



## **School Improvement Plan**

**Cesar Chavez Academy Elementary East**

**Cesar Chavez Academy**

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## **Introduction**

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

# **Executive Summary**

## **Introduction**

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

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

## **Description of the School**

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

Cesar Chavez is located on the eastside of Detroit and services an impoverished and depressed area surrounded by abandoned and burned down homes. A large percentage of our sixty families are on welfare and unemployed. We are a 1st year school and we are getting to know the needs of our community. We have established that there is a great need for "wrap around" services that help keep them in their homes, provide light, heat and gas and assist with food. There is a big divide between the "haves and the have nots" in this community.

## **School's Purpose**

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

The mission of Cesar Chavez Academy is to provide an equitable, rigorous and respectful learning environment that allows children to flourish academically and socially , in order to equip them with the essential skills to contribute to a global society. The vision is to Ignite a curiosity for learning, Excite a passion for achieving, Educate learners to meet their needs and promote their ability to Excel beyond expectations.

CCA East offers small class sizes, extended learning opportunities through the Response to Intervention program, field trips and hands on activities that engage students in real world connections and create excitement in the children. We utilize laptops, document cameras and smart boards to incorporate technology into the lesson delivery. Students are aware of their progress with formative/summative and benchmarking assessments when conferencing with their students. Support staff is in place to provide students with the "wrap around" services that they desperately need to in order to excel beyond expectations.



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

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

Due to our 1st year of operation, we have more improvements to implement than notable successes. We struggled with low enrollment, a transient population and poverty stricken students and parents/families. There were many changes made within personnel that made monitoring of instruction minimal and not as intense as impactful as desired. Parent involvement and parental leadership is at dismal percentages outside of Parent Teacher Conferences and chaperoning on field trips. We need to encourage parents to start a Parent Committee that helps give us insight into areas of improvement and things we are doing well.

## **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 staff at CCA East are beyond committed to servicing the children and families in our communities. Instructional and support staff provide a family atmosphere for our children and have high expectations for ALL STUDENTS and FAMILIES.

# **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.**

As we conclude the first year at CCA East, we are still discovering and researching ways to make families feel welcomed and that their voice is important to the growth of the academy. At this time, we depend heavily on survey data to gather the necessary data to give insight into what parents and students need, their dislikes and needs of area of improvement. There a handful of parents who feel very comfortable expressing their opinion and the goal for the 2014-15 is to invite to join the SIP team and schedule meeting during PD days to accommodate their schedules. A large percentage of our parents are unemployed and their schedules are quite flexible. Our desire is to have parents meet as a committee and come to the SIP meetings to give feedback on the goals, activities and strategies.

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

The stakeholder groups consists of parents, students, teachers, support staff and administration. Various data is collected such as perception and academic data to make the necessary revisions and additions to the plan. After perception data and academic data are compiled and analyzed an action plan is devised and monitoring of the strategies and activities take place throughout the school year. Each stakeholder has the responsibility of contributing to the success of the plan and giving continuous feedback on the plan during meetings and through surveys. Also, they are responsible for attending meetings, completing any forms requested of them and working with team members productively.

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

The SIP was constructed with CCA East staff along with perception data collected from parents and students. The items in the plan are frequently discussed in staff meetings, committee meetings and professional development sessions. Parents and families receive communications from teachers, support staff and administration on how the plan is being executed, monitored and evaluated through newsletters and monthly meetings.

# **School Data Analysis**

## **Introduction**

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (\*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

## **Student Enrollment Data**

### **How do student enrollment trends affect staffing?**

CCA East has directly experienced the effects of low enrollment which has heavily impacted the staffing. The instructional coach was moved into the Kindergarten classroom as a full time general education teacher. Two teachers' job responsibilities were switched to paraprofessional duties and the pay was decreased. Teachers' benefits were cut and the hours they were required to work decreased as well for a short period of time. There is one instructional aide, one lunch/kitchen worker and an office manager who runs the office alone.

### **How do student enrollment trends affect staff recruitment?**

Since we are experiencing the challenges of a 1st year school (low enrollment), recruitment has been limited and unnecessary at this time. It has been a struggle to keep the staff we have (financially).

### **How do student enrollment trends affect budget?**

Every aspect and category of CCA East's budget has been negatively affected. The budget was created with the hopes of enrolling 275 students, but due to many circumstances, we maintain an enrollment of sixty students. As a result, we are working with limited resources, personnel and other budget items until we increase enrollment.

### **How do student enrollment trends affect resource allocations?**

As mentioned above, we have no trend data due to this being our first year at the east side campus. However we are feeling the affects due to the cuts that were needed due to low enrollment. We order and purchase materials that help support teaching and learning, just the essentials in order to stay within the budget. The bulk of the resources help us increase academic success in students and help teachers in delivering strong instruction.

### **How do student enrollment trends affect facility planning and maintenance?**

CCA East's campus was remodeled and renovated with a total cost of \$700,000 or more to bring the building up to code for our students. We have extra classroom space that we are using for a computer lab, intervention and meeting spaces. Hopefully, next year we will utilize all these spaces due to the increase in enrollment.

### **How do student enrollment trends affect parent/guardian involvement?**

We educate students from this very much impoverished area which presents many challenges. Parents are very present at assemblies but limited transportation seems to prevent them from attending parent teacher conferences (if we don't offer dinner). They frequently call or



show up unexpected when they can find a ride to communicate concern.

### **How do student enrollment trends affect professional learning and/or public relations?**

PLCs are a weekly part of our operations to improve teaching, learning and climate at CCA East. We have reached out to various agencies to educate our staff on the customs and norms of urban families. On site and off campuses professional developments have been planned to address the needs of CCA East. We have discovered that a large percentage of students live in a three mile radius of the school and share the same issues and concerns (money, food, heat and clothing). We rely heavily on the marketing department from The Leona Group to help promote our school and send any needed communications to the public.

### **What are the challenges you noticed based on the student enrollment data?**

There are many challenges that have risen due to the resurrection of a building that hadn't been utilized as a school in over fifty or so years. We have restructured how we will market to this community in order to address their needs and concerns. Our families are very transient and have moved often in order to just survive. Eviction, lack of heat and warmth, domestic issues, loss of jobs and income, etc are factors that come into play when students enter and exit a school. As a school we must educate the "whole child" which has caused us to reach out to more community based organizations to assist families in their time of need.

### **What action(s) will be taken to address these challenges?**

As we gather the necessary data, we have realized that there is a need to create new marketing techniques to recruit more families from different areas, strengthen our Response to Intervention time to narrow the achievement gap and plan for more parent activities to help parents assist their children academically. We need to increase relationships with agencies that can come into the school to speak with families and children on external issues that curtail growth in school.

### **What are the challenges you noticed based on student attendance?**

We have noticed that the same families struggle with attendance. It is common for them to attend 2 to 3 days out of the week due to homelessness, transportation and lack of respect for education as a whole.

### **What action(s) will be taken to address these challenges?**

At this time, we are communicating more with the families to try to identify the reasons for frequent absenteeism. We have rerouted bus routes to accommodate families as well. Next year we will utilize a truancy officer to help with this chronic issue.

## **Student Achievement Data for All Students**

This area includes data questions.

### **Which content area(s) indicate the highest levels of student achievement?**

Reading is the content area that indicates the highest level of student achievement on the MEAP.

### **Which content area(s) show a positive trend in performance?**

There is no trend data due to that we are a 1st year school.

### **In which content area(s) is student achievement above the state targets of performance?**

There is no content area where the student achievement is above the state targets of performance.

### **What trends do you notice among the top 30% percent of students in each content area?**

There are no trends at this time.

### **What factors or causes contributed to improved student achievement?**

At this time, the data that we have on our students is what we have compiled this year, such as DRA, MEAP, Scantron/Global Scholar, StudyIsland and other local assessment. There was some growth on Scantron which we were proud of. The students took ownership and pledged/committed to grow at least 300 points in all areas and seven of our sixty students, did just that!! Teachers also analyzed their classroom data and taught the common core with fidelity as well. IXL, StudyIsland and RazKids along with RTI time were utilized to meet the needs of the students and address the weak areas.

### **How do you know the factors made a positive impact on student achievement?**

Reasons were stated above.

### **Which content area(s) indicate the lowest levels of student achievement?**

Math and Science performance scores were quite dismal and low.

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### Which content area(s) show a negative trend in achievement?

There is no trend data at this time.

### In which content area(s) is student achievement below the state targets of performance?

All areas were below the state targets.

### What trends do you notice among the bottom 30% of students in each content area?

There are no trends at this time.

### What factors or causes contributed to the decline in student achievement?

There have been many factors that are visible in many urban schools that have been identified in our students. A large percentage of our small population lack foundational skills, motivation, support from home and behavioral issues that negatively impact their learning.

### How do you know the factors made a negative impact on student achievement?

The reasons are stated above.

### What action(s) could be taken to address achievement challenges?

We are using MEAP, Global/Scantron, DRA, IXL, MLPP, Study Island and RAZ to identify areas of weakness of individual students as well as skills/standards that grades K-5 seem to struggle with as a whole. We have strengthened our implementation of Response to Intervention time and how teachers use data in their classrooms. Also, more PDs and PLCs have been planned to discuss how to use data in Tier 1 and provide interventions as well throughout the day, not just during daily RTI time. Our newer staff also needs to discover different approaches to use with our population, such as DI and Culturally Proficient Instruction. CCA East needs to reallocate more revenue for on site PD to educate the staff on how to reach urban students. Also, our instructional coach can schedule more time in the classrooms to ensure Tier 1 is stronger and Bloom's and Marzano's strategies are being used.

## **Subgroup Student Achievement**

**Statement or Question:** Which subgroup(s) show a trend toward increasing overall performance?

**Response:**

- None

**Statement or Question:** For which subgroup(s) is the achievement gap closing?\*

**Response:**

- None

**In what content areas is the achievement gap closing for these subgroups?\***

None. First year academy data....no trend data.

**How do you know the achievement gap is closing?\***

n/a

**What other data support the findings?**

n/a

**What factors or causes contributed to the gap closing? (Internal and External)\***

n/a

**How do you know the factors made a positive impact on student achievement?**

n/a

**What actions could be taken to continue this positive trend?**

n/a

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**Statement or Question:** Which subgroup(s) show a trend toward decreasing overall performance?

**Response:**

- None

**Statement or Question:** For which subgroup(s) is the achievement gap becoming greater?\*

**Response:**

- None

**In what content areas is the achievement gap greater for these subgroups?\***

n/a

**How do you know the achievement gap is becoming greater?\***

n/a

**What other data support the findings?\***

n/a

**What factors or causes contributed to the gap increasing? (Internal and External)\***

n/a

**How do you know the factors lead to the gap increasing?\***

n/a

**What actions could be taken to close the achievement gap for these students?\***

n/a

**How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?**

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n/a

### How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

At this time, we use only general funding to help support our initiatives.

### How are students designated 'at risk of failing' identified for support services?

There is an extensive referral process that requires information from the parents, students and teachers that includes interviewing, gathering data and historical information on the students. In addition, classroom observations take place to assess the child's behaviors and academic barriers to learning. A folder is reviewed by the RTI team to discuss the strengths and weaknesses of the students and plans will be created to offer Tier 2 and 3 research and evidence interventions. Daily RTI time is scheduled from 3-4 for students to work at their level on reading, math, science and social studies. Support staff (special education, social worker, and paraprofessionals) have a schedule and list of students to support during various times of the day with multiple resources.

### What Extended Learning Opportunities are available for students (all grade configurations respond)?

At this time, due to limited funding, we are unavailable to offer afterschool tutoring or summer school at this time. Our school day begins at 7:45-4:00, during the last hour of the day, students engage in center based learning during Response to Intervention time. We have a small percentage of students in Tier 1 and about 85% of our students fall within the Tier 2 and 3 cut scores.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	85.0

### What is the school doing to inform students and parents of Extended Learning Opportunities?

Pamphlets are send home during parent teacher conferences and the RTI time is discussed with all parents.

Label	Question	Value
	What is the total FTE count of teachers in your school?	5.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	2.0

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Label	Question	Value
	How many teachers have been teaching 4-8 years?	2.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	1.0

Label	Question	Value
	How many teachers have been teaching >15 years?	0.0

### What impact might this data have on student achievement?

Newer teachers and teachers haven't been exposed to urban students need more mentoring and PD/PLCs to inform them of ways to motivate students and what best practices to utilize in the classrooms. Also, there needs to be more communication with parents and guardians on high expectations and standards. The trend data (Global Scholar) showed less improvement/growth with teachers who struggled with classroom management and making connections with families.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	15.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	1.0

### What impact might this data have on student achievement?

Teacher's absences are a result of attending off site professional development sessions and the expectation is that teacher use the necessary materials, resources and data in the classroom and inform the peers as well. If the teachers do this, the data will show growth. The number of days that teachers have been absent due to PD should not have a negative impact on achievement.

## **Perception Data - Students**

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

Students like the teachers and the school lunch.

**Which area(s) show a positive trend toward increasing student satisfaction?**

More recess

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

lack of a playground

**Which area(s) show a trend toward decreasing student satisfaction?**

More sports in school and bullying.

**What are possible causes for the patterns you have identified in student perception data?**

The children desire to have less bullying and peer pressure...there is a pattern among their open ended responses. Students also want to be treated fairly.

**What actions will be taken to improve student satisfaction in the lowest areas?**

There need to be a lower tolerance for name calling and disrespect for others/peers through strengthening the PBIS program. Enrollment needs to increase to purchase playground equipment so the budget can expand to increase outdoor activity.



## **Perception Data – Parents/Guardians**

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

Teachers and curriculum

**Which area(s) show a trend toward increasing parents/guardian satisfaction?**

Staff cares about their child.

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

Recess/playground time

**Which area(s) show a trend toward decreasing parents/guardian satisfaction?**

Needed renovations to the school building

**What are possible causes for the patterns you have identified in parent/guardian perception data?**

More opportunities for parents to participate in school activities

**What actions will be taken to increase parent/guardian satisfaction in the lowest areas?**

More planned monthly activities so parents can volunteer and create a more welcoming environment.

## **Perception Data – Teachers/Staff**

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

Leadership

**Which area(s) show a trend toward increasing teacher/staff satisfaction?**

Shared decision making/staff morale

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

Lack of resources

**Which area(s) show a trend toward decreasing teacher/staff satisfaction?**

Training for new staff

**What are possible causes for the patterns you have identified in staff perception data?**

Lack of resources, building conditions and ability to choose what they want to teach

## Other

**How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)**

n/a

**Describe how decisions about curriculum, instruction and assessment are made at this school and which stakeholders are involved in the process.**

Gathering data from various resources (agenda and minutes), full implementation of the school improvement plan, amounts of multiple budgets, discussion and concerns from staff, students and parents

**What evidence do you have to indicate the extent to which the standards are being implemented?**

Scantron Performance Series, Formative and Summative Assessments, Lesson Plans, Gradebooks, agendas and minutes from committee meetings

# **School Additional Requirements Diagnostic**

## **Introduction**

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

School Additional Requirements Diagnostic

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

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	No	1st year in progress. There isn't a report yet for our building.	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	We are a K-5 building.	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	This isn't applicable to us.	

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. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Diane Griggs The Leona Group Okemos, Michigan 1-517-333-3090	

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

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

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	Yes	PD Plan	CCA East PD plan

# **Cesar Chavez Academy East's Final School Improvement Plan**



## Overview

### Plan Name

Cesar Chavez Academy East's Final School Improvement Plan

### Plan Description

School Improvement Plan

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All Students at CCA East Academy will be proficient in ELA (Reading and Writing) by 2022. 35% of students will reach proficiency on the MEAP (2014-15) Reading assessment and 39% on the MEAP (2014-15) Writing assessment.	Objectives: 1 Strategies: 7 Activities: 36	Academic	\$281850
2	All Students at CCA East will adhere to the Positive Behavior Intervention Support System and fall within Tier 1.	Objectives: 1 Strategies: 3 Activities: 11	Organizational	\$4050
3	All Students at CCA East Academy will be proficient in Mathematics by 2022. 22% of students will be proficient on the MEAP (2014-15) Assessment.	Objectives: 1 Strategies: 6 Activities: 28	Academic	\$213350
4	All Students at CCA East Academy will be proficient in Social Studies by 2022. 31% of students will be proficient on the MEAP (2014-15) assessment.	Objectives: 1 Strategies: 4 Activities: 20	Academic	\$70500
5	All Students at CCA East Academy will be proficient in Science by 2022. 31% of students will be proficient on the MEAP (2014-15) assessment.	Objectives: 1 Strategies: 4 Activities: 20	Academic	\$80700

**Goal 1: All Students at CCA East Academy will be proficient in ELA (Reading and Writing) by 2022. 35% of students will reach proficiency on the MEAP (2014-15) Reading assessment and 39% on the MEAP (2014-15) Writing assessment.**

**Measurable Objective 1:**

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of 85% or more in English Language Arts by 06/24/2022 as measured by Smarter Balanced Assessments, Various Summative assessments (Curriculum and Supplemental), Global Scholar/Scantron, DRA and Writing Benchmarks along with StudyIsland.

**Strategy 1:**

Implementation of Response to Intervention with Fidelity - CCA East's staff will commit to the implementation of the RTI program with policies and processes that involve students, teachers, support staff and parents. The program will be evaluated twice a year after data collected (both academic and behavioral surveys and reports). Students who fall below the Tier 1 cut scores after screening and diagnostic assessments are compiled will be referred to receive more targeted interventions. From 3:00-4:00 daily, students are tiered according to the results that highlight their areas of strengths and weaknesses. During that time, teachers and support staff are monitored to ensure RTI is being implemented with fidelity. Staff is trained during PLCs and PDs on the research that supports RTI and their role in the process. Also, materials are purchased to address the areas of concerns and progress monitoring should take place every 4 -6 weeks to measure growth. RTI collaboration meetings are planned for every six weeks to discuss data.

Research Cited: Response To Intervention Network

Tier: Tier 1

Activity - Continuous and Documented Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and support staff will assess students weekly and every four to six weeks on the address of concern. The team meets to analyze the data gathered within that time frame to determine if the interventions are effective.	Direct Instruction	Tier 2	Getting Ready	09/01/2014	06/30/2015	\$1000	General Fund	Instructional Coach, School Leader, Support Staff and General Education Teacher

Activity - Daily Tiered Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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D.I. will be planned to address all learners in all core subject areas to provide materials and strategies at the students' various ability levels. Students will work in groups and partners to increase mastery.	Direct Instruction	Tier 1	Implement	09/01/2014	07/31/2015	\$1000	General Fund	General Education Teacher, Support Staff, Instructional Coach and School Leader
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Activity - Bi-Monthly RTI Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meetings will be planned with instructional staff and administration to discuss data and the RTI process (tier students, gauge process and evaluate tools).	Academic Support Program	Tier 1	Monitor	09/01/2014	07/31/2015	\$0	No Funding Required	School leader, Social Worker, Special Education Teacher, General Education Teacher and Instructional Coach

Activity - Reading games, manipulatives, leveled readers and various leveled materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Multisensory activities will be used to increase mastery and increase engagement with students in core instruction and RTI time.	Materials	Tier 1	Implement	09/01/2014	07/31/2015	\$2500	General Fund	Instructional Coach, instructional staff, support staff and administration

Activity - Documented Referral Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
From gathering data, conducting interviews and various meetings about student progress (strengths and weaknesses) decisions are made regarding interventions and purchasing of programs and materials. Each Tier 2 and 3 student has a folder and portfolio that documents their performance and attempts made to increase performance (progress monitoring tools, parent letters and agendas from meetings).	Policy and Process	Tier 2	Evaluate	09/01/2014	07/31/2015	\$0	No Funding Required	Administration, instructional coach, instructional and support staff

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Activity - Book Studies/Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After compiling various sources of data, articles, magazines, books and DVDs are selected, purchased, discussed and examined to be utilized as a resources/tools to give information/research to equip staff with the necessary data to improve instruction. Also, instructional learning cycles will be implemented to monitor and evaluate programming and instruction.	Professional Learning	Tier 1	Implement	09/01/2014	07/31/2015	\$350	General Fund	Instructional coach, staff and school leader

Activity - Use of Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
31a and Title 1 paraprofessionals assist students in areas of academic concern while monitored by the coach to facilitate D.I. and R.T.I. Paraprofessionals work with teachers to give interventions and provide instructional and behavioral support.	Direct Instruction	Tier 1	Implement	09/01/2014	07/31/2015	\$25000	Title I Part A	School leader, paraprofessionals, teachers, support staff and instructional coach

### Strategy 2:

Strategic Planning and Execution of Differentiated Instruction - n/a

Research Cited: Assessment and Student Success in a Differentiated Classroom by Carol Ann Tomlinson and Tonya R. Moon

Tier: Tier 1

Activity - D.I. Professional Development Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will engage in professional development to improve instruction and meet the needs of the students while implementing D.I. with fidelity. At least two sessions will be planned throughout the school year on and off campus to prepare the staff with the essential information.	Professional Learning	Tier 1	Implement	09/01/2014	07/31/2015	\$25000	Title II Part A, General Fund	School Leader, instructional staff, instructional coach, and support staff

Activity - Effective Use of Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

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The instructional coach has a multitude of responsibilities that mostly include monitoring student growth, review lesson planning and delivery, gathering data to measure student's success, giving feedback on instruction and best practices. She works closely with instructional and support staff to analyze data, provide assistance and uphold the SIP goals and activities.	Academic Support Program	Tier 1	Implement	09/01/2014	07/31/2015	\$60000	Title I Part A	School leader and instructional coach
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Activity - Use of Multiple Resources to Increase DI and Mastery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After data analysis and feedback from parents, students and staff, multileveled resources will be purchased, monitored and evaluated to elevate scores in all content areas.	Supplemental Materials	Tier 1	Implement	09/01/2014	07/31/2015	\$3000	General Fund	School leader, instructional coach, instructional and support staff

Activity - Use of Research and Evidence Based Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning Communities drive the academic program which provides information on research and evidence based activities that have documented results to increase utilization of D.I. in all tiered instruction.	Direct Instruction	Tier 1	Implement	09/01/2014	07/31/2015	\$0	No Funding Required	School leader, instructional coach, teachers, support staff

### Strategy 3:

Technology Use to Integrate Reading and Writing with all Content Areas - To prepare students with Career and College Readiness, review prerequisite skills, address areas of deficient, increase engagement and incorporate technology into daily activities, technology will be a focus in upholding our mission of IGNITE. EXCITE. EDUCATE. EXCEL. Elmo projectors and smart boards are a part of lesson planning to model, present and review material. Laptop cart are available to all grades and twice a week students are expected to practice skills at their level on IXL, StudyIsland, Raz-Kids, etc.

Research Cited: Educational Leadership Journals and Articles

Tier: Tier 1

Activity - Weekly Use of Evidence Based Software Licenses	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Cesar Chavez Academy Elementary East

Study Island, RAZ Kids, IXL, United Streaming and other software licenses are utilized by teachers on a weekly basis and turn in report to the instructional coach to track student use.	Technology	Tier 1	Implement	09/01/2014	09/01/2015	\$5000	Title I Part A	School leader, instructional staff, teachers, support staff
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Activity - Utilize Assisted Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology will be used in various forms to engage the learners and meet them at their ability level.	Technology	Tier 1	Implement	09/01/2014	07/31/2015	\$50000	General Fund	School leader, instructional coach and staff

Activity - Data Use for Lesson Delivery from Site Licenses	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reports from IXL, ABC Mouse, StudyIsland, Scantron, Learningtoz.com are generated to discuss during various meetings with the instructional coach and leader to drive revisions and planning of lesson delivery.	Supplemental Materials	Tier 1	Implement	09/01/2014	07/31/2015	\$6500	Title I Part A	School leader, instructional coach and support staff

### Strategy 4:

Data Driven Decision Making - Multiple data sources such as DRA, Global Scholar/Scantron, Study Island, MEAP, teacher made tests, formative and summative assessments are analyzed weekly and quarterly along with grade books, progress reports and report cards. After analysis of the data, adjustments are made to the instruction in Tier 1 and in the placing of students in Response To Intervention. Data is continually presented, examined, collected and discussed during staff meetings, professional developments, RTI meetings and teacher meetings with instructional coach and school leaders.

Research Cited: Using DATA to Improve Student Achievement: A Handbook for Collecting, Organizing, Analyzing and Using Data by Deborah Wahlstorm

Tier: Tier 1

Activity - Data Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Both instructional learning cycles and grade level/administration meetings will take place twice a month to monitor process of the program.	Academic Support Program	Tier 1	Implement	09/01/2014	07/31/2015	\$0	No Funding Required	School leader, instructional coach and administration team and support staff

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Activity - Data Collection and Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A various scheduled times multiple points of data (demographic, perception, and academic) will be collected to inform decision making on curriculum, instruction and assessment.	Policy and Process	Tier 1	Implement	09/01/2014	07/31/2015	\$0	General Fund	School leader, instructional staff, support staff and school leader
Activity - Collaboration with District Curriculum Coach/Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students' academic progress, procedures, data resources and teaching/learning are discussed to ensure alignment across the district.	Academic Support Program	Tier 1	Implement	09/01/2014	07/31/2015	\$0	General Fund	School leader, instructional coach and district coordinator
Activity - Use of Local, State and Summative/Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MEAP, DRA, MLLP, Scantron, Studylsland, and WIDA will be used as assessments to measure and monitor the student's growth.	Academic Support Program	Tier 1	Implement	09/01/2014	07/31/2015	\$5000	General Fund	School leader, instructional coach, general teachers

### Strategy 5:

Monthly Community and Family Engagement - To make a meaningful connection with our community and parents, meetings and seminars are planned to educate them on the vision and mission of the school and strategies on how to improve student achievement. Literature will be distributed to parents, presenters will present information and teachers will mingle and confer with families on how to increase academic progress in all areas.

Research Cited: Joyce Epstein's Literature on Parent Involvement and Engagement

Tier: Tier 1

Activity - Monthly Reading Events and Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

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Students will gain better understanding and comprehension of ELA common core from attending seminars and activities with their parents and families that highlight strategies to improve reading skills. The staff and committees will also plan engagement activities that helps students with progress.	Parent Involvement	Tier 1	Implement	09/01/2014	07/31/2015	\$6500	Title I Part A	School leader, instructional coach, staff
<b>Activity - Distribute Literature to Inform Parents on ELA Strategies</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Title funds will be utilized to offer learning materials to families to inform on Common Core expectations and how to work with their children at home.	Parent Involvement	Tier 1	Getting Ready	09/01/2014	07/31/2015	\$1500	Title I Part A	School leader, instructional coach and instructional and support staff
<b>Activity - Assistance from Agencies to Present to Families</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Administration with research, collaborate and employ agencies and presenters to work with parents and families to increase participation with academics.	Community Engagement	Tier 1	Getting Ready	09/01/2014	07/31/2015	\$3500	Title I Part A	School leader, instructional coach, contractual services and staff
<b>Activity - Professional Development on Parental and Community Relationship</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Staff and parents will be invited to seminars and professional developments that inform stakeholders on best practices for engaging parents and teaching at risk students.	Professional Learning	Tier 1	Getting Ready	09/01/2014	07/31/2015	\$5000	General Fund	School leader, instructional coach and support staff

### Strategy 6:

Effective and Quality Tier 1 Instruction - There is a heightened focus on strengthening Tier 1 Instruction to increase mastery and decrease the RTI referrals in tier 2 and 3. Best practices will be evident in planning and delivery when implementing Differentiated Instruction in all content areas. 80% of the students are expected to reach mastery as a result of strong and explicit instruction.

Research Cited: How To Create and Use Rubrics for Formative Assessment and Grading by Susan M. Brookhart, Best Practice: Today's Standards for Teaching and Learning in America's Schools (Reading, Writing, Mathematics, Science, Social Studies, The Arts), Engaging Teachers In Classroom Walkthroughs by Donald S.

Kachur, Judith A. Stout and Claudia L. Edwards, Higher Order Thinking: Increasing the Rigor of LEARNING-FOCUSED Lessons

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Tier: Tier 1

Activity - Effective Lesson Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will develop plans with key components that improve student learning through documentation of essential questions, marzano's strategies, formative and summative elements, sequence of instruction and higher order thinking skills.	Policy and Process	Tier 1	Monitor	09/01/2014	07/31/2015	\$0	General Fund	School leader, instructional coach and instructional staff
Activity - Increase Levels of Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students mastery levels with increase with the intentional planning of engagement strategies taught through PLCs and professional developments.	Direct Instruction	Tier 1	Implement	09/01/2014	06/19/2015	\$0	No Funding Required	School leader, instructional coach, district coach and instructional coach
Activity - Weekly Use of Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and teachers will use graphic organizers when modeling and displaying mastery.	Direct Instruction	Tier 1	Monitor	09/01/2014	07/31/2015	\$1000	General Fund	School leader, instructional staff, instructional coach and district coach
Activity - Regular Walkthroughs and Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily, Weekly and Monthly walkthroughs will be used as a form of data to measure success of various components of learning.	Walkthrough	Tier 1	Monitor	09/01/2014	07/31/2015	\$60000	Title I Part A	School leader, instructional staff, instructional coach and district coach

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Activity - Teach Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic vocabulary will be a continuous focus in all subject and content areas to prepare students for success of grade level and pre-requisite skills to become life long learners. Multiple activities will be planned to introduce and review vocabulary.	Direct Instruction	Tier 1	Monitor	09/01/2014	07/31/2015	\$0	General Fund	School leader, instructional staff, instructional coach and district coach
Activity - Incorporate Writing and Reading in all Content Areas	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will write using the six traits and read displaying the traits of a "good reader" across all subjects including reading, writing, science, social studies, math and health as well.	Curriculum Development	Tier 1	Monitor	09/01/2014	07/31/2015	\$0	General Fund	School leader, instructional staff, instructional coach and district coach
Activity - Use of Rubrics/Checklists for Assignments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use student friendly rubrics for self reflection and monitoring of understanding of the expectations.	Direct Instruction	Tier 1	Implement	09/01/2014	07/31/2015	\$0	No Funding Required	School leader, instructional staff, instructional coach and district coach
Activity - Use of Bloom's Taxonomy Thinking/Questioning Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be exposed to higher order thinking skills when creating, evaluating, analyzing, applying, understanding and remembering.	Direct Instruction	Tier 1	Monitor	09/01/2014	07/31/2015	\$0	General Fund	School leader, instructional staff, instructional coach and district coach

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Activity - Daily Modeling of Reading and Writing Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Modeling from teachers and support staff are daily expectations to help increase mastery and for students to make connections with the skill and standard.	Direct Instruction	Tier 1	Monitor	09/01/2014	07/31/2015	\$0	No Funding Required	School leader, instructional staff, instructional coach and district coach

### Strategy 7:

Promote Full Inclusion - CCA East promotes full inclusion and ensures that special education students and students who struggle are provided a quality education and are exposed to same instruction, resource and staff.

Research Cited: Wayne Resa, various research articles, professional development, TLGs Inclusion Philosophy

Tier: Tier 1

Activity - Professional Development on Full Inclusion	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Quarterly PDs will be planned to expound on research that supports inclusion.	Professional Learning	Tier 1	Implement	09/01/2014	07/31/2015	\$5000	No Funding Required, Title I Part A	School leader, instructional staff, general education, social worker, special education teacher, support staff, paraprofessionals

Activity - Weekly Co-Planning Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

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Gen Ed, Spec Ed, and support staff will meet on Fridays to plan for effective instruction.	Teacher Collaboration	Tier 1	Implement	09/01/2014	07/31/2015	\$0	No Funding Required	School leader, instructional coach, general education and special education teachers, support staff, paraprofessionals and social worker
<b>Activity - Professional Development on Co-Planning</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Wayne RESA, BER and other entities will be avenues used to educate the staff on the benefits of Co-planning and how it benefits students.	Professional Learning	Tier 1	Implement	09/01/2014	07/31/2015	\$5000	Title I Part A	School leader, instructional staff, instructional coach and district coach
<b>Activity - Monitoring from Instructional Coach and School Leader</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
There are various documents in place at the school level to ensure full inclusion is implemented with fidelity.	Walkthrough	Tier 1	Monitor	09/01/2014	07/31/2015	\$0	No Funding Required	School leader and instructional coach
<b>Activity - Use of Multiple Materials and Strategies</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will be monitored to ensure they are using multi sensory materials and strategies to ensure full inclusion is being implemented with fidelity.	Direct Instruction	Tier 1	Implement	09/01/2014	07/31/2015	\$10000	Title I Part A	School leader, instructional staff, instructional coach and district coach

## Goal 2: All Students at CCA East will adhere to the Positive Behavior Intervention Support System and fall within Tier 1.

### Measurable Objective 1:

demonstrate a behavior of being respectful, responsible, kind and safe by 06/20/2014 as measured by SWIS data, classroom flip charts (color system) and teacher made incentive boards.

### Strategy 1:

Effective Implementation of PBIS - The Positive Behavior Intervention Support will be promoted, encouraged and monitored by the PBS team, teachers, special education teacher, support staff, instructional coach and school leader. Monthly parties with various themes are planned to celebrate students "good behavior" with minimal card flips and color changes. Incentives are given within the classroom on a weekly and daily basis as well to acknowledge the behavior expectations. Reports are generated from SWIS, referrals are inserted into POWERSCHOOL and the information is shared with staff to discover when and where the offenses are occurring and by whom.

Research Cited: Michigan Department of Education, Wayne RESA, PBIS Support from Academic Support

Tier: Tier 1

Activity - PBIS Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Off site PDs and a beginning of the year PD given by Chris McEvoy to the staff (on site campus) to ensure full implementation of the program to promote an atmosphere of respect, safety and responsibility. In addition, the PBIS team also provides frequently presentations on the PBIS program and discussions on the evaluation of the program (progress as well) are planned during staff meetings and PD days.	Professional Learning	Tier 1	Monitor	09/01/2014	07/31/2015	\$1200	Title II Part A	School leader, Instructional coach, PBS Team, Teachers and support staff
Activity - Monthly PBIS Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PBS team meet monthly to discuss SWIS data, plan PBS parties, discuss the referral system and implementation of the program as whole/school.	Teacher Collaboration	Tier 1	Monitor	09/01/2014	07/31/2015	\$0	No Funding Required	School leader, instructional coach, PBIS Team, teachers and support staff

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Activity - Multiple Resources to Support PBIS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Motivational materials are purchased to encourage students to uphold the rules and expectations. Posters are created, incentives are bought, rewards are distributed for exemplary behavior as well.	Materials	Tier 1	Monitor	09/01/2014	07/31/2015	\$650	General Fund	School leader and PBIS team
Activity - Daily Schoolwide Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There are multiple reminders of the PBIS program expectations throughout CCA East with daily announcements, bulletin boards, the color system in classrooms and the referral system and incentives to support high standards of teaching, learning and behavior.	Behavioral Support Program	Tier 1	Monitor	09/01/2014	07/31/2015	\$0	No Funding Required	School leader, instructional coach, teachers, support staff and students

### Strategy 2:

Use of Data to Drive Instruction - Due to the correlation with academic and behavior issues, teachers chart daily card flips and behavior progress of the students and provide the PBS team with the data. Many times teachers detect that certain students' exhibit behavior during certain times of the day. On a monthly basis, teachers often examine the patterns of behavior and change times in instruction, change seating charts and adjust times certain content areas are taught.

Research Cited: Michigan Department of Education, Wayne RESA, PBIS Support from Academic Support

Tier: Tier 1

Activity - Purchase SWIS System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To execute PBIS with fidelity, the SWIS data storage system is utilized every year to gather information related to referrals. The data is compiled on a weekly basis to decipher when behavior will occur, who referred them, how often, consequences administered, etc.	Materials	Tier 1	Monitor	01/29/2014	06/20/2014	\$2000	General Fund	Special education teacher, social worker, school leader
Activity - Implementation of Behavior Plans	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Behavior plans are created to curtail undesirable behavior and monitor the reoccurring behaviors. Parents, teachers and support staff meet with the school leader to agree on the outcomes expected for the students' behavior on a daily basis.	Teacher Collaboration	Tier 1	Implement	09/01/2014	07/31/2015	\$0	No Funding Required	PBIS Team, School leader, instructional coach, teachers, social workers and special education
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Activity - Revision of Classroom Management Plans and Techniques	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the beginning of the school year, teachers will create a classroom management plan to detail the rules, policies and procedures that will guide students to a successful school year. The plan will be revised and examined throughout the year to make the necessary changes to address the needs of the students to increase positive behavior and elevate achievement.	Behavioral Support Program	Tier 1	Getting Ready	09/01/2014	07/31/2015	\$0	General Fund	Teachers, school leader, instructional coach, support staff

### Strategy 3:

Create and Maintain a Positive and Supportive Climate and Culture - n/a

Research Cited: Michigan Department of Education, Wayne RESA, PBIS Support from Academic Support

Tier: Tier 1

Activity - Weekly Student of the week Posters	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, parents, students and staff celebrate their children, students and peers by discussing the important elements in their life with a poster that is displayed in the hallway.	Behavioral Support Program	Tier 1	Implement	09/01/2014	07/31/2015	\$200	General Fund	School leader, instructional coach, teachers, support staff

Activity - PBS School Wall	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Quarterly, the PBIS team selects a theme to support our dedication to the program with input from all stakeholders. The theme chosen is conveyed creatively with an oversized bulletin board with decorations and a message displayed to parents, students and staff.	Behavioral Support Program	Tier 1	Implement	09/01/2014	07/31/2015	\$0	General Fund	PBIS, school leader, instructional coach, teachers
Activity - +300 Plus Club for Global Scholar	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff motivates students to grow 300 points or more on Global Scholar/Scantron with daily reminders and announcements. When this is accomplished, the students' pictures are attached to a message to encourage other students to score higher on the next round of testing.	Academic Support Program	Tier 1	Implement	09/01/2014	07/31/2015	\$0	General Fund	School leader, teachers and instructional coaches
Activity - Positive Reinforcements on Morning Announcements	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every morning, students receive words of encouragement through the announcements and student of the week helps the with the announcement as well as a way to celebrate them.	Behavioral Support Program	Tier 1	Monitor	09/01/2014	07/31/2015	\$0	No Funding Required	School leader, instructional staff, instructional coach and district coach

### Goal 3: All Students at CCA East Academy will be proficient in Mathematics by 2022. 22% of students will be proficient on the MEAP (2014-15) Assessment.

#### Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of 85% or more in Mathematics by 06/24/2022 as measured by Global Scholar/Scantron, SmarterBalanced Assessments, Summative Assessments, IXL and StudyIsland.

#### Strategy 1:

Implementation of Response to Intervention with Fidelity - CCA East's staff will commit to the implementation of the RTI program with policies and processes that involve students, teachers, support staff and parents. The program will be evaluated twice a year after data collected (both academic and behavioral surveys and reports). Students who fall below the Tier 1 cut scores after screening and diagnostic assessments are compiled will be referred to receive more targeted interventions. From 3:00-4:00 daily, students are tiered according to the results that highlight their areas of strengths and weaknesses. During that time, teachers and support staff are

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monitored to ensure RTI is being implemented with fidelity. Staff is trained during PLCs and PDs on the research the supports RTI and their role in the process. Also, materials are purchased to address the areas of concerns and progress monitoring should take place every 4 -6 weeks to measure growth. RTI collaboration meeting are planned for every six weeks to discuss data.

Research Cited: Response to Intervention Network

Tier: Tier 1

Activity - Continuous and Documented Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, support staff, leader and coach will use various formative and summative assessments to measure and chart progress in four to six week intervals to exit and move throughout the tiers. Data is collected and stored in portfolios and RTI folders and discussed in the RTI meetings and data meeting with coach, teacher and leader.	Direct Instruction	Tier 2	Getting Ready	09/01/2014	07/31/2015	\$1000	General Fund	Instructional Coach, School Leader, Support Staff and General Education Teacher
Activity - Daily Tiered Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and support staff (paraprofessionals, special education team and social worker) will strategically plan lessons on different levels that address the weakness identified in Scantron/Global Scholar, DRA, MEAP (SBAC), Study Island, Raz-kids and other teacher materials. During the times of 3:00-4:00 p.m. students worked in tiered groups on Math, Reading, ELA, Science and Social Studies on deficient areas with games and multi-sensory interventions.	Direct Instruction	Tier 1	Monitor	09/01/2014	07/31/2015	\$1000	General Fund	School leader, instructional coach, teachers and support staff
Activity - Bi-Monthly RTI Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school leader along with the instructional coach and RTI team plan meetings to discuss the growth of students while examining progress monitoring tools and classroom data to create an action plan for improvement.	Academic Support Program	Tier 2	Monitor	09/01/2014	07/31/2015	\$0	No Funding Required	School leader, Social Worker, Special Education Teacher, General Education Teacher and Instructional Coach

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Activity - Use of math games, manipulatives and Literacy Connections to Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To support, RTI and DI, research and evidence based research activities, games and interventions are critical tools utilized daily to engage students and help narrow the gap achievement for ALL learners.	Materials	Tier 1	Implement	09/01/2014	07/31/2015	\$2500	General Fund	School leader, teachers, instructional coach and support staff

Activity - Documented Referral Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the beginning of the school year, teachers and support staff are educated on the referral process for Special Education Services and are expected to collect data during the first 4-6 weeks to discover what the areas of weaknesses are and gather input from the parents, support staff and various data points. Every 4-6 weeks, the student's progress or the lack of is discussed, to monitor strategies being used and plan for the next steps of implementation of techniques that directly highlight the areas of improvement.	Policy and Process	Tier 2	Monitor	09/01/2014	07/31/2015	\$0	No Funding Required	School leader, instructional coach, teachers and support staff

Activity - Professional Development on Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Off and on site PD will be planned to educate staff on the successes of RTI and how the need is great here at CCA East to implement with fidelity and purpose to grow students academically and behaviorally.	Professional Learning	Tier 1	Implement	09/01/2014	07/31/2015	\$5000	General Fund	School leader, instructional coach, teachers and support staff

### Strategy 2:

Strategic Planning and Execution of Differentiated Instruction - n/a

Research Cited: Best Practice: Bringing Standards to Life in America's Classrooms by Steven Zemelman, Harvey "Smokey" Daniels and Arthur Hyde and Assessment and Student Success in a Differentiated Classroom by Carol Ann Tomlinson and Tonya R. Moon

Tier: Tier 1

Activity - D.I. Professional Development Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Cesar Chavez Academy Elementary East

School leader will plan for off and on site campus PD opportunities for all staff to ensure effective implementation of D.I.	Professional Learning	Tier 1	Implement	09/01/2014	07/31/2015	\$1500	General Fund	School leader, instructional coach, teachers and support staff
<b>Activity - Effective Use of Instructional Coach</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The instructional coach has a multitude of responsibilities that mostly include monitoring student growth, review lesson planning and delivery, gathering data to measure student's success, giving feedback on instruction and best practices. She works closely with instructional and support staff to analyze data, provide assistance and uphold the SIP goals and activities.	Academic Support Program	Tier 1	Monitor	09/01/2014	07/31/2015	\$60000	Title I Part A	School leader and instructional coach
<b>Activity - Use of Multiple Resources to Increase DI and Mastery</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
After data analysis and feedback from parents, students and staff, multileveled resources will be purchased, monitored and evaluated to elevate scores in all content areas.	Supplemental Materials	Tier 1	Monitor	09/01/2014	07/31/2015	\$3000	General Fund	School leader, instructional coach and support staff
<b>Activity - Use of Research and Evidence Based Activities</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Professional Learning Communities drive the academic program which provides information on research and evidence based activities that have documented results to increase utilization of D.I. in all tiered instruction.	Direct Instruction	Tier 1	Implement	09/01/2014	07/31/2015	\$0	No Funding Required	School leader, instructional staff and instructional coach and support staff
<b>Activity - Book Studies/Professional Learning Communities</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

## School Improvement Plan

Cesar Chavez Academy Elementary East

School leader and coach research articles, books and various literature that expound on poverty, mastery of content, test taking strategies, DI, RTI, Best Practices, Climate/Culture and improving instruction. Instructional and support staff will present using PowerPoint to staff on a monthly basis during staff meetings and professional developments as well.	Professional Learning	Tier 1	Monitor	09/01/2014	07/31/2015	\$350	General Fund	School leader and instructional coach
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### Strategy 3:

Technology Use to Integrate Reading with all Content Areas - n/a

Research Cited: Educational Leadership Journal and Articles

Tier: Tier 1

Activity - Weekly use of Evidence Based Software Licenses	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Study Island, RAZ Kids, IXL, United Streaming and other software licenses are utilized by teachers on a weekly basis and turn in report to the instructional coach to track student use.	Technology	Tier 1	Monitor	09/01/2014	07/31/2015	\$5000	Title I Part C	School leader, instructional coach, support and instructional staff

Activity - Utilize Assisted Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology will be used in various forms to engage the learners and meet them at their ability level.	Technology	Tier 2	Implement	09/01/2014	07/31/2015	\$50000	General Fund	School leader, instructional staff and instructional coach and support staff

Activity - Data Use for Lesson Delivery from Site Licenses	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reports from IXL, ABC Mouse, StudyIsland, Scantron, Learningtoz.com are generated to discuss during various meetings with the instructional coach and leader to drive revisions and planning of lesson delivery.	Supplemental Materials	Tier 1	Implement	09/01/2014	07/31/2015	\$6500	Title I Part A	School leader, instructional leader and coach and support staff

## School Improvement Plan

Cesar Chavez Academy Elementary East

### Strategy 4:

Data Driven Decision Making - Multiple data sources such as DRA, Global Scholar/Scantron, Study Island, MEAP, teacher made tests, formative and summative assessments are analyzed weekly and quarterly along with grade books, progress reports and report cards. After analysis of the data, adjustments are made to the instruction in Tier 1 and in the placing of students in Response To Intervention. Data is continually presented, examined, collected and discussed during staff meetings, professional developments, RTI meetings and teacher meetings with instructional coach and school leaders.

Research Cited: Using DATA to Improve Student Achievement: A Handbook for Collecting, Organizing, Analyzing and Using Data by Deborah Wahlstrom

Tier: Tier 1

Activity - Data Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Both instructional learning cycles and grade level/administration meetings will take place twice a month to monitor process of the program.	Academic Support Program	Tier 1	Implement	09/01/2014	07/31/2015	\$0	General Fund	School leader, instructional staff and instructional coach and support staff
Activity - Data Collection and Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A various scheduled times multiple points of data (demographic, perception, and academic) will be collected to inform decision making on curriculum, instruction and assessment.	Policy and Process	Tier 1	Implement	09/01/2014	07/31/2015	\$0	General Fund	School leader, instructional leader, instructional coach and support staff
Activity - Collaboration with District Curriculum Coach/Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students' academic progress, procedures, data resources and teaching/learning are discussed to ensure alignment across the district.	Academic Support Program	Tier 1	Implement	09/01/2014	07/31/2015	\$0	General Fund	School leader, instructional coach and support staff

## School Improvement Plan

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Activity - Use of Local, State and Summative/Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MEAP, DRA, MLLP, Scantron, Studylsland, and WIDA will be used as assessments to measure and monitor the student's growth.	Academic Support Program	Tier 1	Implement	09/01/2014	07/31/2015	\$5000	General Fund	School leader, instructional coach and support staff

### Strategy 5:

Monthly Community and Family Engagement - Monthly Community and Family Engagement - To make a meaningful connection with our community and parents, meetings and seminars are planned to educate them on the vision and mission of the school and strategies on how to improve student achievement. Literature will be distributed to parents, presenters will present information and teachers will mingle and confer with families on how to increase academic progress in all areas.

Research Cited: Joyce Epstein's Literature on Parent Involvement and Engagement

Tier: Tier 1

Activity - Monthly Math Events and Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The leader along with the math committee will plan and develop activities that help educate parents on the mission and vision of CCA East and strategies to practice at home to help students' scores excel in math. SVSU assists us as well in informing parents on the academic goals that will strengthen students abilities to become productive members of society.	Parent Involvement	Tier 1	Implement	01/29/2014	06/20/2014	\$6500	Title I Part A	School leader, instructional coach and instructional and support staff

Activity - Distribute Literature to Inform Parents on Math Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title funds will be utilized to offer learning materials to families to inform on Common Core expectations and how to work with their children at home.	Parent Involvement	Tier 1	Getting Ready	09/01/2014	07/31/2015	\$1500	Title I Part A	School leader, instructional coach, parent liaison and staff

Activity - Assistance from Agencies to Present to Families	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Cesar Chavez Academy Elementary East

Administration with research, collaborate and employ agencies and presenters to work with parents and families to increase participation with academics.	Community Engagement	Tier 1	Getting Ready	09/01/2014	07/31/2015	\$3500	Title I Part A	School leader, instructional coach and staff
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### Strategy 6:

Effective and Quality Tier 1 Instruction - Teacher will develop plans with key components that improve student learning through documentation of essential questions, marzano's strategies, formative and summative elements, sequence of instruction and higher order thinking skills.

Research Cited: Best Practice-3rd Edition: Today's Standards for Teaching and Learning in America's Schools and Best Practice-4th Edition: Bringing Standards to Life in America's Classrooms by Zemelman, Daniels and Hyde and How To Create and Use Rubrics for Formative Assessment and Grading by Susan M. Brookhart

Tier: Tier 1

Activity - Effective Lesson Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will develop plans with key components that improve student learning through documentation of essential questions, marzano's strategies, formative and summative elements, sequence of instruction and higher order thinking skills.	Policy and Process	Tier 1	Getting Ready	09/01/2014	07/31/2015	\$0	General Fund	School leader, instructional coach and instructional support staff

Activity - Increase Levels of Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students mastery levels with increase with the intentional planning of engagement strategies taught through PLCs and professional developments.	Direct Instruction	Tier 1	Monitor	09/01/2014	07/31/2015	\$0	No Funding Required	School leader, instructional coach and staff

Activity - Weekly Use of Mathematical Graphic Organizers to Help Problem Solve	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and teachers will use graphic organizers when modeling and displaying mastery	Direct Instruction	Tier 1	Implement	09/01/2014	07/31/2015	\$1000	General Fund	School leader, instructional coach and instructional and support staff



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Activity - Regular Walkthroughs and Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily, Weekly and Monthly walkthroughs will be used as a form of data to measure success of various components of learning.	Walkthrough	Tier 1	Monitor	09/01/2014	07/31/2015	\$60000	Title I Part A	School leader, instructional coach and instructional staff
Activity - Teach Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic vocabulary will be a continuous focus in all subject and content areas to prepare students for success of grade level and pre-requisite skills to become life long learners. Multiple activities will be planned to introduce and review vocabulary.	Direct Instruction	Tier 1	Monitor	09/01/2014	07/31/2015	\$0	Other	School leader, instructional staff and coach
Activity - Incorporate Math Problem Solving Skills in all Content Areas	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilizing problem solving skills across all subjects including reading, writing, science, social studies, math and health as well.	Curriculum Development	Tier 1	Implement	09/01/2014	07/31/2015	\$0	General Fund	School leader, instructional coach and instructional staff and support
Activity - Use of Rubrics/Checklists for Assignments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use student friendly rubrics for self reflection and monitoring of understanding of the expectations.	Direct Instruction	Tier 1	Getting Ready	09/01/2014	07/31/2015	\$0	No Funding Required	School leader, instructional staff and coach

**Goal 4: All Students at CCA East Academy will be proficient in Social Studies by 2022. 31% of students will be proficient on the MEAP (2014-15) assessment.**

**Measurable Objective 1:**

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80% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of 85% or more in Social Studies by 06/20/2014 as measured by Summative Assessments, StudyIsland, DRA, and Teacher made assessments as well.

### Strategy 1:

Increase of Informational Text in All Content Areas - The utilizing of informational text will be embedded throughout all subject areas to strengthen students understanding of technical texts in the Common Core. There will be an increase in the monitoring and the expectations in planning for more integration of all the subject arease around the standards and skills that are connected to informational text.

Research Cited: Higher Order Thinking: Increasing the Rigor of Learning-Focused Lessons by Learning Focused Curriculum, Best Practice-3rd Edition: Today's Standards for Teaching and Learning in America's Schools and Best Praticce-4th Edition: Bringing Standards to Life in America's Classrooms by Zemelman, Daniels and Hyde

Tier: Tier 1

Activity - More Focus and Emphasis on History, Timelines and Biographies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will learn more about the impact history had on their lives today by learning about individuals and events through graphs, maps, text features, timelines, etc to increase comprehension of science and social studies (informational text).	Direct Instruction	Tier 1	Implement	09/01/2014	07/31/2015	\$500	Title I Part A	School leader, instructional coach, support staff and instructional staff

Activity - Subscriptions to Various Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Time For Kids, Kids Geographic, Newspapers and magazines to increase the knowledge of concepts related to Science and Social Studies.	Materials	Tier 1	Implement	09/01/2014	07/31/2015	\$1500	General Fund	School leader, instructional and support staff and instructional coach

Activity - Use of Leveled Readers to Increase Reading Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

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Students will read on their level to address their weaknesses and to reinforce skills that help with fluency and comprehension issues that infer with their mastery of informational text.	Academic Support Program	Tier 2	Implement	09/01/2014	07/31/2015	\$3000	General Fund	School leader, instructional coach, support staff and instructional staff
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Activity - Quarterly Presentations and Projects	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Once every acad marking, teachers will provide a rubric to assist with students presenting on an informational topic such as Career Day, Black History Month, Author's Study, etc	Direct Instruction	Tier 1	Implement	09/01/2014	07/31/2015	\$1000	General Fund	School leader, instructional coach, support staff and instructional staff

### Strategy 2:

Utilize Technology to Increase Mastery - Students are scheduled twice a week in the computer lab to engage in activities that provide real life connections, reading materials at their level, math interventions, games and test taking skills for an hour. Teachers use software, websites, blogs, videos, projectors, listening centers, elmos and Ipads as well to increase academic performance and with technology.

Research Cited: Educational Leadership Articles and Journals

Tier: Tier 1

Activity - Make Connections to Real Life Application	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intentional and research based strategies will be documented and used to create background knowledge, both academic and personal experiences, to elevate student growth.	Technology	Tier 1	Implement	09/01/2014	07/31/2015	\$2500	General Fund	School leader, instructional coach, support staff and instructional staff

Activity - Use Software Licenses to Increase Engagement and Visualizing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

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StudyIsland, BrainPop, ABC Mouse, United Streaming, etc are used weekly to raise a level of curiosity and engagement for students.	Direct Instruction	Tier 1	Implement	09/01/2014	07/31/2015	\$1500	Title I Part A	School leader, instructional coach, support staff and instructional staff
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Activity - Technology Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and support staff will attend on and off site professional learning and development sessions to learn how technology benefits student growth.	Professional Learning	Tier 1	Implement	09/01/2014	07/31/2015	\$5000	General Fund	School leader, instructional coach, support staff and instructional staff

### Strategy 3:

Increase in Best Practices and Tier 1 Instruction - Teacher will develop plans with key components that improve student learning through documentation of essential questions, marzano's strategies, formative and summative elements, sequence of instruction and higher order thinking skills. Teachers will be monitored along with student growth during the instructional learning cycles to measure the use and effectiveness of the strategies being used to ensure 80% of students reach mastery.

Research Cited: Best Practice-3rd Edition: Today's Standards for Teaching and Learning in America's Schools and Best Practice-4th Edition: Bringing Standards to Life in America's Classrooms by Zemelman, Daniels and Hyde

Tier: Tier 1

Activity - Partner/Student Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Multiple sources of research state the importance of collaboration between students and the expectations is that ALL teachers promote this strategy in their classroom.	Direct Instruction	Tier 1	Implement	09/01/2014	07/31/2015	\$0	No Funding Required	School leader, instructional coach, support staff and instructional staff

Activity - Use of Marzano's Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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CCAIE using Marzano's research to increase student growth which is recorded in lesson plans and charts are posted in the classrooms to ensure students know them and teachers are referencing them.	Direct Instruction	Tier 1	Implement	09/01/2014	07/31/2015	\$500	General Fund	School leader, instructional coach, support staff and instructional staff
<b>Activity - Daily use of Bloom's Taxonomy</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Students will be exposed to higher order thinking skills when creating, evaluating, analyzing, applying, understanding and remembering.	Direct Instruction	Tier 1	Implement	09/01/2014	07/31/2015	\$0	General Fund	School leader, instructional coach, support staff and instructional staff
<b>Activity - Build Background Knowledge/Vocabulary</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Academic vocabulary will be a continuous focus in all subject and content areas to prepare students for success of grade level and pre-requisite skills to become life long learners. Multiple activities will be planned to introduce and review vocabulary.	Direct Instruction	Tier 1	Implement	09/01/2014	07/31/2015	\$0	No Funding Required	School leader, instructional coach, instructional and support staff
<b>Activity - Promote ELA and Math in Social Studies</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Students will visualize the connection the connection between ELA and Math will teachers are provide real life to college and career readiness.	Direct Instruction	Tier 1	Implement	09/01/2014	07/31/2015	\$0	General Fund	School leader, instructional coach, support staff and instructional staff
<b>Activity - Marzano Professional Development Sessions</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

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Teachers will receive Marzano's training on and off campus to equip them with the necessary strategies to teach with fidelity.	Professional Learning	Tier 1	Implement	09/01/2014	07/31/2015	\$5000	General Fund	School leader, instructional coach, support staff and instructional staff
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Activity - Weekly Hands On Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There will be an increase in planning for using more manipulatives to measure and increase comprehension in all tiers of instruction.	Direct Instruction	Tier 1	Monitor	09/01/2014	07/31/2015	\$10000	General Fund	School leader, instructional coach, support staff and instructional staff

Activity - Use of Formative and Summative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The analysis of formative and summative assessments is a key component to daily and weekly operations at CCAE to measure student growth, tier instruction and drive instruction. Teachers are expected to plan for at least 2 formative assessments a week and 2-3 summative assessments every 4-6 weeks. The data is plotted on the data boards so it can be interactive for the students and parents as well.	Direct Instruction	Tier 1	Monitor	09/01/2014	07/31/2015	\$0	No Funding Required	School leader, instructional coach, support staff and instructional staff

Activity - Explicit Planning of Inquiry Based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan PBL assignments that peak student's interest and offer a more intriguing avenue for learning.	Direct Instruction	Tier 1	Getting Ready	09/01/2014	07/31/2015	\$0	No Funding Required	School leader, instructional coach, support staff and instructional staff

### Strategy 4:

Extended Learning Opportunities - School leader and coach will plan extra time in addition to (and outside) core instruction to offer more intensive interventions that are designed to remediate deficiencies. Students will be grouped according to various test scores from summative and formative assessments and taught for an hour after

## School Improvement Plan

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school, 4-6 week during the summer and weekend school. Also, monthly field trips will plan to offer students the experience of making real life connections to teaching and learning.

Research Cited: Response to Intervention Network, Educational Leadership articles and Best Practice 3rd Edition: Today's Standards for Teaching & Learning in America's Schools

Tier: Tier 2

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
4 week program is designed to strengthen weaknesses in all content areas and give targeted interventions in small groups.	Academic Support Program	Tier 2	Implement	09/01/2014	07/31/2015	\$15000	Section 31a	School leader, instructional coach, teachers
Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school program will use various sources of data to provide research and evidence based interventions.	Academic Support Program	Tier 2	Implement	09/01/2014	06/19/2015	\$15000	Title I Part A	School leader, instructional coach, and staff
Activity - Off Campus Experiences/Field Trip	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trips connected to the Common Core will be taken monthly to help students connect to real life with increases mastery.	Field Trip	Tier 1	Implement	09/01/2014	07/31/2015	\$5000	General Fund	School leader, coach and staff
Activity - Daily Response To Intervention Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
From 3-4 daily students are grouped based off DRA, StudyIsland, Scantron, etc. to provide meaningful and intentional interventions to increase mastery of areas of weaknesses.	Academic Support Program	Tier 2	Implement	09/01/2014	07/31/2015	\$5000	Title I Part A	School leader, instructional staff and support staff

**Goal 5: All Students at CCA East Academy will be proficient in Science by 2022. 31% of students will be proficient on the MEAP (2014-15) assessment.**

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### Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of 85% or more in Science by 06/20/2014 as measured by Summative Assessments, StudyIsland, and Teacher made assessments as well.

### Strategy 1:

Increase of Informational Text in All Content Areas - The utilizing of informational text will be embedded throughout all subject areas to strengthen students understanding of technical texts in the Common Core. There will be an increase in the monitoring and the expectations in planning for more integration of all the subject arease around the standards and skills that are connected to informational text.

Research Cited: Higher Order Thinking: Increasing the Rigor of Learning-Focused Lessons by Learning Focused Curriculum, Best Practice-3rd Edition: Today's Standards for Teaching and Learning in America's Schools and Best Praticce-4th Edition: Bringing Standards to Life in America's Classrooms by Zemelman, Daniels and Hyde

Tier: Tier 1

Activity - More Focus and Emphasis on Science in ELA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will learn more about the impact history had on their lives today by learning about individuals and events through graphs, maps, text features, timelines, etc. to increase comprehension of science and social studies (informational text).	Direct Instruction	Tier 1	Implement	09/01/2014	07/31/2015	\$1200	General Fund	School leader, instructional coach and instructional staff

Activity - Subscriptions to Various Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Time For Kids, Kids Geographic, Newspapers and magazines to increase the knowledge of concepts related to Science and Social Studies.	Materials	Tier 1	Implement	09/01/2014	07/31/2015	\$3000	Title I Part A	School leader, instructional staff and support staff along with the instructional coach

Activity - Use of Leveled Reader to Increase Reading Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will read on their level to address their weaknesses and to reinforce skills that help with fluency and comprehension issues that infer with their mastery of informational text.	Supplemental Materials	Tier 2	Implement	09/01/2014	07/31/2015	\$2000	Title I Part A	School leader, instructional staff and coach
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Activity - Quarterly Presentations and Projects	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Once every acad marking, teachers will provide a rubric to assist with students presenting on an informational topic such as Career Day, Black History Month, Author's Study, etc	Direct Instruction	Tier 1	Implement	09/01/2014	07/31/2015	\$5000	General Fund	School leader, instructional coach and instructional/support staff

### Strategy 2:

Utilize Technology to Increase Mastery - Students are scheduled twice a week in the computer lab to engage in activities that provide real life connections, reading materials at their level, math interventions, games and test taking skills for an hour. Teachers use software, websites, blogs, videos, projectors, listening centers, elmos and Ipads as well to increase academic performance and with technology.

Research Cited: Educational Leadership Articles and Journals

Tier: Tier 1

Activity - Make Connections to Real Life Application	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intentional and research based strategies will be documented and used to create background knowledge, both academic and personal experiences, to elevate student growth.	Technology	Tier 1	Implement	09/01/2014	07/31/2015	\$2500	General Fund	School leader, instructional coach and instructional staff

Activity - Use Software Licenses to Increase Engagement and Visualizing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
StudyIsland, BrainPop, ABC Mouse, United Streaming, etc are used weekly to raise a level of curiosity and engagement for students.	Direct Instruction	Tier 1	Implement	09/01/2014	07/31/2015	\$1500	Title I Part A	School leader, coach and instructional staff

Activity - Technology Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers and support staff will attend on and off site professional learning and development sessions to learn how technology benefits student growth.	Professional Learning	Tier 1	Getting Ready	09/01/2014	07/31/2015	\$5000	General Fund	School leader, instructional coach and staff
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### Strategy 3:

Increase in Best Practices and Tier 1 Instruction - Teacher will develop plans with key components that improve student learning through documentation of essential questions, marzano's strategies, formative and summative elements, sequence of instruction and higher order thinking skills. Teachers will be monitored along with student growth during the instructional learning cycles to measure the use and effectiveness of the strategies being used to ensure 80% of students reach mastery. Research Cited: Higher Order Thinking: Increasing the Rigor of Learning-Focused Lessons by Learning Focused Curriculum, Best Practice-3rd Edition: Today's Standards for Teaching and Learning in America's Schools and Best Practice-4th Edition: Bringing Standards to Life in America's Classrooms by Zemelman, Daniels and Hyde

Tier: Tier 1

Activity - Partner/Student Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Multiple sources of research state the importance of collaboration between students and the expectations is that ALL teachers promote this strategy in their classroom.	Direct Instruction	Tier 1	Implement	09/01/2014	07/31/2015	\$0	No Funding Required	School leader and instructional coach and staff

Activity - Use of Marzano's Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCAIE using Marzano's research to increase student growth which is recorded in lesson plans and charts are posted in the classrooms to ensure students know them and teachers are referencing them.	Direct Instruction	Tier 1	Implement	09/01/2014	07/31/2015	\$500	General Fund	School leader, instructional staff and support staff

Activity - Daily use of Bloom's Taxonomy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be exposed to higher order thinking skills when creating, evaluating, analyzing, applying, understanding and remembering.	Direct Instruction	Tier 1	Implement	09/01/2014	07/31/2015	\$0	No Funding Required	School leader, instructional coach and teaching staff

## School Improvement Plan

Cesar Chavez Academy Elementary East

Activity - Build Background Knowledge/Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic vocabulary will be a continuous focus in all subject and content areas to prepare students for success of grade level and pre-requisite skills to become life long learners. Multiple activities will be planned to introduce and review vocabulary.	Direct Instruction	Tier 1	Implement	09/01/2014	07/31/2015	\$0	No Funding Required	School leader, instructional staff and coach
Activity - Promote ELA and Math in Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will visualize the connection the connection between ELA and Math will teachers are provide real life to college and career readiness.	Direct Instruction	Tier 1	Getting Ready	09/01/2014	07/31/2015	\$0	No Funding Required	School leader, instructional coach and teaching staff
Activity - Marzano Professional Development Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive Marzano's training on and off campus to equip them with the necessary strategies to teach with fidelity.	Policy and Process	Tier 1	Implement	09/01/2014	07/31/2015	\$5000	General Fund	School leader, instructional coach and teaching staff
Activity - Weekly Hands On Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There will be an increase in planning for using more manipulatives to measure and increase comprehension in all tiers of instruction.	Direct Instruction	Tier 1	Implement	09/02/2014	07/31/2015	\$10000	General Fund	School leader, instructional coach and teaching staff
Activity - Use of Formative and Summative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The analysis of formative and summative assessments is a key component to daily and weekly operations at CCAE to measure student growth, tier instruction and drive instruction. Teachers are expected to plan for at least 2 formative assessments a week and 2-3 summative assessments every 4-6 weeks. The data is plotted on the data boards so it can be interactive for the students and parents as well.	Direct Instruction	Tier 1	Evaluate	09/01/2014	07/31/2015	\$0	No Funding Required	School leader, instructional coach, teaching and support staff

## School Improvement Plan

Cesar Chavez Academy Elementary East

Activity - Explicit Planning of Inquiry Based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan PBL assignments that peak student's interest and offer a more intriguing avenue for learning.	Direct Instruction	Tier 1	Getting Ready	09/01/2014	07/31/2015	\$0	No Funding Required	School leader, instructional coach and teaching and support staff

### Strategy 4:

Extended Learning Opportunities - School leader and coach will plan extra time in addition to (and outside) core instruction to offer more intensive interventions that are designed to remediate deficiencies. Students will be grouped according to various test scores from summative and formative assessments and taught for an hour after school, 4-6 week during the summer and weekend school. Also, monthly field trips will plan to offer students the experience of making real life connections to teaching and learning.

Research Cited: Higher Order Thinking: Increasing the Rigor of Learning-Focused Lessons by Learning Focused Curriculum, Best Practice-3rd Edition: Today's Standards for Teaching and Learning in America's Schools and Best Practice-4th Edition: Bringing Standards to Life in America's Classrooms by Zemelman, Daniels and Hyde

Tier: Tier 2

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
4 week program is designed to strengthen weaknesses in all content areas and give targeted interventions in small groups.	Academic Support Program	Tier 2	Implement	09/02/2014	07/31/2015	\$15000	Section 31a	School leader, instructional coach and leader

Activity - After School Tutoting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school program will use various sources of data to provide research and evidence based interventions.	Academic Support Program	Tier 2	Implement	09/01/2014	06/19/2015	\$10000	Title I Part A	School leader, support staff and instructional staff

Activity - Off Campus Experiences/Field Trip	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**School Improvement Plan**

Cesar Chavez Academy Elementary East

Trips connected to the Common Core will be taken monthly to help students connect to real life with increases mastery.	Field Trip	Tier 1	Implement	09/01/2014	07/31/2015	\$5000	General Fund	School leader, instructional coach and staff
<b>Activity - Daily Response To Intervention Time</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
From 3-4 daily students are grouped based off DRA, StudyIsland, Scantron, etc. to provide meaningful and intentional interventions to increase mastery of areas of weaknesses.	Academic Support Program	Tier 2	Monitor	09/01/2014	07/31/2015	\$15000	Title I Part A	School leader, instructional coach and instructional support staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Summer School	4 week program is designed to strengthen weaknesses in all content areas and give targeted interventions in small groups.	Academic Support Program	Tier 2	Implement	09/02/2014	07/31/2015	\$15000	School leader, instructional coach and leader
Summer School	4 week program is designed to strengthen weaknesses in all content areas and give targeted interventions in small groups.	Academic Support Program	Tier 2	Implement	09/01/2014	07/31/2015	\$15000	School leader, instructional coach, teachers

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PBIS Professional Development	Off site PDs and a beginning of the year PD given by Chris McEvoy to the staff (on site campus) to ensure full implementation of the program to promote an atmosphere of respect, safety and responsibility. In addition, the PBIS team also provides frequently presentations on the PBIS program and discussions on the evaluation of the program (progress as well) are planned during staff meetings and PD days.	Professional Learning	Tier 1	Monitor	09/01/2014	07/31/2015	\$1200	School leader, Instructional coach, PBS Team, Teachers and support staff
D.I. Professional Development Sessions	Instructional staff will engage in professional development to improve instruction and meet the needs of the students while implementing D.I. with fidelity. At least two sessions will be planned throughout the school year on and off campus to prepare the staff with the essential information.	Professional Learning	Tier 1	Implement	09/01/2014	07/31/2015	\$10000	School Leader, instructional staff, instructional coach, and support staff

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**Title I Part C**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Weekly use of Evidence Based Software Licenses	Study Island, RAZ Kids, IXL, United Streaming and other software licenses are utilized by teachers on a weekly basis and turn in report to the instructional coach to track student use.	Technology	Tier 1	Monitor	09/01/2014	07/31/2015	\$5000	School leader, instructional coach, support and instructional staff

**Other**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teach Academic Vocabulary	Academic vocabulary will be a continuous focus in all subject and content areas to prepare students for success of grade level and pre-requisite skills to become life long learners. Multiple activities will be planned to introduce and review vocabulary.	Direct Instruction	Tier 1	Monitor	09/01/2014	07/31/2015	\$0	School leader, instructional staff and coach

**General Fund**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development on Parental and Community Relationship	Staff and parents will be invited to seminars and professional developments that inform stakeholders on best practices for engaging parents and teaching at risk students.	Professional Learning	Tier 1	Getting Ready	09/01/2014	07/31/2015	\$5000	School leader, instructional coach and support staff
Marzano Professional Development Sessions	Teachers will receive Marzano's training on and off campus to equip them with the necessary strategies to teach with fidelity.	Policy and Process	Tier 1	Implement	09/01/2014	07/31/2015	\$5000	School leader, instructional coach and teaching staff

## School Improvement Plan

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Technology Professional Development	Teachers and support staff will attend on and off site professional learning and development sessions to learn how technology benefits student growth.	Professional Learning	Tier 1	Implement	09/01/2014	07/31/2015	\$5000	School leader, instructional coach, support staff and instructional staff
Make Connections to Real Life Application	Intentional and research based strategies will be documented and used to create background knowledge, both academic and personal experiences, to elevate student growth.	Technology	Tier 1	Implement	09/01/2014	07/31/2015	\$2500	School leader, instructional coach and instructional staff
Use of Multiple Resources to Increase DI and Mastery	After data analysis and feedback from parents, students and staff, multileveled resources will be purchased, monitored and evaluated to elevate scores in all content areas.	Supplemental Materials	Tier 1	Implement	09/01/2014	07/31/2015	\$3000	School leader, instructional coach, instructional and support staff
Subscriptions to Various Resources	Teachers will use Time For Kids, Kids Geographic, Newspapers and magazines to increase the knowledge of concepts related to Science and Social Studies.	Materials	Tier 1	Implement	09/01/2014	07/31/2015	\$1500	School leader, instructional and support staff and instructional coach
Data Team Meetings	Both instructional learning cycles and grade level/administration meetings will take place twice a month to monitor process of the program.	Academic Support Program	Tier 1	Implement	09/01/2014	07/31/2015	\$0	School leader, instructional staff and instructional coach and support staff
Weekly Use of Graphic Organizers	Students and teachers will use graphic organizers when modeling and displaying mastery.	Direct Instruction	Tier 1	Monitor	09/01/2014	07/31/2015	\$1000	School leader, instructional staff, instructional coach and district coach



## School Improvement Plan

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More Focus and Emphasis on Science in ELA	Students will learn more about the impact history had on their lives today by learning about individuals and events through graphs, maps, text features, timelines, etc. to increase comprehension of science and social studies (informational text).	Direct Instruction	Tier 1	Implement	09/01/2014	07/31/2015	\$1200	School leader, instructional coach and instructional staff
Use of Bloom's Taxonomy Thinking/Questioning Skills	Students will be exposed to higher order thinking skills when creating, evaluating, analyzing, applying, understanding and remembering.	Direct Instruction	Tier 1	Monitor	09/01/2014	07/31/2015	\$0	School leader, instructional staff, instructional coach and district coach
Daily Tiered Instruction	Teachers and support staff (paraprofessionals, special education team and social worker) will strategically plan lessons on different levels that address the weakness identified in Scantron/Global Scholar, DRA, MEAP (SBAC), Study Island, Raz-kids and other teacher materials. During the times of 3:00-4:00 p.m. students worked in tiered groups on Math, Reading, ELA, Science and Social Studies on deficient areas with games and multi-sensory interventions.	Direct Instruction	Tier 1	Monitor	09/01/2014	07/31/2015	\$1000	School leader, instructional coach, teachers and support staff
Book Studies/Professional Learning Communities	After compiling various sources of data, articles, magazines, books and DVDs are selected, purchased, discussed and examined to be utilized as a resources/tools to give information/research to equip staff with the necessary data to improve instruction. Also, instructional learning cycles will be implemented to monitor and evaluate programming and instruction.	Professional Learning	Tier 1	Implement	09/01/2014	07/31/2015	\$350	Instructional coach, staff and school leader
Collaboration with District Curriculum Coach/Coordinator	Students' academic progress, procedures, data resources and teaching/learning are discussed to ensure alignment across the district.	Academic Support Program	Tier 1	Implement	09/01/2014	07/31/2015	\$0	School leader, instructional coach and support staff
Quarterly Presentations and Projects	Once every academic marking, teachers will provide a rubric to assist with students presenting on an informational topic such as Career Day, Black History Month, Author's Study, etc	Direct Instruction	Tier 1	Implement	09/01/2014	07/31/2015	\$1000	School leader, instructional coach, support staff and instructional staff

## School Improvement Plan

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Utilize Assisted Technology	Technology will be used in various forms to engage the learners and meet them at their ability level.	Technology	Tier 1	Implement	09/01/2014	07/31/2015	\$50000	School leader, instructional coach and staff
Use of Local, State and Summative/Formative Assessments	MEAP, DRA, MLLP, Scantron, StudyIsland, and WIDA will be used as assessments to measure and monitor the student's growth.	Academic Support Program	Tier 1	Implement	09/01/2014	07/31/2015	\$5000	School leader, instructional coach, general teachers
Use of Multiple Resources to Increase DI and Mastery	After data analysis and feedback from parents, students and staff, multileveled resources will be purchased, monitored and evaluated to elevate scores in all content areas.	Supplemental Materials	Tier 1	Monitor	09/01/2014	07/31/2015	\$3000	School leader, instructional coach and support staff
Make Connections to Real Life Application	Intentional and research based strategies will be documented and used to create background knowledge, both academic and personal experiences, to elevate student growth.	Technology	Tier 1	Implement	09/01/2014	07/31/2015	\$2500	School leader, instructional coach, support staff and instructional staff
Collaboration with District Curriculum Coach/Coordinator	Students' academic progress, procedures, data resources and teaching/learning are discussed to ensure alignment across the district.	Academic Support Program	Tier 1	Implement	09/01/2014	07/31/2015	\$0	School leader, instructional coach and district coordinator
Professional Development on Response to Intervention	Off and on site PD will be planned to educate staff on the successes of RTI and how the need is great here at CCA East to implement with fidelity and purpose to grow students academically and behaviorally.	Professional Learning	Tier 1	Implement	09/01/2014	07/31/2015	\$5000	School leader, instructional coach, teachers and support staff
Weekly Hands On Activities	There will be an increase in planning for using more manipulatives to measure and increase comprehension in all tiers of instruction.	Direct Instruction	Tier 1	Monitor	09/01/2014	07/31/2015	\$10000	School leader, instructional coach, support staff and instructional staff

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Effective Lesson Planning	Teacher will develop plans with key components that improve student learning through documentation of essential questions, marzano's strategies, formative and summative elements, sequence of instruction and higher order thinking skills.	Policy and Process	Tier 1	Getting Ready	09/01/2014	07/31/2015	\$0	School leader, instructional coach and instructional support staff
Promote ELA and Math in Social Studies	Students will visualize the connection the connection between ELA and Math will teachers are provide real life to college and career readiness.	Direct Instruction	Tier 1	Implement	09/01/2014	07/31/2015	\$0	School leader, instructional coach, support staff and instructional staff
Use of Local, State and Summative/Formative Assessments	MEAP, DRA, MLLP, Scantron, Studylsland, and WIDA will be used as assessments to measure and monitor the student's growth.	Academic Support Program	Tier 1	Implement	09/01/2014	07/31/2015	\$5000	School leader, instructional coach and support staff
Off Campus Experiences/Field Trip	Trips connected to the Common Core will be taken monthly to help students connect to real life with increases mastery.	Field Trip	Tier 1	Implement	09/01/2014	07/31/2015	\$5000	School leader, coach and staff
Technology Professional Development	Teachers and support staff will attend on and off site professional learning and development sessions to learn how technology benefits student growth.	Professional Learning	Tier 1	Getting Ready	09/01/2014	07/31/2015	\$5000	School leader, instructional coach and staff
Continuous and Documented Progress Monitoring	Teachers and support staff will assess students weekly and every four to six weeks on the address of concern. The team meets to analyze the data gathered within that time frame to determine if the interventions are effective.	Direct Instruction	Tier 2	Getting Ready	09/01/2014	06/30/2015	\$1000	Instructional Coach, School Leader, Support Staff and General Education Teacher
Utilize Assisted Technology	Technology will be used in various forms to engage the learners and meet them at their ability level.	Technology	Tier 2	Implement	09/01/2014	07/31/2015	\$50000	School leader, instructional staff and instructional coach and support staff

## School Improvement Plan

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+300 Plus Club for Global Scholar	The staff motivates students to grow 300 points or more on Global Scholar/Scantron with daily reminders and announcements. When this is accomplished, the students' pictures are attached to a message to encourage other students to score higher on the next round of testing.	Academic Support Program	Tier 1	Implement	09/01/2014	07/31/2015	\$0	School leader, teachers and instructional coaches
Weekly Hands On Activities	There will be an increase in planning for using more manipulatives to measure and increase comprehension in all tiers of instruction.	Direct Instruction	Tier 1	Implement	09/02/2014	07/31/2015	\$10000	School leader, instructional coach and teaching staff
PBS School Wall	Quarterly, the PBIS team selects a theme to support our dedication to the program with input from all stakeholders. The theme chosen is conveyed creatively with an oversized bulletin board with decorations and a message displayed to parents, students and staff.	Behavioral Support Program	Tier 1	Implement	09/01/2014	07/31/2015	\$0	PBIS, school leader, instructional coach, teachers
Use of math games, manipulatives and Literacy Connections to Math	To support, RTI and DI, research and evidence based research activities, games and interventions are critical tools utilized daily to engage students and help narrow the gap achievement for ALL learners.	Materials	Tier 1	Implement	09/01/2014	07/31/2015	\$2500	School leader, teachers, instructional coach and support staff
Book Studies/Professional Learning Communities	School leader and coach research articles, books and various literature that expound on poverty, mastery of content, test taking strategies, DI, RTI, Best Practices, Climate/Culture and improving instruction. Instructional and support staff will present using PowerPoint to staff on a monthly basis during staff meetings and professional developments as well.	Professional Learning	Tier 1	Monitor	09/01/2014	07/31/2015	\$350	School leader and instructional coach
Continuous and Documented Progress Monitoring	Teachers, support staff, leader and coach will use various formative and summative assessments to measure and chart progress in four to six week intervals to exit and move throughout the tiers. Data is collected and stored in portfolios and RTI folders and discussed in the RTI meetings and data meeting with coach, teacher and leader.	Direct Instruction	Tier 2	Getting Ready	09/01/2014	07/31/2015	\$1000	Instructional Coach, School Leader, Support Staff and General Education Teacher
Revision of Classroom Management Plans and Techniques	At the beginning of the school year, teachers will create a classroom management plan to detail the rules, policies and procedures that will guide students to a successful school year. The plan will be revised and examined throughout the year to make the necessary changes to address the needs of the students to increase positive behavior and elevate achievement.	Behavioral Support Program	Tier 1	Getting Ready	09/01/2014	07/31/2015	\$0	Teachers, school leader, instructional coach, support staff

## School Improvement Plan

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Daily Tiered Instruction	D.I. will be planned to address all learners in all core subject areas to provide materials and strategies at the students' various ability levels. Students will work in groups and partners to increase mastery.	Direct Instruction	Tier 1	Implement	09/01/2014	07/31/2015	\$1000	General Education Teacher, Support Staff, Instructional Coach and School Leader
Teach Academic Vocabulary	Academic vocabulary will be a continuous focus in all subject and content areas to prepare students for success of grade level and pre-requisite skills to become life long learners. Multiple activities will be planned to introduce and review vocabulary.	Direct Instruction	Tier 1	Monitor	09/01/2014	07/31/2015	\$0	School leader, instructional staff, instructional coach and district coach
Purchase SWIS System	To execute PBIS with fidelity, the SWIS data storage system is utilized every year to gather information related to referrals. The data is compiled on a weekly basis to decipher when behavior will occur, who referred them, how often, consequences administered, etc.	Materials	Tier 1	Monitor	01/29/2014	06/20/2014	\$2000	Special education teacher, social worker, school leader
Weekly Use of Mathematical Graphic Organizers to Help Problem Solve	Students and teachers will use graphic organizers when modeling and displaying mastery	Direct Instruction	Tier 1	Implement	09/01/2014	07/31/2015	\$1000	School leader, instructional coach and instructional and support staff
Incorporate Writing and Reading in all Content Areas	Students will write using the six traits and read displaying the traits of a "good reader" across all subjects including reading, writing, science, social studies, math and health as well.	Curriculum Development	Tier 1	Monitor	09/01/2014	07/31/2015	\$0	School leader, instructional staff, instructional coach and district coach
Weekly Student of the week Posters	Teachers, parents, students and staff celebrate their children, students and peers by discussing the important elements in their life with a poster that is displayed in the hallway.	Behavioral Support Program	Tier 1	Implement	09/01/2014	07/31/2015	\$200	School leader, instructional coach, teachers, support staff

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Use of Marzano's Strategies	CCAIE using Marzano's research to increase student growth which is recorded in lesson plans and charts are posted in the classrooms to ensure students know them and teachers are referencing them.	Direct Instruction	Tier 1	Implement	09/01/2014	07/31/2015	\$500	School leader, instructional coach, support staff and instructional staff
Reading games, manipulatives, leveled readers and various leveled materials	Multisensory activities will be used to increase mastery and increase engagement with students in core instruction and RTI time.	Materials	Tier 1	Implement	09/01/2014	07/31/2015	\$2500	Instructional Coach, instructional staff, support staff and administration
Data Collection and Feedback	A various scheduled times multiple points of data (demographic, perception, and academic) will be collected to inform decision making on curriculum, instruction and assessment.	Policy and Process	Tier 1	Implement	09/01/2014	07/31/2015	\$0	School leader, instructional staff, support staff and school leader
Incorporate Math Problem Solving Skills in all Content Areas	Students will utilizing problem solving skills across all subjects including reading, writing, science, social studies, math and health as well.	Curriculum Development	Tier 1	Implement	09/01/2014	07/31/2015	\$0	School leader, instructional coach and instructional staff and support
D.I. Professional Development Sessions	Instructional staff will engage in professional development to improve instruction and meet the needs of the students while implementing D.I. with fidelity. At least two sessions will be planned throughout the school year on and off campus to prepare the staff with the essential information.	Professional Learning	Tier 1	Implement	09/01/2014	07/31/2015	\$15000	School Leader, instructional staff, instructional coach, and support staff
Quarterly Presentations and Projects	Once every acad marking, teachers will provide a rubric to assist with students presenting on an informational topic such as Career Day, Black History Month, Author's Study, etc	Direct Instruction	Tier 1	Implement	09/01/2014	07/31/2015	\$5000	School leader, instructional coach and instructional/support staff

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Effective Lesson Planning	Teacher will develop plans with key components that improve student learning through documentation of essential questions, marzano's strategies, formative and summative elements, sequence of instruction and higher order thinking skills.	Policy and Process	Tier 1	Monitor	09/01/2014	07/31/2015	\$0	School leader, instructional coach and instructional staff
Use of Leveled Readers to Increase Reading Skills	Students will read on their level to address their weaknesses and to reinforce skills that help with fluency and comprehension issues that infer with their mastery of informational text.	Academic Support Program	Tier 2	Implement	09/01/2014	07/31/2015	\$3000	School leader, instructional coach, support staff and instructional staff
Use of Marzano's Strategies	CCAIE using Marzano's research to increase student growth which is recorded in lesson plans and charts are posted in the classrooms to ensure students know them and teachers are referencing them.	Direct Instruction	Tier 1	Implement	09/01/2014	07/31/2015	\$500	School leader, instructional staff and support staff
Off Campus Experiences/Field Trip	Trips connected to the Common Core will be taken monthly to help students connect to real life with increases mastery.	Field Trip	Tier 1	Implement	09/01/2014	07/31/2015	\$5000	School leader, instructional coach and staff
Daily use of Bloom's Taxonomy	Students will be exposed to higher order thinking skills when creating, evaluating, analyzing, applying, understanding and remembering.	Direct Instruction	Tier 1	Implement	09/01/2014	07/31/2015	\$0	School leader, instructional coach, support staff and instructional staff
D.I. Professional Development Sessions	School leader will plan for off and on site campus PD opportunities for all staff to ensure effective implementation of D.I.	Professional Learning	Tier 1	Implement	09/01/2014	07/31/2015	\$1500	School leader, instructional coach, teachers and support staff
Marzano Professional Development Sessions	Teachers will receive Marzano's training on and off campus to equip them with the necessary strategies to teach with fidelity.	Professional Learning	Tier 1	Implement	09/01/2014	07/31/2015	\$5000	School leader, instructional coach, support staff and instructional staff

## School Improvement Plan

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Multiple Resources to Support PBIS	Motivational materials are purchased to encourage students to uphold the rules and expectations. Posters are created, incentives are bought, rewards are distributed for exemplary behavior as well.	Materials	Tier 1	Monitor	09/01/2014	07/31/2015	\$650	School leader and PBIS team
Data Collection and Feedback	A various scheduled times multiple points of data (demographic, perception, and academic) will be collected to inform decision making on curriculum, instruction and assessment.	Policy and Process	Tier 1	Implement	09/01/2014	07/31/2015	\$0	School leader, instructional leader, instructional coach and support staff

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monthly PBIS Meetings	The PBS team meet monthly to discuss SWIS data, plan PBS parties, discuss the referral system and implementation of the program as whole/school.	Teacher Collaboration	Tier 1	Monitor	09/01/2014	07/31/2015	\$0	School leader, instructional coach, PBIS Team, teachers and support staff
Weekly Co-Planning Meetings	Gen Ed, Spec Ed, and support staff will meet on Fridays to plan for effective instruction.	Teacher Collaboration	Tier 1	Implement	09/01/2014	07/31/2015	\$0	School leader, instructional coach, general education and special education teachers, support staff, paraprofessionals and social worker



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Use of Rubrics/Checklists for Assignments	Students will use student friendly rubrics for self reflection and monitoring of understanding of the expectations.	Direct Instruction	Tier 1	Implement	09/01/2014	07/31/2015	\$0	School leader, instructional staff, instructional coach and district coach
Bi-Monthly RTI Meetings	Meetings will be planned with instructional staff and administration to discuss data and the RTI process (tier students, gauge process and evaluate tools).	Academic Support Program	Tier 1	Monitor	09/01/2014	07/31/2015	\$0	School leader, Social Worker, Special Education Teacher, General Education Teacher and Instructional Coach
Use of Rubrics/Checklists for Assignments	Students will use student friendly rubrics for self reflection and monitoring of understanding of the expectations.	Direct Instruction	Tier 1	Getting Ready	09/01/2014	07/31/2015	\$0	School leader, instructional staff and coach
Increase Levels of Engagement	Students mastery levels with increase with the intentional planning of engagement strategies taught through PLCs and professional developments.	Direct Instruction	Tier 1	Monitor	09/01/2014	07/31/2015	\$0	School leader, instructional coach and staff
Bi-Monthly RTI Meetings	The school leader along with the instructional coach and RTI team plan meetings to discuss the growth of students while examining progress monitoring tools and classroom data to create an action plan for improvement.	Academic Support Program	Tier 2	Monitor	09/01/2014	07/31/2015	\$0	School leader, Social Worker, Special Education Teacher, General Education Teacher and Instructional Coach
Daily use of Bloom's Taxonomy	Students will be exposed to higher order thinking skills when creating, evaluating, analyzing, applying, understanding and remembering.	Direct Instruction	Tier 1	Implement	09/01/2014	07/31/2015	\$0	School leader, instructional coach and teaching staff

## School Improvement Plan

Cesar Chavez Academy Elementary East

Daily Schoolwide Participation	There are multiple reminders of the PBIS program expectations throughout CCA East with daily announcements, bulletin boards, the color system in classrooms and the referral system and incentives to support high standards of teaching, learning and behavior.	Behavioral Support Program	Tier 1	Monitor	09/01/2014	07/31/2015	\$0	School leader, instructional coach, teachers, support staff and students
Partner/Student Collaboration	Multiple sources of research state the importance of collaboration between students and the expectations is that ALL teachers promote this strategy in their classroom.	Direct Instruction	Tier 1	Implement	09/01/2014	07/31/2015	\$0	School leader, instructional coach, support staff and instructional staff
Build Background Knowledge/Vocabulary	Academic vocabulary will be a continuous focus in all subject and content areas to prepare students for success of grade level and pre-requisite skills to become life long learners. Multiple activities will be planned to introduce and review vocabulary.	Direct Instruction	Tier 1	Implement	09/01/2014	07/31/2015	\$0	School leader, instructional coach, instructional and support staff
Increase Levels of Engagement	Students mastery levels with increase with the intentional planning of engagement strategies taught through PLCs and professional developments.	Direct Instruction	Tier 1	Implement	09/01/2014	06/19/2015	\$0	School leader, instructional coach, district coach and instructional coach
Use of Formative and Summative Assessments	The analysis of formative and summative assessments is a key component to daily and weekly operations at CCAE to measure student growth, tier instruction and drive instruction. Teachers are expected to plan for at least 2 formative assessments a week and 2-3 summative assessments every 4-6 weeks. The data is plotted on the data boards so it can be interactive for the students and parents as well.	Direct Instruction	Tier 1	Evaluate	09/01/2014	07/31/2015	\$0	School leader, instructional coach, teaching and support staff

## School Improvement Plan

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Implementation of Behavior Plans	Behavior plans are created to curtail undesirable behavior and monitor the reoccurring behaviors. Parents, teachers and support staff meet with the school leader to agree on the outcomes expected for the students' behavior on a daily basis.	Teacher Collaboration	Tier 1	Implement	09/01/2014	07/31/2015	\$0	PBIS Team, School leader, instructional coach, teachers, social workers and special education
Promote ELA and Math in Science	Students will visualize the connection the connection between ELA and Math will teachers are provide real life to college and career readiness.	Direct Instruction	Tier 1	Getting Ready	09/01/2014	07/31/2015	\$0	School leader, instructional coach and teaching staff
Professional Development on Full Inclusion	Quarterly PDs will be planned to expound on research that supports inclusion.	Professional Learning	Tier 1	Implement	09/01/2014	07/31/2015	\$0	School leader, instructional staff, general education, social worker, special education teacher, support staff, paraprofessionals
Monitoring from Instructional Coach and School Leader	There are various documents in place at the school level to ensure full inclusion is implemented with fidelity.	Walkthrough	Tier 1	Monitor	09/01/2014	07/31/2015	\$0	School leader and instructional coach
Build Background Knowledge/Vocabulary	Academic vocabulary will be a continuous focus in all subject and content areas to prepare students for success of grade level and pre-requisite skills to become life long learners. Multiple activities will be planned to introduce and review vocabulary.	Direct Instruction	Tier 1	Implement	09/01/2014	07/31/2015	\$0	School leader, instructional staff and coach

## School Improvement Plan

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Positive Reinforcements on Morning Announcements	Every morning, students receive words of encouragement through the announcements and student of the week helps the with the announcement as well as a way to celebrate them.	Behavioral Support Program	Tier 1	Monitor	09/01/2014	07/31/2015	\$0	School leader, instructional staff, instructional coach and district coach
Documented Referral Process	At the beginning of the school year, teachers and support staff are educated on the referral process for Special Education Services and are expected to collect data during the first 4-6 weeks to discover what the areas of weaknesses are and gather input from the parents, support staff and various data points. Every 4-6 weeks, the student's progress or the lack of is discussed, to monitor strategies being used and plan for the next steps of implementation of techniques that directly highlight the areas of improvement.	Policy and Process	Tier 2	Monitor	09/01/2014	07/31/2015	\$0	School leader, instructional coach, teachers and support staff
Data Team Meetings	Both instructional learning cycles and grade level/administration meetings will take place twice a month to monitor process of the program.	Academic Support Program	Tier 1	Implement	09/01/2014	07/31/2015	\$0	School leader, instructional coach and administration team and support staff
Use of Formative and Summative Assessments	The analysis of formative and summative assessments is a key component to daily and weekly operations at CCAE to measure student growth, tier instruction and drive instruction. Teachers are expected to plan for at least 2 formative assessments a week and 2-3 summative assessments every 4-6 weeks. The data is plotted on the data boards so it can be interactive for the students and parents as well.	Direct Instruction	Tier 1	Monitor	09/01/2014	07/31/2015	\$0	School leader, instructional coach, support staff and instructional staff
Documented Referral Process	From gathering data, conducting interviews and various meetings about student progress (strengths and weaknesses) decisions are made regarding interventions and purchasing of programs and materials. Each Tier 2 and 3 student has a folder and portfolio that documents their performance and attempts made to increase performance (progress monitoring tools, parent letters and agendas from meetings).	Policy and Process	Tier 2	Evaluate	09/01/2014	07/31/2015	\$0	Administration, instructional coach, instructional and support staff

## School Improvement Plan

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Use of Research and Evidence Based Activities	Professional Learning Communities drive the academic program which provides information on research and evidence based activities that have documented results to increase utilization of D.I. in all tiered instruction.	Direct Instruction	Tier 1	Implement	09/01/2014	07/31/2015	\$0	School leader, instructional staff and instructional coach and support staff
Partner/Student Collaboration	Multiple sources of research state the importance of collaboration between students and the expectations is that ALL teachers promote this strategy in their classroom.	Direct Instruction	Tier 1	Implement	09/01/2014	07/31/2015	\$0	School leader and instructional coach and staff
Use of Research and Evidence Based Activities	Professional Learning Communities drive the academic program which provides information on research and evidence based activities that have documented results to increase utilization of D.I. in all tiered instruction.	Direct Instruction	Tier 1	Implement	09/01/2014	07/31/2015	\$0	School leader, instructional coach, teachers, support staff
Daily Modeling of Reading and Writing Strategies	Modeling from teachers and support staff are daily expectations to help increase mastery and for students to make connections with the skill and standard.	Direct Instruction	Tier 1	Monitor	09/01/2014	07/31/2015	\$0	School leader, instructional staff, instructional coach and district coach
Explicit Planning of Inquiry Based Learning	Teachers will plan PBL assignments that peak student's interest and offer a more intriguing avenue for learning.	Direct Instruction	Tier 1	Getting Ready	09/01/2014	07/31/2015	\$0	School leader, instructional coach, support staff and instructional staff
Explicit Planning of Inquiry Based Learning	Teachers will plan PBL assignments that peak student's interest and offer a more intriguing avenue for learning.	Direct Instruction	Tier 1	Getting Ready	09/01/2014	07/31/2015	\$0	School leader, instructional coach and teaching and support staff

### Title I Part A

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

Cesar Chavez Academy Elementary East

Professional Development on Full Inclusion	Quarterly PDs will be planned to expound on research that supports inclusion.	Professional Learning	Tier 1	Implement	09/01/2014	07/31/2015	\$5000	School leader, instructional staff, general education, social worker, special education teacher, support staff, paraprofessionals
Use of Paraprofessionals	31a and Title 1 paraprofessionals assist students in areas of academic concern while monitored by the coach to facilitate D.I. and R.T.I. Paraprofessionals work with teachers to give interventions and provide instructional and behavioral support.	Direct Instruction	Tier 1	Implement	09/01/2014	07/31/2015	\$25000	School leader, paraprofessionals, teachers, support staff and instructional coach
Professional Development on Co-Planning	Wayne RESA, BER and other entities will be avenues used to educate the staff on the benefits of Co-planning and how it benefits students.	Professional Learning	Tier 1	Implement	09/01/2014	07/31/2015	\$5000	School leader, instructional staff, instructional coach and district coach
Monthly Math Events and Activities	The leader along with the math committee will plan and develop activities that help educate parents on the mission and vision of CCA East and strategies to practice at home to help students' scores excel in math. SVSU assists us as well in informing parents on the academic goals that will strengthen students abilities to become productive members of society.	Parent Involvement	Tier 1	Implement	01/29/2014	06/20/2014	\$6500	School leader, instructional coach and instructional and support staff
After School Tutoring	After school program will use various sources of data to provide research and evidence based interventions.	Academic Support Program	Tier 2	Implement	09/01/2014	06/19/2015	\$15000	School leader, instructional coach, and staff
Use Software Licenses to Increase Engagement and Visualizing	StudyIsland, BrainPop, ABC Mouse, United Streaming, etc are used weekly to raise a level of curiosity and engagement for students.	Direct Instruction	Tier 1	Implement	09/01/2014	07/31/2015	\$1500	School leader, coach and instructional staff

## School Improvement Plan

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Data Use for Lesson Delivery from Site Licenses	Reports from IXL, ABC Mouse, StudyIsland, Scantron, Learningtoz.com are generated to discuss during various meetings with the instructional coach and leader to drive revisions and planning of lesson delivery.	Supplemental Materials	Tier 1	Implement	09/01/2014	07/31/2015	\$6500	School leader, instructional leader and coach and support staff
Distribute Literature to Inform Parents on ELA Strategies	Title funds will be utilized to offer learning materials to families to inform on Common Core expectations and how to work with their children at home.	Parent Involvement	Tier 1	Getting Ready	09/01/2014	07/31/2015	\$1500	School leader, instructional coach and instructional and support staff
Daily Response To Intervention Time	From 3-4 daily students are grouped based off DRA, StudyIsland, Scantron, etc. to provide meaningful and intentional interventions to increase mastery of areas of weaknesses.	Academic Support Program	Tier 2	Implement	09/01/2014	07/31/2015	\$5000	School leader, instructional staff and support staff
After School Tutoting	After school program will use various sources of data to provide research and evidence based interventions.	Academic Support Program	Tier 2	Implement	09/01/2014	06/19/2015	\$10000	School leader, support staff and instructional staff
Data Use for Lesson Delivery from Site Licenses	Reports from IXL, ABC Mouse, StudyIsland, Scantron, Learningtoz.com are generated to discuss during various meetings with the instructional coach and leader to drive revisions and planning of lesson delivery.	Supplemental Materials	Tier 1	Implement	09/01/2014	07/31/2015	\$6500	School leader, instructional coach and support staff
Distribute Literature to Inform Parents on Math Strategies	Title funds will be utilized to offer learning materials to families to inform on Common Core expectations and how to work with their children at home.	Parent Involvement	Tier 1	Getting Ready	09/01/2014	07/31/2015	\$1500	School leader, instructional coach, parent liaison and staff
Use of Leveled Reader to Increase Reading Skills	Students will read on their level to address their weaknesses and to reinforce skills that help with fluency and comprehension issues that infer with their mastery of informational text.	Supplemental Materials	Tier 2	Implement	09/01/2014	07/31/2015	\$2000	School leader, instructional staff and coach

## School Improvement Plan

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Regular Walkthroughs and Feedback	Daily, Weekly and Monthly walkthroughs will be used as a form of data to measure success of various components of learning.	Walkthrough	Tier 1	Monitor	09/01/2014	07/31/2015	\$60000	School leader, instructional coach and instructional staff
Use of Multiple Materials and Strategies	Teachers will be monitored to ensure they are using multi sensory materials and strategies to ensure full inclusion is being implemented with fidelity.	Direct Instruction	Tier 1	Implement	09/01/2014	07/31/2015	\$10000	School leader, instructional staff, instructional coach and district coach
Assistance from Agencies to Present to Families	Administration with research, collaborate and employ agencies and presenters to work with parents and families to increase participation with academics.	Community Engagement	Tier 1	Getting Ready	09/01/2014	07/31/2015	\$3500	School leader, instructional coach, contractual services and staff
Use Software Licenses to Increase Engagement and Visualizing	StudyIsland, BrainPop, ABC Mouse, United Streaming, etc are used weekly to raise a level of curiosity and engagement for students.	Direct Instruction	Tier 1	Implement	09/01/2014	07/31/2015	\$1500	School leader, instructional coach, support staff and instructional staff
Daily Response To Intervention Time	From 3-4 daily students are grouped based off DRA, StudyIsland, Scantron, etc. to provide meaningful and intentional interventions to increase mastery of areas of weaknesses.	Academic Support Program	Tier 2	Monitor	09/01/2014	07/31/2015	\$15000	School leader, instructional coach and instructional support staff
Effective Use of Instructional Coach	The instructional coach has a multitude of responsibilities that mostly include monitoring student growth, review lesson planning and delivery, gathering data to measure student's success, giving feedback on instruction and best practices. She works closely with instructional and support staff to analyze data, provide assistance and uphold the SIP goals and activities.	Academic Support Program	Tier 1	Implement	09/01/2014	07/31/2015	\$60000	School leader and instructional coach



## School Improvement Plan

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Subscriptions to Various Resources	Teachers will use Time For Kids, Kids Geographic, Newspapers and magazines to increase the knowledge of concepts related to Science and Social Studies.	Materials	Tier 1	Implement	09/01/2014	07/31/2015	\$3000	School leader, instructional staff and support staff along with the instructional coach
Effective Use of Instructional Coach	The instructional coach has a multitude of responsibilities that mostly include monitoring student growth, review lesson planning and delivery, gathering data to measure student's success, giving feedback on instruction and best practices. She works closely with instructional and support staff to analyze data, provide assistance and uphold the SIP goals and activities.	Academic Support Program	Tier 1	Monitor	09/01/2014	07/31/2015	\$60000	School leader and instructional coach
Regular Walkthroughs and Feedback	Daily, Weekly and Monthly walkthroughs will be used as a form of data to measure success of various components of learning.	Walkthrough	Tier 1	Monitor	09/01/2014	07/31/2015	\$60000	School leader, instructional staff, instructional coach and district coach
Weekly Use of Evidence Based Software Licenses	Study Island, RAZ Kids, IXL, United Streaming and other software licenses are utilized by teachers on a weekly basis and turn in report to the instructional coach to track student use.	Technology	Tier 1	Implement	09/01/2014	09/01/2015	\$5000	School leader, instructional staff, teachers, support staff
Assistance from Agencies to Present to Families	Administration with research, collaborate and employ agencies and presenters to work with parents and families to increase participation with academics.	Community Engagement	Tier 1	Getting Ready	09/01/2014	07/31/2015	\$3500	School leader, instructional coach and staff
More Focus and Emphasis on History, Timelines and Biographies	Students will learn more about the impact history had on their lives today by learning about individuals and events through graphs, maps, text features, timelines, etc to increase comprehension of science and social studies (informational text).	Direct Instruction	Tier 1	Implement	09/01/2014	07/31/2015	\$500	School leader, instructional coach, support staff and instructional staff

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Monthly Reading Events and Activities	Students will gain better understanding and comprehension of ELA common core from attending seminars and activities with their parents and families that highlight strategies to improve reading skills. The staff and committees will also plan engagement activities that helps students with progress.	Parent Involvement	Tier 1	Implement	09/01/2014	07/31/2015	\$6500	School leader, instructional coach, staff
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