and other best practices. For example, visual aides graphic organizers, grade leveled books, maps and social studies manipulative (For example: videos and writing journals) that support the best practices and enhance instruction. | Other      | Tier 1 | Implement     | 09/02/2014 | 06/12/2015 | \$20000  | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for researching and purchasing resources that support best practices. |
| Data Analysis                          | The district administrative team will review data from the progress monitoring tools: Study Island, Scantron, Fast math, and the ACT Plan and Explore test.  | Other      | Tier 1 | Implement     | 08/18/2014 | 06/19/2015 | \$240000 | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for monitoring student performance data.                              |
| Research and Purchase                  | Administration will research and purchase work stations, computers, software and online applications.  | Technology | Tier 1 | Getting Ready | 07/01/2014 | 06/30/2015 | \$30000  | School leaders are responsible for coordinating all efforts to implement the computer labs.  |

## District Improvement Plan

Cesar Chavez Academy

|                              |  |                       |        |           |            |            |         |   |
|------------------------------|--|-----------------------|--------|-----------|------------|------------|---------|---|
| Summer School Program        | ELL learners will be provided the opportunity to be involved in instruction that addresses their areas of concern in Reading and Writing. Test results will be examined and analyzed to correlate the material taught to the students outcomes and areas for growth.   | Other                 | Tier 2 | Implement | 06/16/2014 | 08/29/2014 | \$2500  | School leaders, instructional coach, instructional staff.   |
| Daily walk-through           | Instructional coaches, District ELL coaches and Curriculum Director will conduct daily walk through to provide teachers with formal and informal feedback. Walkthroughs will utilize a common tool in order to provide consistent and timely feedback, allowing for the results to be analyzed and reported. | Professional Learning | Tier 1 | Monitor   | 09/02/2014 | 06/12/2015 | \$10000 | The district administrative team  |
| Professional Development     | Teachers will be provided with ongoing professional development on strategies for implementing DI ( For example, Marzano's high yield instructional strategies, formative assessment).   | Professional Learning | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$1000  | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP)and teachers are responsible for monitoring and implementing this strategy. |
| Design Summer School Program | Summer school will be designed from the interpretation of various sources of data.   | Other                 | Tier 2 | Implement | 06/29/2015 | 07/31/2015 | \$51000 | School leader, instructional coaches and teachers.  |

**District Improvement Plan**

Cesar Chavez Academy

|                                    |   |       |        |           |            |            |          |  |
|------------------------------------|---|-------|--------|-----------|------------|------------|----------|--|
| Data Analysis                      | District coach, instructional coaches, ELL coach and schools leaders will analyze student assessment data to determine the effectiveness of the strategy.   | Other | Tier 1 | Monitor   | 07/01/2014 | 06/30/2015 | \$240000 | District coach, instructional coaches and schools leaders are responsible for analyzing data.  |
| Purchase Progress Monitoring Tools | The district administrative team will purchase progress monitoring tools such as Read 180, Study Island, Scantron, to monitor student growth and acquisition of the CCSS in order to meet the needs of all students, particularly those performing below grade level. | Other | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$60000  | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum and RVP) are responsible for purchasing the tools needed for the RtI program. |

## District Improvement Plan

Cesar Chavez Academy

|   |  |                            |        |           |            |            |          |   |
|---|--|----------------------------|--------|-----------|------------|------------|----------|---|
| Hire or retain additional support staff | The district will hire or retain additional support staff (Title I teachers, Math and Reading specialist, Data/Rtl Coach) to increase student achievement among the cadre of students placed in tiers II and III. Based on student achievement data, the interventionist(s) will work exclusively with small groups to differentiate instruction to meet the individual need of each student. The students' progress will be monitored in the Rtl process. | Other                      | Tier 2 | Implement | 08/18/2014 | 06/26/2015 | \$150000 | The districts administrative team (school leaders, Cesar Chavez Academy instructional coaches, ELL coach, district curriculum and RVP) are responsible for hiring staff to support the Rtl program. |
| Anti-bullying                           | CCA will provide an age-appropriate, evidence-based violence prevention and education program for students, which addresses the legal, personal and social consequences of violence and disruptive behaviors, including bullying and harassment. This includes activities designed to help students develop a sense of individual responsibility and respect for the rights of others, and to resolve conflicts without violence.                          | Behavioral Support Program | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$5000   | School leader   |
| Professional development / PLC          | The district administrative team will participate in ongoing professional development to support the alignment of the curriculum, instruction and assessment outlined in the Educational Management Plan. For example- MDE conference, SIOP training and Common Core State Standard implementation and Marzano's strategies.   | Professional Learning      | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$4000   | The district's administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for facilitating professional development workshops.    |



## District Improvement Plan

Cesar Chavez Academy

|  |   |         |        |           |            |            |          |  |
|--|---|---------|--------|-----------|------------|------------|----------|--|
| Staff to Support Secure Learning Environment | CCA will hire and retain staff who will promote a safe and secure learning environment  | Other   | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$45000  | School leaders   |
| Off campus learning                          | Administration and teachers will plan off campus learning activities for students aimed at deepening scientific understanding and developing inquiry skills.  | Other   | Tier 1 | Implement | 09/02/2014 | 06/19/2015 | \$3255   | The school leaders and instructional coaches are responsible for this activity.  |
| Progress Monitoring Tools                    | The district administrative team will purchase progress monitoring tools such as Read 180, DIBELS, Study Island, Scantron , Fast math, AIMS web, Read naturally and Phonics First.                              | Other   | Tier 1 | Monitor   | 09/02/2014 | 06/12/2015 | \$20000  | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for researching and purchasing progress monitoring tools. |
| Monitor Strategy                             | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of these strategies using common walk through tools. | Monitor | Tier 1 | Monitor   | 09/02/2014 | 06/19/2015 | \$240000 | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum and RVP) will monitor the implementation of these strategies on a daily basis.              |

## District Improvement Plan

Cesar Chavez Academy

|                                |  |                       |        |           |            |            |         |  |
|--------------------------------|--|-----------------------|--------|-----------|------------|------------|---------|--|
| After School Tutoring          | After school tutoring will be offered to assist students with instructional strategies derived from best practices and differentiated instruction.   | Other                 | Tier 2 | Implement | 09/02/2014 | 06/12/2015 | \$25000 | School leader, instructional coach, instructional staff.   |
| Monitor Strategy               | The district coach, instructional coaches and schools leaders will analyze data monthly to determine the effectiveness of the strategy. Administration will purchase a data warehouse application in order to monitor the implementation, gather data for professional development and track progress of students. | Monitor               | Tier 1 | Monitor   | 09/02/2014 | 06/12/2015 | \$30000 | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of this strategy on a daily basis.  |
| Professional development / PLC | Teachers will be provided with ongoing professional development on strategies for implementing DI hands on activities for Science.   | Professional Learning | Tier 1 | Implement | 09/02/2014 | 06/19/2015 | \$5000  | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for facilitating professional development workshop. |

## District Improvement Plan

Cesar Chavez Academy

|   |   |                    |        |           |            |            |         |   |
|---|---|--------------------|--------|-----------|------------|------------|---------|---|
| Purchase additional resources                     | Materials and supplies pertaining to the core subject areas will be purchased to support the parent workshops.  | Parent Involvement | Tier 1 | Implement | 09/02/2014 | 06/26/2015 | \$1500  | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for researching, recommending and the purchase of additional resource materials. |
| Close and Critical Reading and Writing Strategies | Staff throughout the district will incorporate the close and critical reading and writing strategies aligned to the CCSS (Common Core State Standards).   | Other              | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$4000  | School leaders and instructional coaches are responsible for the implementation of the strategy   |
| Purchase resources to support RtI / DI            | Teachers will be provided with materials and supplies to support the best practices identified to increase student achievement. For example, visual aides graphic organizers, grade leveled books, math and science manipulatives (e.g. legos and writing journals), and progress monitoring applications (e.g. Moby Math) that support the best practices and enhance instruction. | Other              | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$14000 | The school leaders and instructional coaches are responsible for purchasing additional materials.   |

## District Improvement Plan

Cesar Chavez Academy

|   |   |                       |        |           |            |            |         |   |
|---|---|-----------------------|--------|-----------|------------|------------|---------|---|
| Purchase additional resources to support RtI / DI | The district will purchase computer software to support technology resources. For example, curriculum crafter to support DI, Solo 6 and Study Island to support low level readers and Fast Math to support basic skills needed in math. | Technology            | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$87500 | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for researching, recommending and the purchase of additional resource materials. |
| Data Analysis                                     | Instructional coaches, District ELL coaches and Curriculum Director will analyze building level data by grade and content to assist in planning instruction   | Professional Learning | Tier 1 | Implement | 07/01/2014 | 06/30/2015 | \$5000  | The district administrative team  |
| Parental Involvement Activities and Resources     | Consultants will offer parents a look into strategies and information, along with resources to assist their children's progress with classwork and homework and their understanding of the district's curriculum and assessments.       | Parent Involvement    | Tier 2 | Implement | 09/02/2014 | 06/12/2015 | \$28940 | School leader, instructional coach, consultant, and teachers.   |

## District Improvement Plan

Cesar Chavez Academy

|   |   |                        |        |           |            |            |          |   |
|---|---|------------------------|--------|-----------|------------|------------|----------|---|
| Purchase additional resources           | Teachers will be provided with materials and supplies to support the best practices. For example, visual aids graphic organizers, grade leveled books, books on tape, head phones, Kindles and writing journals and materials for writers workshop, idiom of the day cards, interactive smart board games, CCSS flip charts to enhance instruction in reading and writing, online resources and applications.   | Supplemental Materials | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$18000  | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for researching, recommending and the purchase of additional resource materials. |
| Hire or retain additional support staff | The district will hire or retain additional staff (Title I teachers, Math specialists) to increase student achievement among the cadre of students placed in tiers II and III and during extended learning opportunities. Based on student achievement data, the interventionists will work exclusively with small groups to differentiate instruction to meet the individual need of each student. The students progress will be monitored in the Rtl process. | Other                  | Tier 2 | Implement | 08/18/2014 | 06/19/2015 | \$333889 | School leaders are responsible for hiring staff.  |
| Data Analysis                           | District coach, instructional coaches and school leaders will analyze data from progress monitoring tools and screeners to determine the effectiveness of the curriculum. This will include utilizing a data warehouse.   | Other                  | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$90000  | District coach, instructional coaches and school leaders are responsible for analyzing data.  |

## District Improvement Plan

Cesar Chavez Academy

|                               |  |                       |        |           |            |            |          |   |
|-------------------------------|--|-----------------------|--------|-----------|------------|------------|----------|---|
| Professional Development      | Teachers will be provided with ongoing professional development on the technology resources purchased in the district.   | Professional Learning | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$10000  | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum and RVP) are responsible for facilitating professional development workshops |
| Utilize Instructional Coaches | The district will utilize the instructional coach in each building in order to provide academic support, resources, and professional feedback to teachers in order to improve teaching and learning in each classroom. | Other                 | Tier 1 | Implement | 07/01/2014 | 06/30/2015 | \$340000 | School leader, district curriculum director   |
| Credit Recovery               | Students will receive additional support and opportunities to make up credit for classes required for graduation through the Odyssey Ware credit recovery program.   | Other                 | Tier 2 | Implement | 09/02/2014 | 06/12/2015 | \$20000  | Title I staff<br>General education staff<br>Instructional coach   |
| Data Analysis                 | The district administrative team will analyze data from the progress monitoring tools and screeners on a quarterly basis in order to determine the educational needs of students and subgroups.                        | Other                 | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$28650  | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for reviewing data quarterly.              |

## District Improvement Plan

Cesar Chavez Academy

|  |  |       |        |           |            |            |          |   |
|--|--|-------|--------|-----------|------------|------------|----------|---|
| Data Analysis                          | District coach, instructional coaches and school leaders will analyze data from progress monitoring tools and screeners to determine the effectiveness of the curriculum. This will include utilizing a data warehouse.  | Other | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$30000  | District coach, instructional coaches and school leaders are responsible for analyzing data.  |
| Purchase additional resources          | Teachers will be provided with materials and supplies to support the best practices. For example, visual aides graphic organizers, grade leveled books, math and science manipulative (For example: Science kits, science software programs and graphing calculators) that support the best practices and enhance instruction.   | Other | Tier 1 | Implement | 09/02/2014 | 06/19/2015 | \$25000  | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) is responsible for the purchase of resources needed to support DI. |
| Hire additional Academic Support staff | The district will hire or retain additional staff (Title I teachers, Math and Reading specialists, academic support staff) and ELL certified lead teachers to increase student achievement among the cadre of students placed in tiers II and III. Based on student achievement data, the interventionists will work exclusively with small groups to differentiate instruction to meet the individual needs of each student. The students progress will be monitored through the RtI process. | Other | Tier 2 | Implement | 08/18/2014 | 06/19/2015 | \$823389 | School leaders are responsible for hiring staff.  |

### Title III

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

## District Improvement Plan

Cesar Chavez Academy

|   |  |                       |        |           |            |            |         |  |
|---|--|-----------------------|--------|-----------|------------|------------|---------|--|
| Parental Involvement Activities and Resources | Consultants will offer parents a look into strategies and information, along with resources to assist their children's progress with classwork and homework and their understanding of the district's curriculum and assessments.                                    | Parent Involvement    | Tier 2 | Implement | 09/02/2014 | 06/12/2015 | \$8000  | School leader, instructional coach, consultant, and teachers.  |
| Professional development / PLC                | Teachers and district administrative teams will be provided with ongoing professional development on the SIOP components (e.g. MABE conference - Michigan Association for Bilingual Education and onsite professional development).                                  | Professional Learning | Tier 2 | Implement | 09/02/2014 | 06/19/2015 | \$7000  | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of this strategy. |
| Summer School Program                         | ELL learners will be provided the opportunity to be involved in instruction that addresses their areas of concern in Reading and Writing. Test results will be examined and analyzed to correlate the material taught to the students outcomes and areas for growth. | Other                 | Tier 2 | Implement | 06/16/2014 | 08/29/2014 | \$42000 | School leaders, instructional coach, instructional staff.  |
| Monitor Strategy                              | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of this strategy on a daily basis. The district will purchase a common tool to gather data.               | Monitor               | Tier 1 | Monitor   | 08/18/2014 | 06/19/2015 | \$1000  | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for monitoring the strategy.      |



## District Improvement Plan

Cesar Chavez Academy

|                                      |  |                       |        |           |            |            |         |  |
|--------------------------------------|--|-----------------------|--------|-----------|------------|------------|---------|--|
| Professional Development             | Teachers and district administrative teams will be provided with ongoing professional development on the SIOP components( For example, MABE conference - Michigan Association for Bilingual Education and onsite professional development).  | Professional Learning | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$20000 | The districts administrative team(school leaders, instructional coaches, ELL coach, district curriculum and RVP) are responsible for facilitating professional development workshop. |
| Professional Development             | Teachers will be provided with ongoing professional development on strategies for implementing DI in Reading comprehension and informational text, incorporating reading stations and labs. In addition, training will be provided utilizing Marzano's high yield instructional strategies, Fogarty and Associates techniques for DI, Writing in the Common Core, Phonemic Awareness, and Implementing the CCSS. | Professional Learning | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$15000 | District administrative team School leaders, district coaches, instructional coaches.  |
| Consultant to present ELL strategies | A sustainable plan will be created and monitored to provide a wealth of knowledge to model strategies (including language and literacy skills) and communicate expectations for learning and assistance for ELL learners. Teachers will be expected to use methodology and strategies and receive feedback from administration.  | Professional Learning | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$15000 | School leader, instructional leader, teachers and instructional coach.   |
| Utilize ESL Teachers / Support Staff | ESL teachers and applicable support staff will use research based strategies and appropriate instructional materials to promote mastery and provide interventions to ELL students.   | Other                 | Tier 2 | Implement | 08/18/2014 | 06/19/2015 | \$70000 | School leader, instructional coach, teachers   |

## District Improvement Plan

Cesar Chavez Academy

|   |   |                       |        |           |            |            |         |  |
|---|---|-----------------------|--------|-----------|------------|------------|---------|--|
| Data Analysis                                 | District coach, instructional coaches, ELL coach and schools leaders will analyze student assessment data to determine the effectiveness of the strategy.   | Other                 | Tier 1 | Monitor   | 07/01/2014 | 06/30/2015 | \$35000 | District coach, instructional coaches. and schools leaders are responsible for analyzing data.   |
| Monitor the Implementation of SIOP components | Using the SIOP walkthrough tools, the district's administrative team(school leaders, instructional coaches, ELL coach, district curriculum and RVP) will monitor the implementation of this strategy on a daily basis, and provide immediate and actionable feedback to teachers and staff. | Other                 | Tier 1 | Monitor   | 09/02/2014 | 06/12/2015 | \$30000 | The district's administrative team(school leaders, instructional coaches, ELL coach, district curriculum and RVP) will monitor the implementation of this strategy on a daily basis. |
| Professional development / PLC                | Teachers and district administrative teams will be provided with ongoing professional development on the SIOP components( For example, MABE conference - Michigan Association for Bilingual Education and onsite professional development).   | Professional Learning | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$10000 | The districts administrative team(school leaders, instructional coaches, ELL coach, district curriculum and RVP) are responsible for monitoring this strategy.                       |

## District Improvement Plan

Cesar Chavez Academy

|  |  |            |        |           |            |            |         |  |
|--|--|------------|--------|-----------|------------|------------|---------|--|
| ESL curriculum for ESL elective classes            | The middle school and high school will implement an ESL curriculum to support the ESL elective classes.  | Other      | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$5000  | The middle and high school administrative team, curriculum director and ELL coach are responsible for monitoring the implementation of the strategy. |
| Online ESL progress monitoring tool                | The district will purchase a progress monitoring tool specifically for the level 1 and 2 students as determined by the W-APT screener and spring WIDA results for tracking success of interventions (Woodcock-Munoz progress monitoring) | Technology | Tier 2 | Implement | 09/02/2014 | 06/12/2015 | \$4500  | The district administrative team is responsible for implementing this activity.  |
| Recruit and Retain Bilingual / ESL Certified staff | District administrative team will establish guidelines, criteria and an application process for tuition reimbursement.   | Other      | Tier 1 | Implement | 08/01/2014 | 06/30/2015 | \$10000 | District administrative team   |
| After School Tutoring                              | After school tutoring will be offered to assist students with instructional strategies derived from best practices and differentiated instruction.   | Other      | Tier 2 | Implement | 09/02/2014 | 06/12/2015 | \$25000 | School leader, instructional coach, instructional staff.   |

## District Improvement Plan

Cesar Chavez Academy

|                                |   |                       |        |           |            |            |         |   |
|--------------------------------|---|-----------------------|--------|-----------|------------|------------|---------|---|
| Professional development / PLC | The district administrative team and teachers will participate in ongoing professional development to support the alignment of the curriculum, instruction and assessment outlined in the Educational Management Plan. For example- MDE conference and SIOP training. | Professional Learning | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$20000 | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for facilitating the professional learning communities and PD. |
|--------------------------------|---|-----------------------|--------|-----------|------------|------------|---------|---|

### Special Education

| Activity Name                   | Activity Description  | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|---------------------------------|---|---------------|--------|-----------|------------|------------|-------------------|---|
| Strengthen Inclusion Strategies | Inclusion will be monitored and encouraged in the daily operations of educating the students and training the teachers. | Other         | Tier 2 | Implement | 09/02/2014 | 06/12/2015 | \$300000          | School leader, instructional coach, teacher, special education team |

## Progress Notes

| Type | Name | Status | Comments | Created On | Created By |
|------|------|--------|----------|------------|------------|
|------|------|--------|----------|------------|------------|

## Activity Summary by School

Below is a breakdown of activity by school.

### All Schools

| Activity Name                  | Activity Description  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|--------------------------------|---|-----------------------|--------|-----------|------------|------------|-------------------|---|
| Professional development / PLC | The district administrative team and teachers will participate in ongoing professional development to support the alignment of the curriculum, instruction and assessment outlined in the Educational Management Plan. For example- MDE conference and SIOP training. | Professional Learning | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$20000           | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for facilitating the professional learning communities and PD. |

## District Improvement Plan

Cesar Chavez Academy

|                                       |   |                       |        |           |            |            |         |  |
|---------------------------------------|---|-----------------------|--------|-----------|------------|------------|---------|--|
| Monitor Strategy                      | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of these strategies on a daily basis using a common walk through tool. District coach, instructional coaches. and schools leaders will analyze data monthly to determine the effectiveness of the strategy | Other                 | Tier 1 | Monitor   | 09/02/2014 | 06/12/2015 | \$0     | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for facilitating professional development workshop. |
| Daily walk-through / In-class support | Instructional coaches, District ELL coach and Curriculum Director will conduct daily walk through to provide teachers with non-evaluative feedback.   | Other                 | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$0     | The district administrative team   |
| Professional development / PLC        | Teachers will be provided with ongoing professional development on strategies for implementing DI ( For example, Marzano's high yield instructional strategies, Using Data to Improve Student Engagement, Data Driven Instruction).   | Professional Learning | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$10000 | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for facilitating professional development workshop. |

## District Improvement Plan

Cesar Chavez Academy

|  |  |                       |        |           |            |            |         |  |
|--|--|-----------------------|--------|-----------|------------|------------|---------|--|
| Purchase resources to support Rtl / DI | Teachers will be provided with materials and supplies to support SIOP, Rtl, DI and other best practices. For example, visual aides graphic organizers, grade leveled books, maps and social studies manipulative (For example: videos and writing journals) that support the best practices and enhance instruction. | Other                 | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$20000 | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for researching and purchasing resources that support best practices. |
| Professional development / PLC         | The Instructional Coaches, District ELL Coach and Curriculum Director will ensure that staff engages in effective, sustained professional learning experiences by working collaboratively with school leaders on the district's Educational Management Plan.   | Professional Learning | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$0     | The district administrative team.  |
| Serve as a resource for teachers       | The Instructional Coaches, District ELL Coach and Curriculum Director will help teachers improve quality of their instruction, by modeling lessons and providing resources that support the combination of both content and literacy strategies to maximize student growth.  | Other                 | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$0     | The district administrative team.  |



**District Improvement Plan**

Cesar Chavez Academy

|  |  |                              |               |                  |                   |                   |                |   |
|--|--|------------------------------|---------------|------------------|-------------------|-------------------|----------------|---|
| <p>Monitor the Implementation of SIOP components</p> | <p>The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of this strategy on a daily basis.</p> | <p>Other</p>                 | <p>Tier 1</p> | <p>Monitor</p>   | <p>09/02/2014</p> | <p>06/12/2015</p> | <p>\$0</p>     | <p>The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of this strategy on a daily basis.</p>  |
| <p>Professional development / PLC</p>                | <p>Teachers will be provided with ongoing professional development on strategies for implementing DI (For example, Marzano's high yield instructional strategies).</p>                               | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Implement</p> | <p>08/18/2014</p> | <p>06/19/2015</p> | <p>\$20000</p> | <p>The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for facilitating professional development workshop.</p> |

**District Improvement Plan**

Cesar Chavez Academy

|                          |   |       |        |           |            |            |        |   |
|--------------------------|---|-------|--------|-----------|------------|------------|--------|---|
| Develop a strategic plan | The district will develop a strategic plan to work with outside agencies that have developed programs to enhance students knowledge of science. For example, AWIM, STEM and MSU gaming program. The district will also utilize programs offered by Saginaw Valley State University. | Other | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$8000 | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of these programs. |
| Curriculum Alignment     | Staff will tightly align the curriculum to the Science standards that are recommended by Saginaw Valley State University (either science GLCEs or Next Generation Science Standards).   | Other | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$0    | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for the monitoring the alignment.  |

## District Improvement Plan

Cesar Chavez Academy

|                                |   |                       |        |           |            |            |          |  |
|--------------------------------|---|-----------------------|--------|-----------|------------|------------|----------|--|
| Professional development / PLC | The district administrative team will participate in ongoing professional development to support the alignment of the curriculum, instruction and assessment outlined in the Educational Management Plan. For example- Hands on Math and Science and Inquiry based science. | Professional Learning | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$5000   | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for monitoring the implementation of the EMP. |
| Monitor Strategy               | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of these strategies using common walk through tools.   | Monitor               | Tier 1 | Monitor   | 09/02/2014 | 06/19/2015 | \$240000 | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum and RVP) will monitor the implementation of these strategies on a daily basis.  |
| Off campus learning            | Administration and teachers will plan off campus learning activities for students aimed at deepening scientific understanding and developing inquiry skills.  | Other                 | Tier 1 | Implement | 09/02/2014 | 06/19/2015 | \$3255   | The school leaders and instructional coaches are responsible for this activity.  |

**District Improvement Plan**

Cesar Chavez Academy

|                                |  |                       |        |           |            |            |         |  |
|--------------------------------|--|-----------------------|--------|-----------|------------|------------|---------|--|
| Professional development / PLC | Teachers will be provided with ongoing professional development on strategies for implementing DI hands on activities for Science.   | Professional Learning | Tier 1 | Implement | 09/02/2014 | 06/19/2015 | \$10000 | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for facilitating professional development workshop. |
| Purchase additional resources  | Teachers will be provided with materials and supplies to support the best practices. For example, visual aides graphic organizers, grade leveled books, math and science manipulative (For example: Science kits, science software programs and graphing calculators) that support the best practices and enhance instruction. | Other                 | Tier 1 | Implement | 09/02/2014 | 06/19/2015 | \$25000 | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) is responsible for the purchase of resources needed to support DI.  |

## District Improvement Plan

Cesar Chavez Academy

|                                       |  |                       |        |           |            |            |         |   |
|---------------------------------------|--|-----------------------|--------|-----------|------------|------------|---------|---|
| Revise schedule                       | School administrators will increase the number of hours allocated to science instruction. The MS will add an additional science elective and the ES will increase the instructional time from 30 minutes to 60 minutes daily.  | Other                 | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$0     | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will ensure the implementation of the strategy.                    |
| Daily walk-through / In-class support | Instructional coaches, District ELL coach and Curriculum Director will conduct daily walk through to provide teachers with non-evaluative feedback.  | Other                 | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$0     | The district administrative team.   |
| Data Analysis                         | Instructional coaches, District ELL coach and Curriculum Director will analyze building level data by grade and content to assist in planning instruction.   | Other                 | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$0     | The district administrative team.   |
| Professional Development              | The Instructional Coaches, District ELL Coach and Curriculum Director will ensure that staff engages in effective, sustained professional learning experiences by working collaboratively with school leaders on the district's Educational Management Plan.   | Professional Learning | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$0     | The district administrative team is responsible for this activity.  |
| Monitor Strategy                      | The district coach, instructional coaches and schools leaders will analyze data monthly to determine the effectiveness of the strategy. Administration will purchase a data warehouse application in order to monitor the implementation, gather data for professional development and track progress of students. | Monitor               | Tier 1 | Monitor   | 09/02/2014 | 06/12/2015 | \$30000 | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of this strategy on a daily basis. |

## District Improvement Plan

Cesar Chavez Academy

|                                      |   |                       |        |           |            |            |         |  |
|--------------------------------------|---|-----------------------|--------|-----------|------------|------------|---------|--|
| Professional development / PLC       | Teachers and district administrative teams will be provided with ongoing professional development on the SIOB components( For example, MABE conference - Michigan Association for Bilingual Education and onsite professional development).   | Professional Learning | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$10000 | The districts administrative team(school leaders, instructional coaches, ELL coach, district curriculum and RVP) are responsible for monitoring this strategy. |
| Purchase additional resources        | Teachers will be provided with materials and supplies to support the best practices. For example, visual aides graphic organizers, grade leveled books, math and science manipulative (For example: legos , science kits and writing journals) that support the best practices and enhance instruction.                         | Other                 | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$20000 | The school leader is responsible for the purchase of additional materials.   |
| After School Tutoring                | After school tutoring will be offered to assist students with instructional strategies derived from best practices and differentiated instruction.  | Other                 | Tier 2 | Implement | 09/02/2014 | 06/12/2015 | \$90000 | School leader, instructional coach, instructional staff.   |
| Summer School Program                | ELL learners will be provided the opportunity to be involved in instruction that addresses their areas of concern in Reading and Writing. Test results will be examined and analyzed to correlate the material taught to the students outcomes and areas for growth.  | Other                 | Tier 2 | Implement | 06/16/2014 | 08/29/2014 | \$44500 | School leaders, instructional coach, instructional staff.  |
| Consultant to present ELL strategies | A sustainable plan will be created and monitored to provide a wealth of knowledge to model strategies (including language and literacy skills) and communicate expectations for learning and assistance for ELL learners. Teachers will be expected to use methodology and strategies and receive feedback from administration. | Professional Learning | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$15000 | School leader, instructional leader, teachers and instructional coach.   |

## District Improvement Plan

Cesar Chavez Academy

|  |   |                       |        |           |            |            |          |   |
|--|---|-----------------------|--------|-----------|------------|------------|----------|---|
| Parental Involvement Activities and Resources      | Consultants will offer parents a look into strategies and information, along with resources to assist their children's progress with classwork and homework and their understanding of the district's curriculum and assessments. | Parent Involvement    | Tier 2 | Implement | 09/02/2014 | 06/12/2015 | \$36940  | School leader, instructional coach, consultant, and teachers.   |
| Recruit and Retain Bilingual / ESL Certified staff | District administrative team will establish guidelines, criteria and an application process for tuition reimbursement.  | Other                 | Tier 1 | Implement | 08/01/2014 | 06/30/2015 | \$10000  | District administrative team  |
| Utilize ESL Teachers / Support Staff               | ESL teachers and applicable support staff will use research based strategies and appropriate instructional materials to promote mastery and provide interventions to ELL students.  | Other                 | Tier 2 | Implement | 08/18/2014 | 06/19/2015 | \$70000  | School leader, instructional coach, teachers  |
| Curriculum Crafter                                 | Teachers will be provided with curriculum resources such as Curriculum Crafter to support the implementation of the Common Core State Standards (CCSS).   | Professional Learning | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$3000   | The district's administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for purchasing this resource. |
| Data Analysis                                      | District coach, instructional coaches and school leaders will analyze data from progress monitoring tools and screeners to determine the effectiveness of the curriculum. This will include utilizing a data warehouse.           | Other                 | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$120000 | District coach, instructional coaches and school leaders are responsible for analyzing data.  |

## District Improvement Plan

Cesar Chavez Academy

|   |  |                       |        |           |            |            |         |  |
|---|--|-----------------------|--------|-----------|------------|------------|---------|--|
| Professional development / PLC                    | The district administrative team will participate in ongoing professional development to support the alignment of the curriculum, instruction and assessment outlined in the Educational Management Plan. For example- MDE conference, SIOP training and Common Core State Standard implementation and Marzano's strategies. | Professional Learning | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$44750 | The district's administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for facilitating professional development workshops. |
| Close and Critical Reading and Writing Strategies | Staff throughout the district will incorporate the close and critical reading and writing strategies aligned to the CCSS (Common Core State Standards).  | Other                 | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$4000  | School leaders and instructional coaches are responsible for the implementation of the strategy  |
| Data Analysis                                     | The district administrative team will analyze data from the progress monitoring tools and screeners on a quarterly basis in order to determine the educational needs of students and subgroups.  | Other                 | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$28650 | The district's administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for reviewing data quarterly.                        |



## District Improvement Plan

Cesar Chavez Academy

|                                 |  |                        |        |           |            |            |          |   |
|---------------------------------|--|------------------------|--------|-----------|------------|------------|----------|---|
| Monitor Strategies              | The district's administrative team (school leaders, instructional coaches, ELL coach, district curriculum and RVP) will monitor the implementation of these strategies on a daily basis.   | Monitor                | Tier 1 | Monitor   | 09/02/2014 | 06/12/2015 | \$120000 | District administrative team  |
| Professional Development        | Teachers will be provided with ongoing professional development on strategies for implementing DI in Reading comprehension and informational text, incorporating reading stations and labs. In addition, training will be provided utilizing Marzano's high yield instructional strategies, Fogarty and Associates techniques for DI, Writing in the Common Core, Phonemic Awareness, and Implementing the CCSS. | Professional Learning  | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$35000  | District administrative team<br>School leaders, district coaches, instructional coaches.  |
| Purchase additional resources   | Teachers will be provided with materials and supplies to support the best practices. For example, visual aids graphic organizers, grade leveled books, books on tape, head phones, Kindles and writing journals and materials for writers workshop, idiom of the day cards, interactive smart board games, CCSS flip charts to enhance instruction in reading and writing, online resources and applications.    | Supplemental Materials | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$18000  | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for researching, recommending and the purchase of additional resource materials. |
| Strengthen Inclusion Strategies | Inclusion will be monitored and encouraged in the daily operations of educating the students and training the teachers.  | Other                  | Tier 2 | Implement | 09/02/2014 | 06/12/2015 | \$305000 | School leader, instructional coach, teacher, special education team   |
| District SIP Meeting            | The district will host a planning meeting to review student achievement data, credits and curriculum resources.  | Professional Learning  | Tier 1 | Implement | 07/01/2014 | 06/19/2015 | \$200    | The district administrative team  |

## District Improvement Plan

Cesar Chavez Academy

|  |  |                       |        |           |            |            |           |  |
|--|--|-----------------------|--------|-----------|------------|------------|-----------|--|
| Hire additional Academic Support staff | The district will hire or retain additional staff (Title I teachers, Math and Reading specialists, academic support staff) and ELL certified lead teachers to increase student achievement among the cadre of students placed in tiers II and III. Based on student achievement data, the interventionists will work exclusively with small groups to differentiate instruction to meet the individual needs of each student. The students progress will be monitored through the RtI process. | Other                 | Tier 2 | Implement | 08/18/2014 | 06/19/2015 | \$1730324 | School leaders are responsible for hiring staff.   |
| Design Summer School Program           | Summer school will be designed from the interpretation of various sources of data.   | Other                 | Tier 2 | Implement | 06/29/2015 | 07/31/2015 | \$177500  | School leader, instructional coaches and teachers. |
| Daily walk-through                     | Instructional coaches, District ELL coaches and Curriculum Director will conduct daily walk through to provide teachers with formal and informal feedback. Walkthroughs will utilize a common tool in order to provide consistent and timely feedback, allowing for the results to be analyzed and reported.   | Professional Learning | Tier 1 | Monitor   | 09/02/2014 | 06/12/2015 | \$11000   | The district administrative team                   |
| Data Analysis                          | Analyze student achievement data to drive instruction, make recommendations for school improvement goals and professional development.   | Other                 | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$0       | The district administrative team                   |
| Professional Development               | Instructional coaches, District ELL coaches and Curriculum Director will ensure staff engages in effective sustained professional learning experiences by using data and working collaboratively with the district administrative team to support the Educational Management Plan.   | Professional Learning | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$5000    | The district administrative team                   |

**District Improvement Plan**

Cesar Chavez Academy

|   |  |                    |        |           |            |            |          |   |
|---|--|--------------------|--------|-----------|------------|------------|----------|---|
| Purchase additional resources           | Materials and supplies pertaining to the core subject areas will be purchased to support the parent workshops.   | Parent Involvement | Tier 1 | Implement | 09/02/2014 | 06/26/2015 | \$1500   | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for researching, recommending and the purchase of additional resource materials. |
| Hire or retain additional support staff | The district will hire or retain additional support staff (Title I teachers, Math and Reading specialist, Data/Rtl Coach) to increase student achievement among the cadre of students placed in tiers II and III. Based on student achievement data, the interventionist(s) will work exclusively with small groups to differentiate instruction to meet the individual need of each student. The students' progress will be monitored in the Rtl process. | Other              | Tier 2 | Implement | 08/18/2014 | 06/26/2015 | \$150000 | The districts administrative team (school leaders, Cesar Chavez Academy instructional coaches, ELL coach, district curriculum and RVP) are responsible for hiring staff to support the Rtl program.                         |

**District Improvement Plan**

Cesar Chavez Academy

|   |   |                              |               |                  |                   |                   |               |  |
|---|---|------------------------------|---------------|------------------|-------------------|-------------------|---------------|--|
| <p>Monitor the RtI Process</p>                | <p>The district administrative team will monitor the RtI process across the district. All teams are expected to use at least 6-8 data points aligned the the Common Core State Standards to determine the growth of students. Data points include Scantron, Accelerated Reader, Study Island, Exam view Pre and Post test, Read 180- Tier III and ELL, ACT/MME Pre and Post test, DIBELS K-3 and Phonics screeners.</p> | <p>Monitor</p>               | <p>Tier 1</p> | <p>Monitor</p>   | <p>09/02/2014</p> | <p>06/12/2015</p> | <p>\$0</p>    | <p>The districts administrative team(school leaders, instructional coaches, district curriculum director and RVP), in collaboration with Data/RtI coaches, are responsible for monitoring the RtI program.</p> |
| <p>Professional development / PLC for RtI</p> | <p>All staff will receive training on how to develop tiered lessons for students in tiers II and III. All staff will receive training on how to use tools and programs to support students in tiers II and III. For example, utilizing iPads, Kindles, USA learn port in reading centers, and integrating technology into the classroom.</p>  | <p>Professional Learning</p> | <p>Tier 2</p> | <p>Implement</p> | <p>08/18/2014</p> | <p>06/19/2015</p> | <p>\$9000</p> | <p>The districts administrative team(school leaders, instructional coaches, ELL coach, district curriculum and RVP) are responsible for facilitating professional development workshop.</p>                    |

## District Improvement Plan

Cesar Chavez Academy

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|---|--|-------|--------|-----------|------------|------------|----------|--|
| Purchase Progress Monitoring Tools            | The district administrative team will purchase progress monitoring tools such as Read 180, Study Island, Scantron, to monitor student growth and acquisition of the CCSS in order to meet the needs of all students, particularly those performing below grade level.                        | Other | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$60000  | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum and RVP) are responsible for purchasing the tools needed for the Rtl program. |
| Data Analysis                                 | District coach, instructional coaches, ELL coach and schools leaders will analyze student assessment data to determine the effectiveness of the strategy.  | Other | Tier 1 | Monitor   | 07/01/2014 | 06/30/2015 | \$275000 | District coach, instructional coaches and schools leaders are responsible for analyzing data.  |
| Monitor the Implementation of SIOP components | Using the SIOP walkthrough tools, the district's administrative team (school leaders, instructional coaches, ELL coach, district curriculum and RVP) will monitor the implementation of this strategy on a daily basis, and provide immediate and actionable feedback to teachers and staff. | Other | Tier 1 | Monitor   | 09/02/2014 | 06/12/2015 | \$30000  | The district's administrative team (school leaders, instructional coaches, ELL coach, district curriculum and RVP) will monitor the implementation of this strategy on a daily basis.  |

## District Improvement Plan

Cesar Chavez Academy

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|-------------------------------------|--|-----------------------|--------|-----------|------------|------------|---------|---|
| Online ESL progress monitoring tool | The district will purchase a progress monitoring tool specifically for the level 1 and 2 students as determined by the W-APT screener and spring WIDA results for tracking success of interventions (Woodcock-Munoz progress monitoring) | Technology            | Tier 2 | Implement | 09/02/2014 | 06/12/2015 | \$4500  | The district administrative team is responsible for implementing this activity.   |
| Professional development / PLC      | Teachers and district administrative teams will be provided with ongoing professional development on the SIOP components (e.g. MABE conference - Michigan Association for Bilingual Education and onsite professional development).      | Professional Learning | Tier 2 | Implement | 09/02/2014 | 06/19/2015 | \$18200 | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of this strategy.  |
| Curriculum Crafter                  | The district will purchase Curriculum Crafter as a resource to ensure curricular alignment and assist with DI.   | Other                 | Tier 1 | Implement | 07/01/2014 | 06/30/2015 | \$2000  | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for making sure that the curriculum is aligned to standards and that resources are provided to teachers and staff. |

**District Improvement Plan**

Cesar Chavez Academy

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|--------------------------|---|-----------------------|--------|-----------|------------|------------|----------|--|
| Data Analysis            | The district administrative team will review data from the progress monitoring tools: Study Island, Scantron, Fast math, and the ACT Plan and Explore test.   | Other                 | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$240000 | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for monitoring student performance data.            |
| Professional Development | The district administrative team will participate in ongoing professional development to support the alignment of the curriculum, instruction and assessment outlined in the curriculum management plan. For example, MDE conference, SIOP training, DI (Differentiated Instruction), formative assessment and aligning content to the CCSS professional development. | Professional Learning | Tier 1 | Implement | 09/02/2013 | 06/13/2014 | \$5000   | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for facilitating professional development workshop. |

**District Improvement Plan**

Cesar Chavez Academy

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|------------------|--|---------|--------|---------|------------|------------|--------|---|
| Data Analysis    | District coach, instructional coaches and schools leaders will analyze data monthly to determine the effectiveness of the strategy. The district will purchase a license for a data warehouse in order to monitor and track student performance.       | Other   | Tier 1 | Monitor | 07/01/2014 | 06/30/2015 | \$0    | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for analyzing data.          |
| Monitor Strategy | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of this strategy on a daily basis. The district will purchase a common tool to gather data. | Monitor | Tier 1 | Monitor | 08/18/2014 | 06/19/2015 | \$1000 | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for monitoring the strategy. |



## District Improvement Plan

Cesar Chavez Academy

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| Professional Development               | Teachers will be provided with ongoing professional development on strategies for implementing DI ( For example, Marzano's high yield instructional strategies, formative assessment).  | Professional Learning | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$6000  | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP)and teachers are responsible for monitoring and implementing this strategy. |
| Purchase resources to support RtI / DI | Teachers will be provided with materials and supplies to support the best practices identified to increase student achievement. For example, visual aides graphic organizers, grade leveled books, math and science manipulatives (e.g. legos and writing journals), and progress monitoring applications (e.g. Moby Math) that support the best practices and enhance instruction. | Other                 | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$14000 | The school leaders and instructional coaches are responsible for purchasing additional materials.   |
| Data Analysis                          | Instructional coaches, District ELL coaches and Curriculum Director will analyze building level data by grade and content to assist in planning instruction   | Professional Learning | Tier 1 | Implement | 07/01/2014 | 06/30/2015 | \$5000  | The district administrative team  |
| Professional Development               | The Instructional Coaches, District ELL Coach and Curriculum Director will ensure that staff engages in effective, sustained professional learning experiences by working collaboratively with school leaders on the districts Educational Management Plan.   | Professional Learning | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$0     | The district administrative team  |
| Memberships and Conferences            | Lead teachers and district administrative team will maintain membership with professional organizations.  | Professional Learning | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$0     | School leader and instructional coaches   |

**District Improvement Plan**

Cesar Chavez Academy

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| Professional Development  | Interventionists / Title I teachers will be provided with ongoing training in using the progress monitoring tools and intervention strategies in reading and math. Additional staff (Title I teachers, Math and Reading specialist) will be hired in each building to support the Rtl process. | Professional Learning | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$10000 | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for facilitating professional development workshop.       |
| Progress Monitoring Tools | The district administrative team will purchase progress monitoring tools such as Read 180, DIBELS, Study Island, Scantron , Fast math, AIMS web, Read naturally and Phonics First.   | Other                 | Tier 1 | Monitor   | 09/02/2014 | 06/12/2015 | \$20000 | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for researching and purchasing progress monitoring tools. |

**District Improvement Plan**

Cesar Chavez Academy

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|---|---|-----------------------|--------|-----------|------------|------------|----------|--|
| Professional Development                | The district administrative team will provide professional development for the progress monitoring tools K-12. For example, Read 180, DIBELS, Study Island, Scantron , Fast math, AIMS web, Read naturally and Phonics First.   | Professional Learning | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$20000  | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for researching and purchasing the progress monitoring tools and screeners. |
| Hire or retain additional support staff | The district will hire or retain additional staff (Title I teachers, Math specialists) to increase student achievement among the cadre of students placed in tiers II and III and during extended learning opportunities. Based on student achievement data, the interventionists will work exclusively with small groups to differentiate instruction to meet the individual need of each student. The students progress will be monitored in the Rtl process. | Other                 | Tier 2 | Implement | 08/18/2014 | 06/19/2015 | \$730824 | School leaders are responsible for hiring staff.   |
| Planning Meeting                        | District leadership staff and representatives from building-level School Improvement Teams will attend a Summer Learning / Extended Day planning meeting to review student rosters, student achievement data, curriculum and resources.   | Other                 | Tier 2 | Implement | 08/01/2014 | 06/19/2015 | \$0      | District curriculum director and instructional coaches   |

**District Improvement Plan**

Cesar Chavez Academy

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|------------------|---|---------|--------|---------|------------|------------|---------|--|
| Data Analysis    | District coach, instructional coaches and schools leaders will analyze data monthly to determine the effectiveness of the strategy. The district will utilize a data warehouse to aid in the analysis of student achievement data.                                | Other   | Tier 1 | Monitor | 07/01/2014 | 06/30/2015 | \$5000  | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum and RVP) are responsible for data analysis.                         |
| Monitor Strategy | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of these strategies on a daily basis. The district will utilize a common tool in order to gather data. | Monitor | Tier 1 | Monitor | 09/02/2014 | 06/12/2015 | \$10000 | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum and RVP) are responsible for monitoring the implementation of SIOP. |

**District Improvement Plan**

Cesar Chavez Academy

|                          |   |                       |        |           |            |            |         |  |
|--------------------------|---|-----------------------|--------|-----------|------------|------------|---------|--|
| Professional Development | Teachers and district administrative teams will be provided with ongoing professional development on the SIOF components( For example, MABE conference - Michigan Association for Bilingual Education and onsite professional development). | Professional Learning | Tier 1 | Implement | 09/02/2014 | 06/12/2015 | \$20000 | The districts administrative team(school leaders, instructional coaches, ELL coach, district curriculum and RVP) are responsible for facilitating professional development workshop. |
| Increase Bandwidth       | Increase bandwidth in every building to increase wireless capacity.   | Technology            | Tier 1 | Implement | 07/01/2014 | 06/30/2015 | \$5000  | The school leaders are responsible for working with the tech team to increase the bandwidth.   |
| Professional Development | Teachers will be provided with ongoing professional development on the technology resources purchased in the district.  | Professional Learning | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$20000 | The districts administrative team(school leaders, instructional coaches, ELL coach, district curriculum and RVP) are responsible for facilitating professional development workshops |

## District Improvement Plan

Cesar Chavez Academy

|   |   |                            |        |               |            |            |          |   |
|---|---|----------------------------|--------|---------------|------------|------------|----------|---|
| Purchase additional resources to support RtI / DI | The district will purchase computer software to support technology resources. For example, curriculum crafter to support DI, Solo 6 and Study Island to support low level readers and Fast Math to support basic skills needed in math.   | Technology                 | Tier 1 | Implement     | 09/02/2014 | 06/12/2015 | \$87500  | The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for researching, recommending and the purchase of additional resource materials. |
| Research and Purchase                             | Administration will research and purchase work stations, computers, software and online applications.   | Technology                 | Tier 1 | Getting Ready | 07/01/2014 | 06/30/2015 | \$30000  | School leaders are responsible for coordinating all efforts to implement the computer labs.   |
| Utilize Instructional Coaches                     | The district will utilize the instructional coach in each building in order to provide academic support, resources, and professional feedback to teachers in order to improve teaching and learning in each classroom.  | Other                      | Tier 1 | Implement     | 07/01/2014 | 06/30/2015 | \$340000 | School leader, district curriculum director   |
| Staff to Support Secure Learning Environment      | CCA will hire and retain staff who will promote a safe and secure learning environment  | Other                      | Tier 1 | Implement     | 08/18/2014 | 06/19/2015 | \$135000 | School leaders  |
| Anti-bullying                                     | CCA will provide an age-appropriate, evidence-based violence prevention and education program for students, which addresses the legal, personal and social consequences of violence and disruptive behaviors, including bullying and harassment. This includes activities designed to help students develop a sense of individual responsibility and respect for the rights of others, and to resolve conflicts without violence. | Behavioral Support Program | Tier 1 | Implement     | 08/18/2014 | 06/19/2015 | \$75000  | School leader   |

## District Improvement Plan

Cesar Chavez Academy

|                               |  |                       |        |           |            |            |        |  |
|-------------------------------|--|-----------------------|--------|-----------|------------|------------|--------|--|
| PBIS Professional Development | Professional development provided to staff to ensure full implementation of the program to promote an atmosphere of respect, safety, and responsibility. Additionally, the PBIS team will provide frequent presentations on the PBIS program and discussions on the effectiveness of the program will be conducted throughout the year | Professional Learning | Tier 1 | Implement | 09/02/2014 | 06/19/2015 | \$2500 | School leaders, instructional coaches, PBIS teams, teachers, and support staff |
| PBIS Meetings                 | PBIS teams will meet monthly in order to discuss student behavior data, plan PBIS activities, and discuss practices, procedures and implementation of the program. Results and details will be communicated to all stakeholders.   | Teacher Collaboration | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$0    | School leaders, instructional coaches, PBIS teams                              |
| Purchase SWIS System          | The district will purchase access to the SWIS (School Wide Information System) program, in order to collect and disaggregate student behavior data.  | Materials             | Tier 1 | Implement | 07/01/2014 | 06/30/2015 | \$2000 | School leaders, support staff  |

### Cesar Chavez Middle School

| Activity Name                           | Activity Description  | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|---|---|---------------|--------|-----------|------------|------------|-------------------|--|
| ESL curriculum for ESL elective classes | The middle school and high school will implement an ESL curriculum to support the ESL elective classes. | Other         | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$5000            | The middle and high school administrative team, curriculum director and ELL coach are responsible for monitoring the implementation of the strategy. |

### Cesar Chavez High School

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

**District Improvement Plan**

Cesar Chavez Academy

|   |   |                       |        |           |            |            |         |   |
|---|---|-----------------------|--------|-----------|------------|------------|---------|---|
| ESL curriculum for ESL elective classes                                 | The middle school and high school will implement an ESL curriculum to support the ESL elective classes.   | Other                 | Tier 1 | Implement | 08/18/2014 | 06/19/2015 | \$5000  | The middle and high school administrative team, curriculum director and ELL coach are responsible for monitoring the implementation of the strategy.  |
| Professional Development/Implementation of the Integrated Math strategy | All secondary math teachers will be provided with ongoing professional development to incorporate the integrated math approach aligned to the CCSS (Common Core State Standards). | Professional Learning | Tier 1 | Implement | 08/18/2014 | 06/12/2015 | \$5000  | The High School's administrative team (school leader, instructional coach, ELL coach, district curriculum director and RVP) are responsible for facilitating professional development workshop. |
| Credit Recovery   | Students will receive additional support and opportunities to make up credit for classes required for graduation through the Odyssey Ware credit recovery program.                | Other                 | Tier 2 | Implement | 09/02/2014 | 06/12/2015 | \$20000 | Title I staff<br>General education staff<br>Instructional coach   |