



# **School Improvement Plan**

**Cesar Chavez Middle School**

**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?**

There are 586 students currently enrolled at the middle school. The community in which the school is located lies in southwest Detroit, and is known as "Mexican Town". The surrounding areas of the school are primarily residential, but there are many businesses located in its center, making it unnecessary for its population venture to other places for almost anything. The population is primarily Hispanic/Latino, and 57% speak Spanish as their primary language. Over the past three years, the number of abandoned homes in the surrounding neighborhood has increased significantly, and immigration has begun targeting the families that the school serves. In addition to the constant threat of immigration enforcement, transportation, high-poverty, and language barriers present unique challenges to our population.

Community Demographics: 58.4% Hispanic/Latino; 29.7% Caucasian; 8.4% Black; 2.1% Multi-Racial

Student Demographics: 92.4% Hispanic/Latino; 4.9% Caucasian; 2.5% Black



## **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.**

We believe every child is entitled to a safe and orderly learning environment. We Believe that all children will grow academically, socially, and physically. We Believe that family involvement in the educational process is integral to the success of the child. We believe in meeting the diverse needs of our students. We Believe all students will be prepared to become positive, productive members of the community. We Believe that creativity in teaching is essential to the learning process.

## Notable Achievements and Areas of Improvement

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

CCA has prided itself on being able to meet the educational needs of students in Southwest Detroit - specifically, students who are generally English Learners (EL), from low-income families. To do this takes more than just materials in each classroom or even the latest technological gadgets. The academy has been able to continue under challenging conditions because it has become a fixture in the community and because it is closely associated with it. While staff might change over time, that connection between school and community remains. The academy over the last five years, has utilize and rely on what might be called simple "good instructional practices" that are contained within the Sheltered Instruction Observation Protocol (SIOP) model of lesson design and delivery. EL students require an approach that not only deals with the subject content, but also the medium that it is conveyed in (i.e. language).

Another effective way to enhance the student experience is through our continued focus on the Rtl Program. The Rtl program has changed much over the last four years, and will need to continue to do so in order to meet the specific needs of CCAMS. Given the particular demographics of the school, priority has always been on providing interventions for reading and English literacy, mathematics has been added as a focus in recent years.

In order to do this, Tier 1 interventions in the classroom need to be more frequent, consistent among and across grade levels, and monitored for effectiveness. Students with disabilities, as well as our bottom thirty percent, continue to be under-performing subgroups at the academy. Consequently, more needs to be done so that they attain a level of achievement that allows them to be truly successful, and not just promoted. Given the demographics of our student population and the large number of Limited English Proficient students that we have, it is necessary to provide more targeted and data-driven interventions both inside and outside the classroom. Integration of math and literacy across the curriculum (so that they are not viewed as isolated subjects) and implement a refocus on higher order thinking skills.

Thus far, changes have been made to the schedule in order to meet the needs of the individual student to include ESL classes, a daily Rtl session, and a homeroom that allocates time for all students to eat breakfast. The incorporation of E3 (extended, enrichment, elective) time into each day which will be used exclusively to focus on remedial and foundational skills in literacy or math. This is an opportunity for students to further grapple with math or literature, advancing their academic abilities.

Through daily formative and regular summative assessments, teachers are able to gauge student progress towards the intended content standards. If seventy-five percent of the class has not attained seventy-five percent proficiency, teachers are to go back and reteach a modified version of the lesson. If a small number of students are not showing progress, teachers and interventionists work together to find the best possible avenue(s) to reach the learner.

Traditionally, most assessments were similar in format to that of typical standardized tests. However, with the implementation of the CCSS, there has been a steady push towards inquiry based thinking and assessment, cross-curricular content integration, and daily formative assessments where the outcomes drive instruction. It is the latter which has led itself to more systematic and ethical grading procedure, which accurately reflects students' mastery of content. This continues to be an area of focus for CCAMS.

Data weighs heavily our final teacher evaluation with fifty percent being allocated toward student achievement and growth while the other fifty percent measures the extent of which instructional best practices are consistently implemented. Having the evaluations system focus on student growth and instruction shows the value placed on achievement. This system has been effective in inspiring teachers to hold themselves to higher expectations than years prior, internally raising the bar on what constitutes effective performance.

The school provides opportunities for stakeholders to interact and work together with teachers and staff in a way that solidifies that sense of community, which is an important aspect among the CCA families.

Here at CCAMS, we promote a family atmosphere between the school, our students and their parents by sharing, appreciating, and understanding the challenges faced by the community. The culture here at school is developed through the beliefs of staff, student

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participation, and parent perception. For over seven years, CCAMS has conducted annual school climate surveys among students, staff, and parents. This information is then quantified to help formulate the school improvement plan. We work diligently to be more than a building in the neighborhood, and the barometer of our success is the school's waiting list. That connection to the community strengthens the bond between staff and student through shared experiences and a genuine empathy for the community we serve.

CCA continues to occupy a special place within Southwest Detroit, in part because it has always been associated with providing a quality education for the students who attend. As the educational conditions in the city remain bleak in the perceptions of many parents, those who have had a positive experience with CCA will continue to send their children there. Increased educational options within this region of the city will cut into the relative monopoly that CCA once enjoyed (where waiting lists were present at every grade level). This competition for students will make it necessary for CCA to continue to improve: (i) the quality of the educational program; (ii) the levels of student and family supports; and (iii) the overall security and family-like atmosphere of the learning community. Like other schools, many aspects of the school are directly impacted and determined by funding and finances. TLG maintains a stellar record of school oversight and management, including responsible financial stewardship: budget managers ensure that financial resources are properly utilized and State and Federal Grants coordinators make sure that funds are used effectively, with clear and demonstrable results. Enrollment will have consequences when it comes to the level and amount of funds that the school receives, which in turn impacts the educational program.

## **Additional Information**

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

N/A

# **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.**

Input into the school improvement plan is accessible to all staff members in the school. Lead teachers for each content area served on the school improvement team. Candidates expressed interest and were selected based on their amount of availability and commitment to the school improvement process. Meetings were scheduled at the same time each month, so participants could plan accordingly. Parents were invited to serve on the team but did not respond to our requests. We will recruit parents from parent meetings for next year's team.

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

Educators at the school level participated in the school improvement process and served as representatives from their content area. They collected data regarding initiatives from their content area team and reported back to the school improvement team to help devise the overall plan.

**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 finalized school improvement plan was uploaded to the school server so that all staff members had access to it. Parents and community members are given access upon request.

# **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?**

Although student enrollment has decreased from last year, it has increased overall. Our number of enrolled special education students has increased, leading to more opportunities for special education staff, instructional aides, and one on one aides.

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

Due to the larger number of special education students and students who are at risk according to benchmark tests, more special education staff, instructional aides, and one on one aides have been recruited.

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

More students overall has led to an increase in operating budget.

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

Since this in an inclusion school, more resources have been allocated for hands-on manipulatives, technology, and professional development to assist teachers in the classroom.

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

If the enrollment trends continue methods of expansion or changes in class scheduling will be researched and implemented to accommodate students.

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

More parents/guardians are currently involved in the school. This may be due to an overall increase in students, initiated parent activities by the Community/Parent Liaison, and satisfaction with the school as a whole.

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

More teacher preparation to effectively work with the needs of diverse learners. There has been growth in the bilingual publication of newsletters, documents, and updated websites to assist in the growth of the student body as a whole.

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

There is a larger potential for students who are affected by social and immigration issues. There is also a need for remedial assistance to bring students to grade level or increase proficiency in subjects. There is also a high number of English Language Learners that must be accommodated. Scheduling has been affected by the rising number of students and behavior issues.

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

One action that can be taken is to address student immigration. They must be informed that the school can be used as a resource to help them. We can also hold Mandatory Afterschool Tutoring sessions for at risk students or hold mandatory Saturday School sessions to address remedial skills. We could also build a homeroom class into the schedule that addresses basic skills and student study skills.

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

A majority of our students have great attendance however, we still have students who are chronically absent. We also have an issue with student tardiness.

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

Clearer, more detailed attendance information, requirements, and laws can be given to parents during the orientations sessions before school begins in the fall. We can also provide transportation for students and continue with truancy mediation. We can also provide more direct consequences for students when they are tardy during the day.

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

This area includes data questions.

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

Based upon the MEAP data for 2013, sixth grade Reading indicates the highest level of achievement, with 57% proficiency. Seventh and eighth grade Reading scores are comparable, coming in at 44% and 50 % respectively. In regard to Scantron scores, seventh grade students are performing well in Reading and Mathematics, with scores for the Winter benchmark reaching 63% at or near grade level in both areas.

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

There is a positive trend across all grade levels in regard to Reading score growth, according to 2013 MEAP data. In regard to Scantron data, from the Fall 2013 benchmark assessment to the Winter 2014 benchmark assessment, math scores increased across all grade levels.

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

Currently, there are no content areas in which 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?**

The 2013 MEAP School Demographic Report indicates that within the top 30% of 6th grade females outperform males in all subject areas (Reading, Math, and Social Studies). Of this group of high achievers, Hispanic students outperformed the general sixth grade student population in Reading. Formerly Limited English Proficient (FLEP) and homeless students also outperformed the overall sixth grade student population in Reading.

Within the top 30% of seventh graders, females outperform males only in writing. Males take the lead in Reading and Mathematics, according to the 2013 MEAP School Demographic Report. Of these top achievers in seventh grade Reading, we find that 44% are economically disadvantaged and 43% are homeless. 30% of these students are English Language Learners (ELL), whereas 65% are Formerly Limited Language Proficient (FLEP). In the areas of Writing and Mathematics, 41% of the top performers are not English Language Learners (ELL).

In considering the top 30% of eighth graders as reflected in the 2013 MEAP School Demographic Report, females outperform males in Reading, Mathematics, and Science. Within this group, there is a similarity between the number of Hispanic students and those considered economically disadvantaged (49% and 50%, respectively). In addition, 86% are FLEP, whereas 36% are categorized as ELL.

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

Factors that contributed to improved student achievement are an increase in inquiry based lessons, spiraled warm-up questions and  
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continued review of content, continued use of technology, targeted RtI interventions and progress monitoring, consistent implementation of SIOP, Differentiated Instruction, and Positive Behavior Intervention Support (PBIS) program components.

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

The increase of student scores on MEAP and Scantron assessments point to the positive impact that these factors have on student achievement. In addition, frequent walk-throughs with timely feedback from administration and the increased use of formative and summative assessments indicates that these strategies are contributing positively to student growth.

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

Science and Social Studies are the areas in which Cesar Chavez Academy Middle School performs the lowest, based on 2013 MEAP data. However, it is important to note that according to Study Island Science benchmark assessment results for the 2013-2014 school year, student achievement is on the rise.

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

Social Studies and Math in sixth grade show a negative trend in achievement, whereas eighth grade Science also shows a decrease in achievement.

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

Based on 2013 MEAP data, all content areas are below the state targets of achievement. However, the school overall experienced an increase in student achievement.

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

According to Scantron benchmark assessment data for the 2013-2014 school year thus far, the number of students considered at risk is steadily decreasing in Math, Reading, and Science within sixth, seventh, and eighth grade.

According to the MEAP 2013 School Demographic Report, in all grades and in all subjects, the bottom 30% of our students are primarily Hispanic, economically disadvantaged, English Language Learners. For sixth grade students in both Social Studies and Mathematics, the bottom 30% is fairly evenly split between males and females. In regard to sixth grade Reading scores, the bottom 30% is made up of more males than females.

Looking at seventh grade scores on 2013 MEAP, the bottom 30% is made up of more females than males in Reading, whereas males performed less proficiently in Writing. In Mathematics, seventh grade males and females in the bottom 30% were evenly matched.

In considering eighth grade MEAP 2013 data in the subjects of both Reading and Science, the bottom 30% of students are fairly evenly split

between males and females, whereas in Mathematics the males made up the majority of this group.

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

The factors or causes which contributed to the decline in student achievement include the following: social/personal issues of students, the increase in number of homeless students, new cut scores, the increase of English Language Learners, and student proficiency levels.

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

Over half of each grade level is considered English Language Learners, and the majority is economically disadvantaged. The related stress that is experienced by these students leads to underlying social/personal issues, which negatively impact both motivation and achievement. Our students are progressing according to the Scantron benchmark data scoring trends. Unfortunately they are not yet progressing enough to make a definitive difference in our MEAP data.

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

The following actions could be taken to address achievement challenges: implement more widespread Differentiated Instruction within classrooms, employ more small group instruction, formally review SIOP practices for staff, strong focus on building academic vocabulary, improve parent involvement and academic accountability for students through incentives, add additional opportunities for after school tutoring, and continue building RtI program with consistent progress monitoring tools and interventions.

## **Subgroup Student Achievement**

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

**Response:**

- Hispanic or Latino
- Female

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

**Response:**

- Hispanic or Latino
- Male
- Homeless

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

Within the homeless subgroup, Reading and Writing achievement gaps are closing. For males in seventh grade, the achievement gap in Reading, Mathematics, and Writing is closing. Finally, for FLEP students in eighth grade, the achievement gap in Reading, Mathematics, and Science is closing.

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

These trends are evident as MEAP 2013 data is analyzed. These subgroups are showing increased achievement, as their scores are represented within the top 30% of content area results.

**What other data support the findings?**

Other data that support these findings include Scantron benchmark data, Study Island benchmark data, and Star Reader test results.

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

The factors or causes which contributed to the gap closing are as follows: consistent feedback to teachers from administration on lesson planning and implementation, SIOP fidelity, consistent modifications in place for ELL and Special Needs students, the work of ELL support staff, and increased fidelity of Rtl interventions and progress monitoring.

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

We are seeing a continuous trend of improvement in regard to student achievement in analyzing our benchmark data and classroom assessments.

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

The following actions could be taken to continue this positive trend in achievement:

- continue implementation of DI, SIOP, Read Naturally, and Read 180 programs
- continue walk-throughs to ensure lesson implementation including higher order thinking skill development
- consistent application of modifications for identified students (according to IEPs, 504 plans, etc.)
- continue technology use within classroom setting
- motivate students to participate more actively in Accelerated Reader program
- utilize books on tape within the classroom setting
- continue developing and implementing RtI program with consistent progress monitoring component
- purchase and utilize improved instructional aids
- implement after school programming to target study skills and reading skills
- institute summer school ELL program to further develop the skills of this subgroup

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

**Response:**

- Male
- Economically Disadvantaged
- English Language Learners (ELLs)

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

**Response:**

- English Language Learners (ELLs)

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

The achievement gap is greater in regard to Mathematics, especially in regard to sixth grade.

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

English Language Learners in sixth grade math decreased 11% in regard to females.



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

Scantron data also supports this finding.

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

Factors which contributed to the gap increasing include the limited English language skills of a percentage of our student population, the number of absences and tardiness noted for students, and a high number of students with limited background knowledge.

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

We can deduce that these factors led to the gap increasing because we are noticing a decrease in sixth grade MEAP scores, and an increase in the number of both FLEP and ELL students.

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

Some actions that could be taken to close the achievement gap for these student subgroups include the following:

- Increase cross curricular assignments and projects
- Continue implementing structured ELL classes
- Continued development of RtI intervention strategies and consistent progress monitoring
- Focus on building and extending background knowledge on content and academic vocabulary
- Provide additional after school tutoring program opportunities
- Integrate community-based programs and agency services
- Continue involving parents and community members in the school environment

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

-

**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.)?**

Students with disabilities are ensured access to all types of available intervention through data analysis and teacher referrals, and through teacher collaboration with RtI, ELL, Social Work, and Special Education departments. After school programs are available to all students, regardless of their status. We also employ a Community Liaison, who works with families to meet additional needs, utilizing community resources and agencies.

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

The RtI Coordinator and teachers identify students at risk of failing based on Scantron benchmark assessment results, with assistance from observations logged on the RtI Tier II Checklist, Star Reader scores, grades, classroom behaviors, and whether or not additional support was provided in the past. The level of support and interventions needed to boost student skills are then determined by the RtI Coordinator with input from teachers and interventionists. Usually, special education students are provided with Tier III interventions, involving the coordination of services of the special education staff with some support provided by interventionists within the general education classroom.

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

Students are exposed to and have the opportunity to partake in various extended learning opportunities, promoting the education of the whole child. Some of these opportunities include DAPCEP (Detroit Area Pre-College Engineering Program), after school academic tutoring, ELL extended day services involving small group reading instruction, summer school enrichment/remediation, National Junior Honor Society, Drama Club, Crafting Club, Art Club, Girls to Girls Club, and a newly developed Robotics Club.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	20.0

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

The school utilizes monthly newsletters, monthly parent meetings, flyers mailed home and posted throughout the building, teacher recommendations, school announcements, notification posted on the school Facebook page, and digital dialer pre-recorded messages to inform students and parents of extended learning opportunities offered to students. All communications, with the exception of school announcements, are given in both Spanish and English.

Label	Question	Value
	What is the total FTE count of teachers in your school?	0.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	15.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	1.0

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Label	Question	Value
	How many teachers have been teaching 9-15 years?	9.0

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

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

This information impacts student achievement in a variety of ways. It is important to have a mixture of new and seasoned staff. New teachers are passionate, eager, moldable, and energetic. They have not yet been touched by the politics or wave of constant changes in education. Their passion and energy is palpable and reminds veteran teachers of what they, too, used to be like. Students pick up on this passion and are inclined to learn due to the infectious nature of the excitement the teacher displays. New staff also brings a variety of new perspectives, strategies, curriculum ideas, and interventions from the teacher education program to share with students and staff alike.

On the other hand, having so many new teachers can also impede student achievement gains. Not only are these new teachers working on honing their craft, but they also have to learn and adapt to a new culture, climate, and expectations. Learning the ropes can detract from the process of teaching, which can negatively impact student achievement. In contrast, seasoned teachers know the culture, climate, and expectations of the building already, allowing them to focus on ensuring that students are absorbing the content. The downfall is that they are often worn out or fail to display the same passion that they once had for education, negatively impacting student engagement and achievement.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	49.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	111.0

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

While it is imperative that educators continue to grow as professionals, having multiple staff members out of the building does negatively impact student achievement. Having a substitute is not the same as when the classroom teacher is present; classroom expectations, lesson delivery, and students' ability to fully understand the concepts to be covered on a given day are compromised. Often work that is not part of the regular curriculum plan is used to supplement instruction on days when a substitute is used, so that pacing is also compromised.

With regard to teacher absences due to illness, such instances have an even worse impact on student achievement because more often than not, the work left for students to do is "busy work". However, this is something that is not easily prevented or avoided since illnesses often appear without warning. This leaves little to no time to plan effective activities for the substitute to utilize with students.



## **Perception Data - Students**

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

The data shows that students within our building are willing to talk to the adults when safety is at stake. Students surveyed that they were very comfortable going to a staff member for suicide threat issues or threats of guns coming into the school. The data also shows that our students believe their teachers/administrators care about and are willing to pay attention to all of the student body not only some students. Student data shows that our students are aware that bullying is not tolerated. Students feel comfortable sharing their own personal issues with staff. Lastly the student data shows that are students are not participating in high risk behaviors such as smoking, drugs, or drinking.

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

Based on student survey responses, CCAMS students are becoming more satisfied with how their teachers work together to improve student learning. Their preferred method of assessment is through the use of projects, presentations, and portfolios., more so than tests.

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

According to percentages in every form of bullying, students are admitting to bullying by a much higher percentage than admit to being the victim. Who are these students bullying if such low percentages admit to being the victim of bullies? According to surveys, cyber-bullying is the biggest problem within our building, followed by physical, social, and lastly verbal forms of bullying. Hallways show to be the hotspot location for bullying activity.

Another area of student dissatisfaction is in their level of comfort speaking to adults about issues that don't personally involve the student themselves, but rather the well-being of someone else. Also students are not comfortable talking with adults about the rules and expectations for behavior or staff's implementation of those rules, including whether they are fair and consistent. Students are also uncomfortable discussing issues concerning sexually-based teasing.

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

Students are becoming more dissatisfied with the breakfast and lunch choices. We have removed vending machines from the school altogether and offer breakfast to all students in homeroom. Due to the eating of breakfast in the classrooms, students are not receiving a hot breakfast as they have in previous years. Lunch complaints are also on the rise for a number of reasons including content, preparation, and lack of choices.

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

Teachers are receiving more training on how to collaborate and incorporate more cross curricular elements and project based learning.

We have changed food vendors and students haven't had an opportunity to explore other menu choices.. .

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

We will continue to serve breakfast in the classrooms and may try to offer hot food choices. We will continue to address character education to increase student empathy and decrease our bullying incidences. Increased presence and visibility in halls during transition and exchanges to deter bullying.

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

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

Overall parents are satisfied with the education they are getting at CCA and the way they are treated by office staff upon entering the building.

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

Parents are beginning to feel like their opinions are valued by the school community more. They are also becoming more satisfied with our wellness initiatives.

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

Overall, parents are very dissatisfied with the school lunch. They do not feel that it is healthy and their children don't like it. This displeases them because they expect their children to receive a well balanced meal and sometimes their children won't eat.

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

n/a

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

School leadership has changed and we have more parent meetings. Parents are beginning to feel they have a place and a role in our school, just as they do in their child's education.

Again, we have changed food vendors and the lunch has changed greatly.

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

We will have more parent meetings and solicit more parental involvement in various school activities. We will also research other food vendors to determine if their are better options for our school.

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

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

A majority of our staff agree that "our school's purpose statement is clearly focused on student success" and "is based on shared values and beliefs that guide decision making."

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

Staff feel that communication is increasing between themselves and building administration. They also feel that administration has high expectations for student achievement.

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

The area that indicates the lowest level of satisfaction among teachers/staff is "Using Results for Continuous Improvement." A larger number of teachers are undecided on the school "having a systematic process for collecting, analyzing, and using data" and our school ensuring "all staff members are trained to interpret and use data." Staff members still take issue with the school board's compliance with "all policies, procedures, laws, and regulation as well as maintaining a distinction between its roles and responsibilities and those of school leadership."

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

n/a

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

Teacher turnover, input in school wide professional development choices as well as a reorganization of the school as a whole are possible causes for staff perception data patterns.



## 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.**

Decisions about curriculum, instruction and assessment are made as a team, both at a school and at a district level. Within the school, the School Improvement Team meets monthly to review data and make decisions based on that data. Each school year, the team also meets to revise and edit the existing school improvement plan so that it accurately reflects the vision of the school leader, the school improvement team, the staff, and the students. Additionally, teachers attend Saginaw Valley State University's professional development to modify curriculum maps and assessments to align with state standards.

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

- Curriculum Maps
- Weekly Lesson Plans
- Walk-Thrus
- Summative and Formative Tests
- PD on implementing CCSS
- Community programs aligned with CCSS

# **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.	No	Not applicable for this school.	

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.	Yes	<a href="http://www.chavezgoldsmith.com/uploads/4/3/9/7/4397552/cca_dist_rict_annualeducationreport.pdf">http://www.chavezgoldsmith.com/uploads/4/3/9/7/4397552/cca_dist_rict_annualeducationreport.pdf</a>	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	We were unaware this was a requirement, and it will be put into place for the 13-14 school year.	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	We were unaware this was a requirement, and it will be put into place for the 13-14 school year.	

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	Diane Griggs Human Resource Manager diane.griggs@leonagroup.com 517.203.3720 2125 University Park Drive Okemos, MI 48864	

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 Human Resource Manager diane.griggs@leonagroup.com 517.203.3720 2125 University Park Drive Okemos, MI 48860	

**School Improvement Plan**

Cesar Chavez Middle School

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	still to be attached	CCAMS Parent Involvement Plan

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

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	Yes	<ul style="list-style-type: none"> <li>- Ed Yes Report</li> <li>- Student and Staff surveys</li> <li>- Bullying PD as a result of student and staff surveys</li> <li>- Professional Development summaries and areas of focus based on teacher need</li> <li>- Student Data Profile Analysis</li> <li>- Parent Orientation and monthly parental involvement meetings</li> <li>- Title I Meetings</li> <li>- School Improvement Team / Data Team meeting minutes</li> <li>- RTI Coordinator</li> <li>- Implementation of school wide PBIS</li> </ul>	

# **Title I Schoolwide Diagnostic**

## **Introduction**

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

## Component 1: Comprehensive Needs Assessment

### 1. How was the comprehensive needs assessment conducted?

The CNA was conducted using perceptions surveys from parents, community, staff and students on the evaluation of programs, activities, climate and culture, policies and procedures. In addition, demographic information is analyzed quarterly to ensure we are aware of the needs of the community. Academic data such as MME/ACT, MEAP, Scantron, Explore/Plan, Common formative and summative assessments, along with progress monitoring tools are analyzed and dialogue is generated around the results and the effectiveness of the strategies and activities to drive school improvement. The results of the perception, demographic and academic data are shared in monthly newsletters, weekly staff meetings, parent leadership meetings, board reports, assemblies and various events. After the culmination of data, action plans are devised to continue the use of effective strategies, and eliminate unproductive techniques or programs that have been implemented with fidelity which yield undesirable results. The changes made are presented to the parents/community, students, instructional and ancillary staff.

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

Demographic: Of our 572 students enrolled, 300 (52%) are male, 283 (48%) are female. 89% (561) are economically disadvantaged; 21% homeless. 11% (61) are disabled. 58% (334) are English Language Learners.

#### Student Achievement:

MEAP: 6th Reading - 57% proficient or above, Math - 26% proficient or above, Social Studies - 4% proficient or above  
7th Reading - 43% proficient or above, Math - 29% proficient or above, Writing - 38% proficient or above  
8th Reading - 50% proficient or above, Math - 14% proficient or above, Science - 3% proficient or above

Scantron: 6th Reading - Reading - 66% proficient or above, Math - 77% proficient or above  
7th Reading - 77% proficient or above, Math - 88% proficient or above,  
8th Reading - 69% proficient or above, Math - 77% proficient or above,

#### Perception Data:

Based on student survey responses, CCAMS students are most satisfied with how their teachers work together to improve student learning. Their preferred method of assessment is through the use of tests, projects, presentations, and portfolios. Students report that the building and grounds are safe, clean, and provide a healthy place for learning. They believe that rules apply equally to all students and that we prepare them for success in the next school year. Students are most concerned with students respecting the property of others. Students are lacking empathy by not helping each other if they are not friends.

The staff indicated satisfaction with the school leader's expectation that students will be held to a high academic standard and the fact that she monitors data related to student achievement. They are provided with instructional time and resources to support the school's goals and priorities, including sufficient materials to meet student needs. The staff greatly appreciates the safe school environment. Staff has concerns in regards to the school's governing body and the school leadership. Staff reported a lack of consistency in the teachers' grading and



reporting policies. Staff does not believe that quality student support services are being provided, and that there are limited opportunities for students to participate in activities that interest them.

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

Incorporation of English Language Arts Common Core across all content areas has resulted in an increase of Reading Scantron scores school-wide. All content areas incorporated different types of texts and students were more exposed to different texts. The quantity of reading and analyzing increased, which resulted in higher test scores. This led to an increase in MEAP scores as well.

This year we've incorporated an E3 class, which focuses on basic skills, strategies to learn in classroom, study skills, and test prep. This is to further our goal of increasing student achievement.

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

CCAMS practices inclusion where 90% or more of the students are economically is advantaged. RTI and PBS provide incentives for students who exceed /pass expectations as well. All the goals speak to ALL learners and list the strategies and activities involved in RTI and PBS that is designed to remediate academic and behavior concerns and celebrate successes

## **Component 2: Schoolwide Reform Strategies**

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

The school had implemented Differentiated Instruction, Close and Critical Reading Strategies, Response to Intervention (RTI), and the Sheltered Instructional Observational Protocol (SIOP) programs, along with the analysis of school wide data (assessments such as Study Island, Star Reader, and Scantron) Each of these programs identify students and their areas of academic weakness. Our school also places great emphasis on building background knowledge and on studying key academic vocabulary in an effort to bolster the understanding of all students, and encourages critical thinking through questioning.

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

Differentiated Instruction, Response to Intervention, Positive Behavior Support Program, SIOP, Monitoring of Best Practices (by Instructional Coach), monthly meaningful professional development sessions that support the SIP, summer school, after-school tutoring, additional learning activities/opportunities and effective Tier 1 instruction are some of the research based methods and strategies in the SIP to increase the quality and quantity of instruction. These methods and strategies create a kind of net to support our students as they learn and explore within each content area, ensuring that all students receive quality instruction as well as additional opportunities for academic support or enrichment.

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

This being an inclusion district, each classroom is filled with students of drastically varied levels of understanding. Differentiated instruction provides a process to instruct at varied ability levels. Some of our students are enough below grade level or lack important basic skills requiring additional learning opportunities outside of already scheduled instructional time. RTI provides additional instructional time to provide interventions that will close the gap and allow those students to get the most out of normal classroom activities. Many times when a student struggles with understanding of concepts, a correlation is found with poor behavior. PBS is meant to reward good behavior and correct bad behavior, hopefully improving the learning environment for all. Lastly, because we have a high English language learner population, a SIOP program will ensure that these students are supported within their classes.

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

In order to determine which students are in need of interventions our data is analyzed closely. We use primarily Scantron as our universal screener, but also take Star Reader scores, teacher-created assessment info and teacher recommendations into account. Once at risk students are identified, lists go out to teachers and support staff is assigned to classrooms with the greatest need.

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

Progress monitoring serves to gauge the progress of these students through grades and easy cbm assessments. If a student fails to progress over the course of two cycles, then they are considered for special education evaluation.

### Component 3: Instruction by Highly Qualified Staff

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

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

## Component 4: Strategies to Attract Highly Qualified Teachers

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

This year we have a 17% turnover. A number of teachers have left the district for a number of reasons. Some reasons include continuing their education, starting a family, leaving a state, moving to higher paying districts, or jobs in closer proximity to home.

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

Of a teaching staff of 30 teachers, 37% have 0-4 yrs. experience, 30% have 5-10 yrs. experience, 27% have 11-15 yrs. experience, and 3% have 16-20 yrs. experience, and 3% 21-25% yrs. experience.

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

The Cesar Chavez administration attends college recruiting fairs, offers competitive starting salaries, a competitive benefit package with incentives to lower costs, and positive word of mouth association from current staff members. Highly qualified teachers are offered performance based increases and bonuses.

Special education reimbursement for tuition, the ability to receive continuing education units (ceu's) approval, and twelve month pay.

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

The Cesar Chavez administration attends college recruiting fairs, offers competitive starting salaries, a competitive benefit package, and positive word of mouth association from current staff members. Highly qualified teachers are offered performance based increases and bonus. Special education reimbursement for tuition, continuing education units (ceu's) approval, and twelve month pay.

The district provides up to date facilities and a variety of technology available to the classrooms.

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

There is a 17% turnover rate, which is lower than previous years. The initiatives that the school has implemented to lower the turnover rate of highly qualified teachers are peer coaching and mentoring, and additional professional development opportunities.

## **Component 5: High Quality and Ongoing Professional Development**

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

The results of the comprehensive needs assessment is used to create a written professional development plan that identifies ongoing and sustained professional development that is aligned to the Goals, Objectives, Strategies and School-wide Reform Model. These include incorporating the SIOP model for English language learners, and formative assessments to aide in identification for Response to Intervention.

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

The expectation is for the instructional staff to implement the strategies as prescribed and document them in lesson plans, curriculum maps, and pacing guides. The coach, administration, and instructional leadership team will complete walkthroughs to ensure this is occurring within the classrooms. Multiple topics are revisited through professional learning communities and off site PLC and PD opportunities.

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	3. The school's Professional Learning Plan is complete.	Yes		Professional Development schedule

## Component 6: Strategies to Increase Parental Involvement

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

The Parents In Action meetings are designed by the school's social workers in addressing parental needs in making the middle school experience for their child/ren an enjoyable learning experience. The program is further designed to increase parental resources both inside the school and within the community. Topics vary each month based on parents suggestions and needs assessment.

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

The Parent In Action meetings are held on a monthly basis to better assist parents in topics that are school related; struggling readers, career focused programs, how to better assist my child/ren in the middle school years and beyond in a variety of other topics that parents may need assistance with. Guest speakers are invited in to discuss community resources with parents as it pertains to their needs and wishes.

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

Parents are asked to evaluate each monthly session and the overall parent program at the May parent meeting.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		Parental Involvement Plan

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

n/a

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

Parents will meet monthly to evaluate if the components of the plan are being implemented with fidelity. As well, other stakeholders will complete surveys to evaluate the parent involvement of the SIP to ensure the activities and strategies were being implemented regularly and consistently to yield the results desired.

## School Improvement Plan

Cesar Chavez Middle School

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

Strategies and activities will be revised or eliminated depending on the results collected. Research will be completed to adopt or adapt new programs, strategies to increase parental involvement.

### 8. Describe how the School-Parent Compact was developed.

N/A : This document was in use previous to anyone on the school improvement team working currently.

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

N/A

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

N/A

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

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

Parent-Teacher conferences are accompanied by translators.



## **Component 7: Preschool Transition Strategies**

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

N/A

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

n/a

## **Component 8: Teacher Participation in Making Assessment Decisions**

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

All staff meet on a quarterly basis as curriculum teams to discuss school based academic assessments. Curriculum maps and lesson plans are then realigned to meet deficient areas as identified by the assessments. Curriculum teams meet with the district and school's curriculum coach in re teaching material. All staff members represent teams within the school. Each decision, as it relates to curriculum, instruction, and assessment are made and implemented.

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

Teachers and staff participate in analyzing student achievement data on a quarterly basis as prescribed assessments are given; dictated by the school's assessment timeline. Data is then analyzed as both whole group and as individual students' scores. Curriculum maps and pacing guides are then realigned to re-teach areas that show deficiencies.

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

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

School wide assessments, in class assessments, pretests, and post tests are given to the students whom are then identified in not achieving state wide academic achievement scores. Academic aides, title one teachers, para-educators, and special education teachers are in classrooms to work specifically with students whom are having difficulty achieving state achievement scores. The support staff implements Rtl (response to intervention), SIOP and differentiated instruction strategies in assisting students to meet proficiency levels on the MEAP test. Students are then reassessed by the support staff on a biweekly basis to update student progress. Multiple school wide assessments are then given at the end of each academic quarter.

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

Weekly progress reports are given out by teachers to students each week outlining their current academic grade(s) in all of their classes. Bi weekly school wide progress reports are mailed home to assure parental communication. Additional time is provided and offered to all students in the areas of after school academic tutorial sessions once a week.

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

Most instructors assess how their students learn best and then differentiate based on multiple intelligence information. Pre and post tests are utilized to measure the students' prior knowledge and determine what materials and instructional strategies are essential to facilitating student growth. RTI is an avenue that is used to give leveled/tiered instruction in the classroom at least for an hour with supplemental materials and support from 31a and Title 1. Instructional staff will be trained on techniques and methods for RTI and research and evidence based strategies.

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

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

CCAMS has institutionalized the following State, LEA, and Federal programs:

Additional in-class assistance, small group pull out when needed to reinforce Common Core, during and after school tutoring program, (1) Title 1 Interventionist, technology and site licenses. Ongoing Strategies for Writers resources and training, analysis of data, ongoing KC4 curriculum alignment training, math strategies, interactive whiteboard training, Rtl training, school leader and instructional coach training, 5-A-Day training, and Building Academic Vocabulary training. Summer school, Behavior Intervention Specialist, Home/School Community Liaison, Security, HQ instructional assistants.

Local resources, program, and grants-The Academy receives educational resources from the local GISD to implement the Food and Drug Free Program, PBS and Michigan Model. In addition, the school receives a grant from the GISD for the Peanut-Physical Education and Nutrition (PE-Nut). In partnership with the GISD, the Academy staff participates in core subject area training as well as receives resources and training for the Continuous Improvement Monitoring System (CIMS).

State resources, programs, and grants-the Academy uses State resources to address the achievement gap between high and low performers. Classroom instruction in all core and "specials" plus all associated supplies and materials are funded by the State resources.

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

The school will use financial resources to implement the required ten schoolwide components in the following manner:

1. Comprehensive needs assessment-General Fund School improvement committee and data entry team meeting to analyze student data
2. School-wide reform strategies-Title I, Title II-A, Title IV Response to Intervention (RTI) and Positive Behavior Support (PBS), additional in-class assistance, small group pull out when needed to reinforce grade level GLCE's, during and after school tutoring program, (2) Title 1 Interventionist, Reading A-Z and Raz-kids resources, Reading Key, Math Key, Enchanted Learning, Reading Plus resources, Instructional Coach, Study Island, Cranbrook Institute of Science, and Home-School Liaison.
3. Instruction by highly qualified professional staff-Title II-A Staff book studies, collaboration meetings, grade-level meetings, high yield strategies for reading and math, ongoing Strategies for Writers resources and training, analysis of data, ongoing KC4 curriculum alignment training, Concrete Representation abstract training for math, National Council for Teacher Mathematics resources, interactive whiteboard training, Rtl training, school leader and instructional coach training, 5-A-Day training, Reading Plus training, Building Academic Vocabulary training, Study Island training
4. Strategies to attract high quality, highly qualified teachers-Title II-A Job fairs, teacher mentoring, teacher reimbursement for returning to school, competitive salaries and bonuses, qualified to participate in teacher loan forgiveness program
5. High-quality and ongoing professional development-Title I, Title II-A, and Title II-D School Improvement Grant, Response to Intervention (RTI), reading comprehension strategies, Strategies for Writers workshop, Achievement Series, CRA math manipulative
6. Parent involvement-Title I Participate with school improvement plan
7. Transition strategies-General Fund Kindergarten RoundUp

8. Teacher participation in making assessment decisions-General Fund and Title I Grade-level team meetings, data analysis using DIBELS, SY 2014-2015

## School Improvement Plan

Cesar Chavez Middle School

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Scantron, Golden Package, Study Island, quarterly assessments

9. Timely additional assistance to students-Title I and Section 31a At-Risk IDEA, Part B Paraprofessionals, LRE aides, summer school, Assistive technology and Title I tutors, Behavior Intervention Specialist, Home/School Community Liaison, Security, HQ instructional assistants

10. Coordination and integration of federal, state and local programs and resources-Food and Drug Free Program, Peanut-Physical Education and Nutrition (PE-Nut), staff development programs, Continuous Improvement Monitoring System (CIMS), Michigan Model

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

n/a

## **Evaluation:**

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

Data is analyzed to monitor the progress of student achievement in the core content areas. Content standards are assessed through formative assessment, pre and post tests, as well as Scantron and Study Island. The data from these tests drive instruction. Data is collected from discipline and attendance records via Liveschool and Swiss. Behavior reports are analyzed and presented to staff monthly to determine where and how frequently unacceptable behavior is occurring. The teams also assess the areas of the school which may require and increase in monitoring or a further formation of behavior procedures. Data collected from parent surveys and student surveys are used to determine the satisfaction of those served.

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

Data from State and Quarterly assessments are analyzed to determine if instructional strategies are effective. Instruction is adjusted based on gains/losses and strengths/weaknesses. Curriculum maps and pacing guides are also revisited and revised and whether more or less interventions are necessary.

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

We track and monitor student progression through the Rtl program as well as identifying whether proficiency levels of students change on the MEAP. Quarterly assessments are also monitored for changes.

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

If data determines that programs are effective, they are still continuously monitored and modified to increase effectiveness. If data determines that programs are continually ineffective they are eliminated.

# **School Improvement Plan 2014-2015**

## Overview

### Plan Name

School Improvement Plan 2014-2015

### Plan Description



## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	English Language Arts (Reading) Proficiency	Objectives: 2 Strategies: 13 Activities: 24	Academic	\$745500
2	English/Language Arts (Writing) Proficiency	Objectives: 1 Strategies: 6 Activities: 10	Academic	\$546000
3	Math Proficiency	Objectives: 1 Strategies: 6 Activities: 15	Academic	\$954500
4	Science Proficiency	Objectives: 1 Strategies: 6 Activities: 10	Academic	\$590000
5	Social Studies Proficiency	Objectives: 1 Strategies: 7 Activities: 10	Academic	\$590500
6	ESL Proficiency	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0

## Goal 1: English Language Arts (Reading) Proficiency

### Measurable Objective 1:

A 5% increase of Sixth, Seventh and Eighth grade students will demonstrate a proficiency by increasing the number of students reading at or above grade level in English Language Arts by 06/19/2015 as measured by ScanTron and MEAP scores.

### Strategy 1:

ACCELERATED READER/STAR READING PROGRAM/READ NATURALLY and READ 180 - To continue to improve the reading program within the school to support student levels through online reading practice and assessment programs and appropriate reading and instructional materials.

Research Cited: Technology based reading programs/assessments (Star Reading Program, Accelerated Reader program, Supplemental programs Read Naturally, Read 180)

Tier:

Activity - reading text and answering computer-based standardized follow-up questions for progress monitoring assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ongoing training for the staff to continue and become experts in providing quality assessments in the areas of reading to students in a timely manner. - READ 180- HEADPHONES with MICROPHONES, Workbooks - READ NATURALLY (10 Ipads) - STUDY ISLAND - SCANTRON - ACCELERATED READER 2 Neo Hubs, Updated hubs Wireless Printer to print data from Ipads	Technology			08/18/2014	06/19/2015	\$10000	Title I Schoolwide	Classroom Teachers in the areas of English/Language Arts; Mathematics; Science; Social Studies Instructional Coach Support Staff

### Strategy 2:

Differentiated Instruction - Staff will use data to inform and plan for differentiated instruction to allow for creative groupings and appropriate opportunities to assist students in the acquisition of content material and skills-based practice.

Research Cited: A Handbook for Classroom Instruction that Works, Marzano

Tier:

Activity - Creative Groupings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Cesar Chavez Middle School

Teachers and highly-qualified support staff will group students according to performance and observation outcomes to allow for appropriate learning opportunities and skills practice to enhance acquisition of content material.	Other			08/18/2014	06/19/2015	\$0	No Funding Required	All teaching staff with the support of the instructional coach.
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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On-going professional development in the area of differentiated instruction and use of interventions within the classroom Professional Learning communities MTCE Conference for entire department	Professional Learning			08/18/2014	06/19/2015	\$10000	Title II Part A	school leader, instructional coach, district curriculum coach

Activity - Leveled Readers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leveled Readers for fluency and comprehension high interest books at lower reading levels Separate Testing across multiple weeks	Materials		Implement	08/18/2014	06/19/2015	\$0	Title I Schoolwide	Teachers Interventionists Instructional Aides Curriculum Coordinator

### Strategy 3:

Reading and Writing across the content areas - All staff will support students in achieving school-wide reading and writing goals across all grade levels and content areas

Research Cited: Common Core Standards

Tier:

Activity - Informational Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach and implement strategies that help with reading informational text	Implementation			06/16/2014	06/19/2015	\$3000	Title I Schoolwide	Instructional coach, classroom teachers, instructional aide

## School Improvement Plan

Cesar Chavez Middle School

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continued professional development for all involved in teaching reading strategies	Direct Instruction	Tier 1	Implement	08/18/2014	06/19/2015	\$0	Title I School Improvement (ISI)	School leader, Curriculum coordinator, District Curriculum Coordinator

### (shared) Strategy 4:

Response to Intervention - Staff will use effective, research-based strategies for student academic and instruction as outlined in RtI

Research Cited: Marzano, What Works in Schools, Response to Intervention

Tier:

Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will group students, in respective classes, according to formative and diagnostic assessments and teacher observations to receive appropriate planned instruction and activities at their skill level, use of SOLO6. Instructional aides will work with these groups on identified areas of need. Students will use Easy CBM and Read Naturally	Academic Support Program			08/18/2014	06/19/2015	\$420000	Section 31a, Title I Schoolwide	Instructional aide and other grant-funded teachers and staff, highly qualified aides, and teachers

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention staff and aides will progress monitor students' response to and the effectiveness of behavioral or academic interventions including the use of AIMS web or other placement indicators/progress monitors	Academic Support Program			08/18/2014	06/08/2015	\$2500	Title I Schoolwide	teachers, aides, support staff, instructional aides,

Activity - Schedule Change	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
add daily time into the schedule for Response to Intervention time and remedial skills	Policy and Process			08/18/2014	06/19/2015	\$0	No Funding Required	School leader

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Cesar Chavez Middle School

Activity - Rtl Training for Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive training in the implementation of a successful response to intervention program	Professional Learning			08/18/2014	06/08/2015	\$2000	Title II Part A	All staff

### Strategy 5:

Positive Behavioral Support - staff will design an incentive program that will increase students' understanding of the behaviors and character traits that will support their academic success

Research Cited: Positive Behavior Support Theory, Marzano

Tier:

Activity - Eagle Expectations and Eagle Dollars	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given a set of expectations and rewarded points in an online reward system (Live School). This system will be used by all staff members. Also incentives will be rewarded to those students who have collected points for following behavioral expectations.	Behavioral Support Program			08/18/2014	06/19/2015	\$2000	Title I Schoolwide	All staff

### Strategy 6:

SIOP - Staff will use the SIOP model to support the ELL population's learning and academic success

Research Cited: Echeverria, et al: Making Content Comprehensible

Tier:

Activity - SIOP training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Complete training for new staff and refresher courses for all on implementing the 8 components of SIOP and will benefit from the continued support and guidance of the district ELL coach	Professional Learning			08/18/2014	06/19/2015	\$2000	Title II Part A	instructional coach, district ELL Coach

### Strategy 7:

New technology - Staff will plan for and integrate technology into classrooms to give students additional, multiple means to access content. Technological teaching innovations include but are not limited to the use of lap tops, online learning and intervention programs, active whiteboards, neos, ipads.

Research Cited: Marzano, best practices

Tier:

## School Improvement Plan

Cesar Chavez Middle School

Activity - Online content-area software and materials,for learning and assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
students will have access to technological programs, materials, and assesment opportunities that support grade-level content through the use of laptops, neos, downloaded accelerated reader stories, ipads, ipods, headphones, ect.	Technology			09/02/2013	06/13/2014	\$40000	Title I Schoolwide	All staff

Activity - Training in technology-infused teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will benefite from training and supplemental support in how to effectively use technology to promote or scaffold student learning	Professional Learning			08/18/2014	06/08/2015	\$5000	Title II Part A	curriculum coach, school leader

Activity - Resource Library	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create a Library catalog system with barcode scanner	Implementation	Tier 1	Implement	08/18/2014	06/19/2015	\$0	Title I Schoolwide	School Leader curriculum Coordinator ELA Staff

### Strategy 8:

Extended Learning Opportunities - Teaching staff and administration will use data to identify at risk students for after school and summer school tutorial sessions that will provide supplemental support to students for mastery of content and skills

Research Cited: Marzano, A Handbook for Classroom Instruction that Works

Tier:

Activity - After-School study skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
teaching staff will provide after school study skill sprograms for students struggling toward mastery of academic content and skills	Academic Support Program			08/18/2014	06/19/2015	\$53000	Section 31a, Title III	Teachers, support staff

Activity - Summer School study skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
teaching staff will provide supplemental learning opportunities to students in the summer to support mastery of content and to allow for skills practice fro at risk students identified through the use of data and teacher recommendations	Academic Support Program	Tier 1	Implement	08/18/2014	06/08/2015	\$72000	Title III, Section 31a	All staff

## School Improvement Plan

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### Strategy 9:

Parental Involvement - staff will promote activities and collaborative environment to promote effective engagement of parents in their child's education

Research Cited: Epstein's Framework for Parental Involvement

Tier:

Activity - Montly Parent Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The academy will present parents with monthly trainings or informational workshops, book clubs, learning communities, and training in the use of usalearns.org to promote their understanding of the school's curriculum and assessments and their role in promoting student success.	Parent Involvement	Tier 1	Implement	08/18/2014	06/08/2015	\$4000	Title I Schoolwide	school leader, instructional staff

### Strategy 10:

Utilize ESL teachers - An ESL teacher will use research based strategies to promote mastery and provide interventions as well

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

Tier:

Activity - Utilize ESL teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An ESL teacher will use research based strategies to promote mastery and provide interventions as well	Recruitment and Retention			08/18/2014	06/08/2015	\$40000	Title III	school leader

### Measurable Objective 2:

A 3% increase of English Learners students will demonstrate a proficiency reading in English Language Arts by 06/13/2014 as measured by ELPA, MEAP, Scantron.

### (shared) Strategy 1:

Response to Intervention - Staff will use effective, research-based strategies for student academic and instruction as outlined in RtI

Research Cited: Marzano, What Works in Schools, Response to Intervention

Tier:

Activity - Interventions	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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Staff will group students, in respective classes, according to formative and diagnostic assessments and teacher observations to receive appropriate planned instruction and activities at their skill level, use of SOLO6. Instructional aides will work with these groups on identified areas of need. Students will use Easy CBM and Read Naturally.	Academic Support Program			08/18/2014	06/19/2015	\$420000	Title I Schoolwide, Section 31a	Instructional aide and other grant-funded teachers and staff, highly qualified aides, and teachers
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Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention staff and aides will progress monitor students' response to and the effectiveness of behavioral or academic interventions including the use of AIMS web or other placement indicators/progress monitors	Academic Support Program			08/18/2014	06/08/2015	\$2500	Title I Schoolwide	teachers, aides, support staff, instructional aides,

Activity - Schedule Change	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
add daily time into the schedule for Response to Intervention time and remedial skills	Policy and Process			08/18/2014	06/19/2015	\$0	No Funding Required	School leader

Activity - Rtl Training for Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive training in the implementation of a successful response to intervention program	Professional Learning			08/18/2014	06/08/2015	\$2000	Title II Part A	All staff

### Strategy 2:

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

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

Tier:

Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



## School Improvement Plan

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After school tutoring will be offered to assist students will instructional strategies derived from best practices and differentiated instruction	Academic Support Program	Tier 1	Implement	08/18/2014	06/08/2015	\$56000	Section 31a, Title III	school leader, instructional staff, instructional coach
<b>Activity - Summer School Program</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>
ELL learners will be provided the opportunity to be involved in additional instruction that addressed their areas of concern in Reading and Writing. Test results will be examined and analyzed to correlate the material taught to the students outcomes and areas for growth	Academic Support Program	Tier 1	Implement	08/18/2014	06/08/2015	\$2000	Title III	school leader, instructional coach, instructional ELL coach
<b>Activity - Parental Involvement</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>
Consultants will offer parents a look into strategies and information, along with resources to assist their children's progress with classwork and homework and their understanding of the district's curriculum and assessments	Parent Involvement	Tier 1	Implement	08/18/2014	06/08/2015	\$2000	Title III	District ELL coordinator, ELL coach

### Strategy 3:

Professional development to support ELL - A professional development will occur and information learned will be implemented to inform all stakeholders of effective strategies to engage, prepare, and assess ELL students

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

Tier:

<b>Activity - Consultant to present ELL 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>
A sustainable plan will be created and monitored to provide a wealth of knowledge to model strategies and communicate expectations for learning and assistance for ELL learners. Teachers will be expected to use methodology and strategies and receive feedback from administration	Professional Learning	Tier 1	Implement	08/18/2014	06/08/2015	\$10000	Title III	School leader, instructional leader, teachers and instructional coach

### Strategy 4:

Recruit and Maintain Bilingual/ESL certified staff - The school will make a good faith effort to recruit and maintain bilingual certified

## School Improvement Plan

Cesar Chavez Middle School

staff by offering tuition reimbursement to employees

Research Cited: Goldhaber D. D. and Anthony, E.(2004)Can teacher quality effectively be assessed? The Urban Institute

Tier:

Activity - Recruit and Maintain Bilingual/ESL certified staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District administrative team will establish an application process for tuition reimbursement	Recruitment and Retention	Tier 1	Implement	08/18/2014	06/08/2015	\$10000	Title III	District administrative team

## Goal 2: English/Language Arts (Writing) Proficiency

### Measurable Objective 1:

100% of All Students will demonstrate a proficiency at grade level in English Language Arts by 06/13/2014 as measured by writing sample.

### Strategy 1:

Differentiated Instruction - Staff will use data to inform and plan for differentiated instruction to allow for creative groupings and appropriate opportunities to assist students in the acquisition of content material and skills-based practice

Research Cited: Marzano best practices

Tier:

Activity - Creative groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be grouped according to performance and observation outcomes to allow for appropriate learning opportunities and skills practice to enhance acquisition of content material	Implementation	Tier 1	Implement	08/18/2014	06/08/2015	\$0	No Funding Required	all instructional staff
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Cesar Chavez Middle School

Teaching and support staff will continue to learn strategies to effectively differentiate instruction for increased student success. Additionally teachers will form professional learning communities to coordinate practice of differentiated instruction and formative assessments Search for different writing programs to meet the needs of diverse learners	Professional Learning	Tier 1	Getting Ready	08/18/2014	06/19/2015	\$10000	Title I Schoolwide	school leader, instructional coach, instructional staff
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### Strategy 2:

Extended Learning Opportunities - Staff will offer supplemental opportunities for students to receive support in achieving individual learning goals.

Research Cited: school demographics, school information from quarterly assessments, school information from state assessments

Tier:

Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended learning opportunities for students during the school year/school day for students who are identified as being academically at-risk of not achieving learning goals, proficiency in content areas	Academic Support Program	Tier 1	Implement	08/18/2014	06/08/2015	\$56000	Section 31a, Title III	Identified teaching and support staff Curriculum Coach Administration

Activity - Summer School Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given supplemental support through summer learning opportunities	Academic Support Program			08/18/2014	06/19/2015	\$73000	Title III, Section 31a	All summer school teaching and support staff

### Strategy 3:

Writing Across the Content Areas - All staff will support students in achieving school-wide reading and writing goals across all grade levels and content areas

Research Cited: CCSS

Tier:

## School Improvement Plan

Cesar Chavez Middle School

Activity - Writing Practice through content area materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in activities using content-area materials that allow for practice and support in achieving school-wide reading and writing goals including writing about informational text	Implementation			08/18/2014	06/19/2015	\$1000	Title I Schoolwide	all instructional staff and aides, curriculum coach

### Strategy 4:

Response to Intervention and Positive Behavior Support program - Staff will use effective, research-based strategies for student academic and behavioral support and instruction as outlined in response to intervention and positive behavior support theory

Research Cited: Marzano, Best Practice, Response to Intervention and PBS theory

Tier:

Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be grouped according to outcomes of formative and diagnostic assessments and teacher observations to receive appropriate planned instruction and activities at their skill level	Implementation			08/18/2014	06/19/2015	\$390000	Section 31a, Title I Schoolwide	all instructional and support staff

Activity - Positive Behavior Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in an incentivized program that will increase their understanding of the positive behavior and character traits that will support their academic success	Behavioral Support Program			08/18/2014	06/19/2015	\$2000	Title I Schoolwide	all staff

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive professional development in the implementation of a successful response to intervention program.	Professional Learning			08/18/2014	06/19/2015	\$2000	Title II Part A	school leader, curriculum coach

### Strategy 5:

SIOP - Staff will use the S.I.O.P model to support ELL student achievement

Research Cited: Echeverria, et al: Making Content Comprehensible

## School Improvement Plan

Cesar Chavez Middle School

Tier:

Activity - SIOp training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue to receive professional development in successfully implementing the 8 components of SIOp Instructional Rounds Training for implementation of SIOp	Professional Learning			08/18/2014	06/19/2015	\$2000	Title II Part A	all staff, administration

### Strategy 6:

Technology - Staff will plan for and integrate technology into classrooms to give students additional, multiple means to access content. Students are visual learners and all learn differently. Students will be allowed to use lap tops, online learning and intervention programs and other technology purchased by the school in daily instruction within the classrooms

Research Cited: Marzano, best practice

Tier:

Activity - New technology training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
staff will know how to use appropriate learning and assessment opportunities that support grade-level content through the use of laptops, neos, and desktop computers	Professional Learning			08/18/2014	06/19/2015	\$10000	Title I Schoolwide	school leader, curriculum coach, teaching staff

## Goal 3: Math Proficiency

### Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency score of proficient in Mathematics by 06/13/2014 as measured by math MEAP.

### Strategy 1:

Differentiated Instruction - Differentiated instruction will be implemented to support student learning

Research Cited: Marzano Best Practices

Tier:

## School Improvement Plan

Cesar Chavez Middle School

Activity - Manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching and support staff will take advantage of manipulatives in hands-on learning opportunities to promote student understanding and success for both remedial and enrichment	Getting Ready			08/18/2014	06/19/2015	\$10000	Title I Schoolwide	classroom teachers, instructional coach
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will be trained throughout the school year. Lesson plans will be monitored weekly by the instructional coach to ensure that DI strategies are included. Modeling of DI strategies will be observed by teachers, and coaching on alignment with common core. Rick Wormeli Training for entire department and interventionists Jonathon Gould training for hands on/differentiated MATH instruction. Alignment between CCSS, curriculum and assessment. EFFECTIVE math centers at the MIDDLE SCHOOL LEVEL	Professional Learning			08/18/2014	06/19/2015	\$10000	Title II Part A	math teaching and support staff, curriculum coordinator
Activity - Professional Learning Community	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will benefit from participation in professional learning communities that coordinate practice of differentiated instruction and formative assessments	Professional Learning			08/18/2014	06/19/2015	\$7000	Title II Part A	teaching and support staff, and administration
Activity - Math Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Accelerated Math Course Resources Project Based Learning resources Hands on Manipulatives Interactive Lesson Programs and workbooks Laptops for Fast Math Accelerated Math Program Math Interventionist White Boards/ All classes EXPO Markers	Direct Instruction	Tier 1	Implement	08/18/2014	06/19/2015	\$0	Other	Math Instructional Staff and Interventionists, Curriculum Coordinator

## School Improvement Plan

Cesar Chavez Middle School

### Strategy 2:

Extended Learning Opportunities - Students in need of additional support will receive supplemental instruction after school or during summer break in addition to MEAP Cram and AWIM programs

Research Cited: What Works in Schools

Tier:

Activity - Summer School and After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended learning opportunities for students will be made available after school during the school year and during the summer break. Students will receive support in achieving learning. Coordinate with outside agencies to provide alternate programming. goals and proficiency in content areas	Academic Support Program			08/18/2014	06/19/2015	\$129000	Section 31a, Title III	teaching, support, and administration staff

### Strategy 3:

Response to Intervention and Positive Behavior Support - Staff will use effective, research-based strategies for student academic and behavioral support and instruction as outlined in response to intervention and positive behavior support theory

Research Cited: Response To Intervention theory

Rtl Network

Tier:

Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I teaching, interventionists, and support staff along with other grant-funded aides will deliver appropriate planned instruction and activities in response to diagnostic and formative assessment data to small groups or individuals in need of support to meet grade level expectations. Include Fast Math, Kuta Software, Explicit Teaching of Vocabulary	Academic Support Program			08/18/2014	06/19/2015	\$390000	Title I Schoolwide, Section 31a	All teaching and support staff with the support of administration and Rtl lead teacher

Activity - Positive Behavior Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will deliver an incentivized program that will increase students' understanding of the positive behavior and character traits that will support their academic success and to reinforce general banking skills and reinforce behavior expectations	Behavioral Support Program			08/18/2014	06/19/2015	\$2000	Title I Schoolwide	All staff

## School Improvement Plan

Cesar Chavez Middle School

Activity - Retain and Add Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Retain and add additional grant-funded staff to support interventions through skills-based practice with students who are identified as "at risk."	Recruitment and Retention			08/18/2014	06/19/2015	\$390000	Section 31a, Title I Schoolwide	School leader

### Strategy 4:

SIOP - Staff will continue to receive professional development in successfully implementing the 8 components of S.I.O.P.

Research Cited: Echeverria, et al.

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue to receive professional development in successfully implementing the 8 components of S.I.O.P. to support instruction.	Professional Learning			08/18/2014	06/19/2015	\$2000	Title II Part A	ELL coach Instructional coach teachers

### Strategy 5:

Technology - Staff will plan for and integrate technology into classrooms to give students additional, multiple means to access content. Students are visual learners and all learn differently. Students will be allowed to use laptops, online learning and intervention programs and other technology purchased by the school for daily instruction within the classroom and for group work

Research Cited: Marzano, best practice

What Works in Schools

Universal Design for Learning, Making Curriculum Accessible

Tier:

Activity - Online Content Area Software for Learning and Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to appropriate learning and assessment opportunities that support content through the use of smart boards, laptops, neos, and desktop computers. Infuse technology into the classroom with websites to increase student engagement. ie. IXL, Brainpop, Discoverymainstream, FastMath, EdHelper, Super Teacher Worksheets, Math Worksheets Land, etc	Academic Support Program			08/18/2014	06/19/2015	\$2000	Title I Schoolwide	Teaching staff administration instructional coach



## School Improvement Plan

Cesar Chavez Middle School

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD on Technology Integration @ Middle School Level Active Inspire Training Promethean Board Training	Getting Ready	Tier 1	Getting Ready	08/18/2014	06/19/2015	\$0	Title I Schoolwide	District Curriculum Coordinator , Curriculum coordinator, School Leader,
Activity - General Technology Upkeep	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology Repair, compatibility, Program/applications update	Materials	Tier 1	Implement	08/18/2014	06/19/2015	\$0	Title I Schoolwide	School/District Administration

### Strategy 6:

Universal Screening/Data Based Decision Making - The staff will analyze student data on a quarterly basis to alter instructional practices and monitor instruction. Student and support staff schedules may be altered to "group" students based on ability level for instructional support. This will allow for differentiated instructional practices, pull out or push in interventions, student centers, and additional one on one instructional practices

Research Cited: A HANDBOOK FOR CLASSROOM INSTRUCTION THAT WORKS BY MARZANO  
USING DATA TO IMPROVE STUDENT ACHIEVEMENT BY WAHLSTROM

Tier:

Activity - Scantron Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in Scantron training in August prior to the start of school. This will provide teachers with the information needed so that student assessments can be conducted at the beginning of the school year. The Scantron data will be used to change student schedules or provide differentiated academic plans that address individual student needs	Professional Learning			08/18/2014	06/19/2015	\$5000	Title I Schoolwide	Math Teachers, Curriculum Coach, Title I Math Teachers
Activity - Study Island Professional Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Cesar Chavez Middle School

Staff will participate in Study Island PD to enhance use of tool for student assessment and progress monitoring and practice	Professional Learning			08/18/2014	06/19/2015	\$500	Title II Part A	Administration Instructional coach
Activity - Quarterly Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Quarterly assessments using Scantron and Study Island program will be performed to inform instruction	Technology			08/18/2014	06/19/2015	\$7000	Title I Schoolwide	Classroom Teachers Curriculum Coach School Leader

## Goal 4: Science Proficiency

### Measurable Objective 1:

A 8% increase of All Students will demonstrate a proficiency by scoring proficient in Science by 06/13/2014 as measured by science MEAP.

### Strategy 1:

Scientific Process - Staff will plan for the implementation of inquiry-based projects to teach the scientific process in topic specific ways

Research Cited: Best Practices

Tier:

Activity - Science Lab Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given lab time within the classroom in order to conduct experiments in real life inquiry-based project assessment. Science fairs to be included. AWIM Trac Program Other Long Term Investigations	Implementation			08/18/2014	06/19/2015	\$10000	Title I Schoolwide	classroom teachers and support staff, Curriculum Coordinator

### Strategy 2:

Differentiated Instruction - Staff will use data to inform and plan for differentiated instruction and to allow for creative grouping for study and practice

Research Cited: Marzano

Best Practice

What Works...

## School Improvement Plan

Cesar Chavez Middle School

Tier:

Activity - Hands-On activities and Creative Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will plan for and promote hands-on learning and small group learning and skill practice to enhance the acquisition of content material Next Generation Science Unit Materials Lab workbooks for individual students	Academic Support Program			08/18/2014	06/19/2015	\$10000	Title I Schoolwide	teaching staff, support staff instructional coach

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will benefit from participation in a professional learning community that coordinates practice of differentiated instruction and formative assessments. Staff will also create common science assessments. Cross Curricular Planning Professional Development and planning time to implement Incorporating Flipped Classroom	Professional Learning		Implement	08/18/2014	06/19/2015	\$7000	Title II Part A	all staff instructional coach certified science interventionist

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Creating a Flipped Classroom STEAM Training Cross curricular Science	Implementation	Tier 1	Getting Ready	08/18/2014	06/19/2015	\$0	Other	curriculum coordinator, Science Instructional staff, certified science interventionist

### Strategy 3:

Extended learning Opportunities - Staff will offer supplemental opportunities after school and in the summer for students to receive support in achieving individual learning goals

Research Cited: What Works in Schools

Tier:

Activity - Tutoring through after-school and summer programs	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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Extended learning opportunities for students during the school year/school day for students who are identified as being academically at-risk of not achieving learning goals, proficiency in content areas. Students will be given supplemental support through summer learning opportunities. ie. homerooms, community gardens, summer and school year content driven field trips	Other		Implement	08/18/2014	06/19/2015	\$129000	Section 31a, Title III	All classroom/ school year and summer school and support staff instructional coach
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### Strategy 4:

Response to Intervention and Positive Behavior Support - Staff will use effective, research-based strategies for student academic and behavioral support and instruction as outlined in response to intervention and positive behavior support theory

Research Cited: Marzano, Best Practice, Rtl and PBS theory.

Tier:

Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be grouped according to outcomes of formative and diagnostic assessments for planned instruction and supplemental support delivered by Title I and other grant-funded support staff	Academic Support Program			08/18/2014	06/19/2015	\$390000	Title I Schoolwide, Section 31a	teaching and support staff

Activity - Positive Behavior Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will design and deliver an incentive-based program that will increase students' understanding of the positive behavior and character traits that will support their academic success	Behavioral Support Program			08/18/2014	06/19/2015	\$2000	Title I Schoolwide	all staff

### Strategy 5:

SIOP - Staff will use the S.I.O.P. model to support achievement for ELL students. Review SIOP and apply it to Rtl interventions. New teacher training.

Research Cited: Echeverria, et al

Tier:

Activity - Training and Coaching	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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Staff will benefit from continued professional development and coaching in successfully implementing the 8 components of S.I.O.P.	Professional Learning			08/18/2014	06/19/2015	\$2000	Title II Part A	ELL coach instructional coach
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### Strategy 6:

Technology - Staff will plan for and integrate technology into the classrooms to give students additional, multiple means to access content. Students will be encouraged to use laptops, ipads and ipods, clickers, text based response system, STEM based Activities, interactive whiteboards, online learning and intervention programs and other technology purchased by the school for use in daily instruction and practice within the classroom.

Research Cited: Center for Technology and Learning Reports

Tier:

Activity - Online Software for Learning and Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will integrate and give students access to appropriate learning and assessment opportunities that support grade level content through the use of laptops, neos, ipads, ipods, and desktop computers New Universal Screener	Academic Support Program			08/18/2014	06/19/2015	\$40000	Title I Schoolwide	all staff

Activity - Creating Visuals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Colored Diagram/Poster Maker for staff created visuals to aid in student learning	Other	Tier 1	Implement	08/18/2014	06/19/2015	\$0	Other	Science Instructional Staff

## Goal 5: Social Studies Proficiency

### Measurable Objective 1:

A 8% increase of All Students will demonstrate a proficiency within their grade level in Social Studies by 06/13/2014 as measured by the student's MEAP scores.

### Strategy 1:

Consumable Student Workbooks - Teaching staff will use workbooks to create an interactive assessment opportunity within the social studies classroom to support classroom instruction. Workbooks offer inference opportunities along side higher-level thinking questions, reading comprehension activities, maps, graphs and charts for skilled activities.

Research Cited: Inquiry based learning, HOTS

Tier:

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Activity - Purchase of Student Workbooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase of Student Consumable Workbooks	Other			08/18/2014	06/19/2015	\$2500	Title I Schoolwide	Social Studies Teachers Curriculum Coach School Leader

Activity - Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Nystrom Atlas sets for each grade level, World History Atlas Sets for all grade levels	Materials	Tier 1	Implement	08/18/2014	06/19/2015	\$0	Other	classroom teachers, curriculum coordinator

### Strategy 2:

Differentiated Instruction - Staff will use data to inform and plan for differentiated instruction to allow for creative groupings and appropriate opportunities to assist students in the acquisition of content material and skills-based practice. Teaching of skills for reading comprehension of informational text, teaching the skill of making inferences, and teaching MEAP related vocab.

Research Cited: Marzano

Best Practice

Tier:

Activity - Creative groupings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be grouped according to performance and observation outcomes to allow for appropriate learning opportunities and skills practice (reading, writing, and thinking) to enhance acquisition of content material.	Other			08/18/2014	06/19/2015	\$0	No Funding Required	All teaching staff

Activity - Ongoing PD in area of differentiating instruction	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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Staff will participate in continued professional development to learn how to maximize strategies to effectively differentiate instruction for increased student success. Social Studies Data Analysis Off site Professional Development for content Professional Development for At-Risk Classroom Management Utilizing New Universal Screener	Professional Learning			08/18/2014	06/19/2015	\$10000	Title II Part A	teaching and support staff administration district curriculum coach instructional coach
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Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will benefit from their participation in professional learning communities that coordinate practice of differentiated instruction and formative assessments.	Professional Learning			08/18/2014	06/19/2015	\$7000	Title II Part A	Teaching staff with support of instructional coach

### Strategy 3:

Extended Learning Opportunities - Staff will offer supplemental opportunities for students to receive support in achieving individual learning goals. Inclusion of capstone projects and service learning.

Research Cited: Best Practice

Tier:

Activity - Summer and After-school tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended learning opportunities for students will be offered after school and during summer break for students who are identified as being academically at-risk of not achieving learning goals, proficiency in content areas.	Other			08/18/2014	06/19/2015	\$129000	Title III, Section 31a	Teaching and support staff

### Strategy 4:

Implement an assessment tool to monitor growth in Social Studies - Implementation of quarterly assessments and learning opportunities to promote student academic growth in the area of social studies and common core standards.

Research Cited: Research based assessment pending direction from district curriculum coordinator

Tier:

Activity - Social Studies Service Learning Project	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Social Studies Service Learning Project	Other			08/18/2014	06/19/2015	\$0	No Funding Required	Social Studies Teachers Administration Support Staff Social Workers
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### Strategy 5:

Rtl and Positive Behavior Support Program - Staff will use effective, research-based strategies for student academic and behavioral support and instruction as outlined in response to intervention and positive behavior support theory.

Research Cited: Rtl theory and recommended practice

Rtl Network

Tier:

Activity - Academic and Behavior Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be identified by performance and SWIS data and teacher recommendations for academic or behavior interventions to be delivered by Title I and other support staff. Students will receive appropriate instruction and support through interventions to help meet personal, social, and academic goals.	Other			08/18/2014	06/19/2015	\$390000	Section 31a, Title I Schoolwide	All teaching and support staff.

### Strategy 6:

S.I.O.P. strategies - Staff will use the S.I.O.P model in the classroom to promote the increased success of ELL students.

Research Cited: Echeverria, et al

Tier:

Activity - S.I.O.P. training and coaching support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will benefit from ongoing professional development and coaching in the successful implementation of the 8 components of S.I.O.P.	Professional Learning			08/18/2014	06/19/2015	\$12000	Title III, Title II Part A	ELL coach instructional coach district curriculum director

### Strategy 7:

Technology - Staff will plan for and integrate technology into classrooms to give students additional, multiple means to access content. Students will be encouraged to

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use laptops, interactive whiteboards, online learning and intervention programs and other technology purchased by the school for daily instruction within the classroom.

Research Cited: Center for Technology and Learning Reports

Tier:

Activity - Content-area software for online learning and assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to appropriate learning and assessment opportunities that support grade level content through the use of laptops, neos, and desktop computers. Use of Stratologica online maps and interactive geography programs (subscription needed), History world Atlas (part of Stratologica) DOWNLOAD -Online version of Pearson Text (Purchase, set up, and keep up) -Apple Reflection Software -iTunes software for updates	Technology			08/18/2014	06/19/2015	\$40000	Title I Schoolwide	All teaching staff

## Goal 6: ESL Proficiency

### Measurable Objective 1:

A 100% increase of English Learners students will demonstrate a proficiency should have 5% growth in English Language Arts by 06/19/2015 as measured by WIDA Test.

### Strategy 1:

Staffing - Ell teacher or ELL certified staff member to follow student schedule at EACH grade level

Research Cited: best practice

Tier: Tier 2

Activity - Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide additional opportunities for learning and practice, including after-school tutoring, summer school ESL driven course, and extended days.	Academic Support Program	Tier 1	Implement	08/18/2014	08/01/2015	\$0	Title I Schoolwide	Instructional staff, ESL staff, curriculum coordinator

### Strategy 2:

Technology - Technology will be dedicated to the ESL population, like ipads housed with ESL teacher,

Research Cited: best practices

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Tier: Tier 1

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
easycbm.com used as progress monitor and trial version of Aimsweb to research for next year	Academic Support Program	Tier 1	Monitor	08/18/2014	06/19/2015	\$0	Title I Schoolwide	ESL teachers, curriculum coordinator

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Creative groupings	Students will be grouped according to performance and observation outcomes to allow for appropriate learning opportunities and skills practice (reading, writing, and thinking) to enhance acquisition of content material.	Other			08/18/2014	06/19/2015	\$0	All teaching staff
Creative groups	Students will be grouped according to performance and observation outcomes to allow for appropriate learning opportunities and skills practice to enhance acquisition of content material	Implementation	Tier 1	Implement	08/18/2014	06/08/2015	\$0	all instructional staff
Creative Groupings	Teachers and highly-qualified support staff will group students according to performance and observation outcomes to allow for appropriate learning opportunities and skills practice to enhance acquisition of content material.	Other			08/18/2014	06/19/2015	\$0	All teaching staff with the support of the instructional coach.
Schedule Change	add daily time into the schedule for Response to Intervention time and remedial skills	Policy and Process			08/18/2014	06/19/2015	\$0	School leader
Social Studies Service Learning Project	Social Studies Service Learning Project	Other			08/18/2014	06/19/2015	\$0	Social Studies Teachers Administration Support Staff Social Workers

### Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Professional Development	Continued professional development for all involved in teaching reading strategies	Direct Instruction	Tier 1	Implement	08/18/2014	06/19/2015	\$0	School leader, Curriculum coordinator, District Curriculum Coordinator
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### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Teaching and support staff will continue to learn strategies to effectively differentiate instruction for increased student success. Additionally teachers will form professional learning communities to coordinate practice of differentiated instruction and formative assessments Search for different writing programs to meet the needs of diverse learners	Professional Learning	Tier 1	Getting Ready	08/18/2014	06/19/2015	\$10000	school leader, instructional coach, instructional staff
Interventions	Title I teaching, interventionists, and support staff along with other grant-funded aides will deliver appropriate planned instruction and activities in response to diagnostic and formative assessment data to small groups or individuals in need of support to meet grade level expectations. Include Fast Math, Kuta Software, Explicit Teaching of Vocabulary	Academic Support Program			08/18/2014	06/19/2015	\$170000	All teaching and support staff with the support of administration and RtI lead teacher
Online content-area software and materials, for learning and assessment	students will have access to technological programs, materials, and assessment opportunities that support grade-level content through the use of laptops, neos, downloaded accelerated reader stories, ipads, ipods, headphones, ect.	Technology			09/02/2013	06/13/2014	\$40000	All staff
Retain and Add Support Staff	Retain and add additional grant-funded staff to support interventions through skills-based practice with students who are identified as "at risk."	Recruitment and Retention			08/18/2014	06/19/2015	\$170000	School leader
Online Content Area Software for Learning and Assessment	Students will have access to appropriate learning and assessment opportunities that support content through the use of smart boards, laptops, neos, and desktop computers. Infuse technology into the classroom with websites to increase student engagement. ie. IXL, Brainpop, Discoverymainstream, FastMath, EdHelper, Super Teacher Worksheets, Math Worksheets Land, etc	Academic Support Program			08/18/2014	06/19/2015	\$2000	Teaching staff administration instructional coach

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Progress Monitoring	easycbm.com used as progress monitor and trial version of Aimsweb to research for next year	Academic Support Program	Tier 1	Monitor	08/18/2014	06/19/2015	\$0	ESL teachers, curriculum coordinator
Enrichment	Provide additional opportunities for learning and practice, including after-school tutoring, summer school ESL driven course, and extended days.	Academic Support Program	Tier 1	Implement	08/18/2014	08/01/2015	\$0	Instructional staff, ESL staff, curriculum coordinator
Scantron Training	Staff will participate in Scantron training in August prior to the start of school. This will provide teachers with the information needed so that student assessments can be conducted at the beginning of the school year. The Scantron data will be used to change student schedules or provide differentiated academic plans that address individual student needs	Professional Learning			08/18/2014	06/19/2015	\$5000	Math Teachers, Curriculum Coach, Title I Math Teachers
Hands-On activities and Creative Groups	Staff will plan for and promote hands-on learning and small group learning and skill practice to enhance the acquisition of content material Next Generation Science Unit Materials Lab workbooks for individual students	Academic Support Program			08/18/2014	06/19/2015	\$10000	teaching staff, support staff instructional coach
reading text and answering computer-based standardized follow-up questions for progress monitoring assessment	Ongoing training for the staff to continue and become experts in providing quality assessments in the areas of reading to students in a timely manner. - READ 180- HEADPHONES with MICROPHONES, Workbooks - READ NATURALLY (10 Ipads) - STUDY ISLAND - SCANTRON - ACCELERATED READER 2 Neo Hubs, Updated hubs Wireless Printer to print data from Ipads	Technology			08/18/2014	06/19/2015	\$10000	Classroom Teachers in the areas of English/Language Arts; Mathematics; Science; Social Studies Instructional Coach Support Staff
Content-area software for online learning and assessment	Students will have access to appropriate learning and assessment opportunities that support grade level content through the use of laptops, neos, and desktop computers. Use of Stratologica online maps and interactive geography programs (subscription needed), History world Atlas (part of Stratologica) DOWNLOAD -Online version of Pearson Text (Purchase, set up, and keep up) -Apple Reflection Software -ITunes software for updates	Technology			08/18/2014	06/19/2015	\$40000	All teaching staff

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Academic and Behavior Interventions	Students will be identified by performance and SWIS data and teacher recommendations for academic or behavior interventions to be delivered by Title I and other support staff. Students will receive appropriate instruction and support through interventions to help meet personal, social, and academic goals.	Other			08/18/2014	06/19/2015	\$170000	All teaching and support staff.
Quarterly Assessments	Quarterly assessments using Scantron and Study Island program will be performed to inform instruction	Technology			08/18/2014	06/19/2015	\$7000	Classroom Teachers Curriculum Coach School Leader
Montly Parent Meetings	The academy will present parents with monthly trainings or informational workshops, book clubs, learning communities, and training in the use of usalearns.org to promote their understanding of the school's curriculum and assessments and their role in promoting student success.	Parent Involvement	Tier 1	Implement	08/18/2014	06/08/2015	\$4000	school leader, instructional staff
Informational Text	Teachers will teach and implement strategies that help with reading informational text	Implementation			06/16/2014	06/19/2015	\$3000	Instructional coach, classroom teachers, instructional aide
Progress Monitoring	Intervention staff and aides will progress monitor students' response to and the effectiveness of behavioral or academic interventions including the use of AIMS web or other placement indicators/progress monitors	Academic Support Program			08/18/2014	06/08/2015	\$2500	teachers, aides, support staff, instructional aides,
General Technology Upkeep	Technology Repair, compatibility, Program/applications update	Materials	Tier 1	Implement	08/18/2014	06/19/2015	\$0	School/District Administration
Online Software for Learning and Assessment	Staff will integrate and give students access to appropriate learning and assessment opportunities that support grade level content through the use of laptops, neos, ipads, ipods, and desktop computers New Universal Screener	Academic Support Program			08/18/2014	06/19/2015	\$40000	all staff
Science Lab Opportunities	Students will be given lab time within the classroom in order to conduct experiments in real life inquiry-based project assessment. Science fairs to be included. AWIM Trac Program Other Long Team Investigations	Implementation			08/18/2014	06/19/2015	\$10000	classroom teachers and support staff, Curriculum Coordinator

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Eagle Expecations and Eagle Dollars	Students will be given a set of expectations and rewarded points in an online reward system (Live School). This system will be used by all staff members. Also incentives will be rewarded to those students who have collected points for following behavioral expectations.	Behavioral Support Program			08/18/2014	06/19/2015	\$2000	All staff
Resource Library	Create a Library catalog system with barcode scanner	Implementa tion	Tier 1	Implement	08/18/2014	06/19/2015	\$0	School Leader Curriculum Coordinator ELA Staff
Writing Practice through content area materials	Students will participate in activities using content-area materials that allow for practice and support in achieving school-wide reading and writing goals including writing about informational text	Implementa tion			08/18/2014	06/19/2015	\$1000	all instructiona l staff and aides, curriculum coach
Interventions	Students will be grouped according to outcomes of formative and diagnostic assessments and teacher observations to receive appropriate planned instruction and activities at their skill level	Implementa tion			08/18/2014	06/19/2015	\$170000	all instructiona l and support staff
Purchase of Student Workbooks	Purchase of Student Consumable Workbooks	Other			08/18/2014	06/19/2015	\$2500	Social Studies Teachers Curriculum Coach School Leader
New technology training	staff will know how to use appropriate learning and assessment opportunities that support grade-level content through the use of laptops, neos, and desktop computers	Professiona l Learning			08/18/2014	06/19/2015	\$10000	school leader, curriculum coach, teaching staff
Positive Behavior Support	Staff will deliver an incentivized program that will increase students' understanding of the positive behavior and character traits that will support their academic success and to reinforce general banking skills and reinforce behavior expectations	Behavioral Support Program			08/18/2014	06/19/2015	\$2000	All staff
Positive Behavior Support	Staff will design and deliver an incentive-based program that will increase students' understanding of the positive behavior and character traits that will support their academic success	Behavioral Support Program			08/18/2014	06/19/2015	\$2000	all staff

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Manipulatives	Teaching and support staff will take advantage of manipulatives in hands-on learning opportunities to promote student understanding and success for both remedial and enrichment	Getting Ready			08/18/2014	06/19/2015	\$10000	classroom teachers, instructional coach
Professional Development	PD on Technology Integration @ Middle School Level Active Inspire Training Promethean Board Training	Getting Ready	Tier 1	Getting Ready	08/18/2014	06/19/2015	\$0	District Curriculum Coordinator, Curriculum coordinator, School Leader,
Interventions	Students will be grouped according to outcomes of formative and diagnostic assessments for planned instruction and supplemental support delivered by Title I and other grant-funded support staff	Academic Support Program			08/18/2014	06/19/2015	\$170000	teaching and support staff
Leveled Readers	Leveled Readers for fluency and comprehension high interest books at lower reading levels Separate Testing across multiple weeks	Materials		Implement	08/18/2014	06/19/2015	\$0	Teachers Interventionists Instructional Aides Curriculum Coordinator
Positive Behavior Support	Students will participate in an incentivized program that will increase their understanding of the positive behavior and character traits that will support their academic success	Behavioral Support Program			08/18/2014	06/19/2015	\$2000	all staff
Interventions	Staff will group students, in respective classes, according to formative and diagnostic assessments and teacher observations to receive appropriate planned instruction and activities at their skill level, use of SOLO6. Instructional aides will work with these groups on identified areas of need Students will use Easy CBM and Read Naturally	Academic Support Program			08/18/2014	06/19/2015	\$170000	Instructional aide and other grant-funded teachers and staff, highly qualified aides, and teachers

### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Math Resources	Accelerated Math Course Resources Project Based Learning resources Hands on Manipulatives Interactive Lesson Programs and workbooks Laptops for Fast Math Accelerated Math Program Math Interventionist White Boards/ All classes EXPO Markers	Direct Instruction	Tier 1	Implement	08/18/2014	06/19/2015	\$0	Math Instructional Staff and Interventionists, Curriculum Coordinator
Professional Development	Creating a Flipped Classroom STEAM Training Cross curricular Science	Implementation	Tier 1	Getting Ready	08/18/2014	06/19/2015	\$0	curriculum coordinator, Science Instructional staff, certified science interventionist
Creating Visuals	Colored Diagram/Poster Maker for staff created visuals to aid in student learning	Other	Tier 1	Implement	08/18/2014	06/19/2015	\$0	Science Instructional Staff
Resources	Nystrom Atlas sets for each grade level, World History Atlas Sets for all grade levels	Materials	Tier 1	Implement	08/18/2014	06/19/2015	\$0	classroom teachers, curriculum coordinator

### Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Summer School study skills	teaching staff will provide supplemental learning opportunities to students in the summer to support mastery of content and to allow for skills practice for at risk students identified through the use of data and teacher recommendations	Academic Support Program	Tier 1	Implement	08/18/2014	06/08/2015	\$2000	All staff
Summer School and After School Tutoring	Extended learning opportunities for students will be made available after school during the school year and during the summer break. Students will receive support in achieving learning. Coordinate with outside agencies to provide alternate programming, goals and proficiency in content areas	Academic Support Program			08/18/2014	06/19/2015	\$9000	teaching, support, and administrative staff
Utilize ESL teachers	An ESL teacher will use research based strategies to promote mastery and provide interventions as well	Recruitment and Retention			08/18/2014	06/08/2015	\$40000	school leader

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Summer School Program	ELL learners will be provided the opportunity to be involved in additional instruction that addressed their areas of concern in Reading and Writing. Test results will be examined and analyzed to correlate the material taught to the students outcomes and areas for growth	Academic Support Program	Tier 1	Implement	08/18/2014	06/08/2015	\$2000	school leader, instructional coach, instructional ELL coach
S.I.O.P. training and coaching support	Staff will benefit from ongoing professional development and coaching in the successful implementation of the 8 components of S.I.O.P.	Professional Learning			08/18/2014	06/19/2015	\$10000	ELL coach instructional coach district curriculum director
Tutoring through after-school and summer programs	Extended learning opportunities for students during the school year/school day for students who are identified as being academically at-risk of not achieving learning goals, proficiency in content areas. Students will be given supplemental support through summer learning opportunities. ie. homerooms, community gardens, summer and school year content driven field trips	Other		Implement	08/18/2014	06/19/2015	\$9000	All classroom/school year and summer school and support staff instructional coach
After School Tutoring	Extended learning opportunities for students during the school year/school day for students who are identified as being academically at-risk of not achieving learning goals, proficiency in content areas	Academic Support Program	Tier 1	Implement	08/18/2014	06/08/2015	\$6000	Identified teaching and support staff Curriculum Coach Administration
Parental Involvement	Consultants will offer parents a look into strategies and information, along with resources to assist their children's progress with classwork and homework and their understanding of the district's curriculum and assessments	Parent Involvement	Tier 1	Implement	08/18/2014	06/08/2015	\$2000	District ELL coordinator, ELL coach
Summer School Program	Students will be given supplemental support through summer learning opportunities	Academic Support Program			08/18/2014	06/19/2015	\$3000	All summer school teaching and support staff
Recruit and Maintain Bilingual/ESL certified staff	District administrative team will establish an application process for tuition reimbursement	Recruitment and Retention	Tier 1	Implement	08/18/2014	06/08/2015	\$10000	District administrative team

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After School Tutoring	After school tutoring will be offered to assist students will instructional strategies derived from best practices and differentiated instruction	Academic Support Program	Tier 1	Implement	08/18/2014	06/08/2015	\$6000	school leader, instructional staff, instructional coach
Consultant to present ELL strategies	A sustainable plan will be created and monitored to provide a wealth of knowledge to model strategies and communicate expectations for learning and assistance for ELL learners. Teachers will be expected to use methodology and strategies and receive feedback from administration	Professional Learning	Tier 1	Implement	08/18/2014	06/08/2015	\$10000	School leader, instructional leader, teachers and instructional coach
After-School study skills	teaching staff will provide after school study skill programs for students struggling toward mastery of academic content and skills	Academic Support Program			08/18/2014	06/19/2015	\$3000	Teachers, support staff
Summer and After-school tutoring	Extended learning opportunities for students will be offered after school and during summer break for students who are identified as being academically at-risk of not achieving learning goals, proficiency in content areas.	Other			08/18/2014	06/19/2015	\$9000	Teaching and support staff

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Staff will receive professional development in the implementation of a successful response to intervention program.	Professional Learning			08/18/2014	06/19/2015	\$2000	school leader, curriculum coach
Rtl Training for Staff	Staff will receive training in the implementation of a successful response to intervention program	Professional Learning			08/18/2014	06/08/2015	\$2000	All staff
Professional Learning Community	Staff will benefit from participation in professional learning communities that coordinate practice of differentiated instruction and formative assessments	Professional Learning			08/18/2014	06/19/2015	\$7000	teaching and support staff, and administration
Study Island Professional Training	Staff will participate in Study Island PD to enhance use of tool for student assessment and progress monitoring and practice	Professional Learning			08/18/2014	06/19/2015	\$500	Administration Instructional coach

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Professional Development	Staff members will be trained throughout the school year. Lesson plans will be monitored weekly by the instructional coach to ensure that DI strategies are included. Modeling of DI strategies will be observed by teachers, and coaching on alignment with common core. Rick Wormeli Training for entire department and interventionists Jonathon Gould training for hands on/differentiated MATH instruction. Alignment between CCSS, curriculum and assessment. EFFECTIVE math centers at the MIDDLE SCHOOL LEVEL	Professional Learning			08/18/2014	06/19/2015	\$10000	math teaching and support staff, curriculum coordinator
Professional Learning Communities	Staff will benefit from participation in a professional learning community that coordinates practice of differentiated instruction and formative assessments. Staff will also create common science assessments. Cross Curricular Planning Professional Development and planning time to implement Incorporating Flipped Classroom	Professional Learning		Implement	08/18/2014	06/19/2015	\$7000	all staff instructional coach certified science interventionist
S.I.O.P. training and coaching support	Staff will benefit from ongoing professional development and coaching in the successful implementation of the 8 components of S.I.O.P.	Professional Learning			08/18/2014	06/19/2015	\$2000	ELL coach instructional coach district curriculum director
Ongoing PD in area of differentiating instruction	Staff will participate in continued professional development to learn how to maximize strategies to effectively differentiate instruction for increased student success. Social Studies Data Analysis Off site Professional Development for content Professional Development for At-Risk Classroom Management Utilizing New Universal Screener	Professional Learning			08/18/2014	06/19/2015	\$10000	teaching and support staff administration district curriculum coach instructional coach
Training in technology-infused teaching	Staff will benefit from training and supplemental support in how to effectively use technology to promote or scaffold student learning	Professional Learning			08/18/2014	06/08/2015	\$5000	curriculum coach, school leader

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Professional Development	On-going professional development in the area of differentiated instruction and use of interventions within the classroom Professional Learning communities MTCE Conference for entire department	Professional Learning			08/18/2014	06/19/2015	\$10000	school leader, instructional coach, district curriculum coach
SIOP training	Staff will continue to receive professional development in successfully implementing the 8 components of SIOP Instructional Rounds Training for implementation of SIOP	Professional Learning			08/18/2014	06/19/2015	\$2000	all staff, administration
Training and Coaching	Staff will benefit from continued professional development and coaching in successfully implementing the 8 components of S.I.O.P.	Professional Learning			08/18/2014	06/19/2015	\$2000	ELL coach instructional coach
SIOP training	Complete training for new staff and refresher courses for all on implementing the 8 components of SIOP and will benefit from the continued support and guidance of the district ELL coach	Professional Learning			08/18/2014	06/19/2015	\$2000	instructional coach, district ELL Coach
Professional Development	Staff will continue to receive professional development in successfully implementing the 8 components of S.I.O.P. to support instruction.	Professional Learning			08/18/2014	06/19/2015	\$2000	ELL coach Instructional coach teachers
Professional Learning Communities	Staff will benefit from their participation in professional learning communities that coordinate practice of differentiated instruction and formative assessments.	Professional Learning			08/18/2014	06/19/2015	\$7000	Teaching staff with support of instructional coach

### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Interventions	Title I teaching, interventionists, and support staff along with other grant-funded aides will deliver appropriate planned instruction and activities in response to diagnostic and formative assessment data to small groups or individuals in need of support to meet grade level expectations. Include Fast Math, Kuta Software, Explicit Teaching of Vocabulary	Academic Support Program			08/18/2014	06/19/2015	\$220000	All teaching and support staff with the support of administration and Rtl lead teacher

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Interventions	Students will be grouped according to outcomes of formative and diagnostic assessments and teacher observations to receive appropriate planned instruction and activities at their skill level	Implementation			08/18/2014	06/19/2015	\$220000	all instructional and support staff
Summer School and After School Tutoring	Extended learning opportunities for students will be made available after school during the school year and during the summer break. Students will receive support in achieving learning. Coordinate with outside agencies to provide alternate programming. goals and proficiency in content areas	Academic Support Program			08/18/2014	06/19/2015	\$120000	teaching, support, and administrative staff
Interventions	Staff will group students, in respective classes, according to formative and diagnostic assessments and teacher observations to receive appropriate planned instruction and activities at their skill level, use of SOLO6. Instructional aides will work with these groups on identified areas of need Students will use Easy CBM and Read Naturally	Academic Support Program			08/18/2014	06/19/2015	\$250000	Instructional aide and other grant-funded teachers and staff, highly qualified aides, and teachers
Interventions	Students will be grouped according to outcomes of formative and diagnostic assessments for planned instruction and supplemental support delivered by Title I and other grant-funded support staff	Academic Support Program			08/18/2014	06/19/2015	\$220000	teaching and support staff
Summer and After-school tutoring	Extended learning opportunities for students will be offered after school and during summer break for students who are identified as being academically at-risk of not achieving learning goals, proficiency in content areas.	Other			08/18/2014	06/19/2015	\$120000	Teaching and support staff
After-School study skills	teaching staff will provide after school study skill programs for students struggling toward mastery of academic content and skills	Academic Support Program			08/18/2014	06/19/2015	\$50000	Teachers, support staff
Summer School study skills	teaching staff will provide supplemental learning opportunities to students in the summer to support mastery of content and to allow for skills practice for at risk students identified through the use of data and teacher recommendations	Academic Support Program	Tier 1	Implement	08/18/2014	06/08/2015	\$70000	All staff
After School Tutoring	After school tutoring will be offered to assist students will instructional strategies derived from best practices and differentiated instruction	Academic Support Program	Tier 1	Implement	08/18/2014	06/08/2015	\$50000	school leader, instructional staff, instructional coach

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Summer School Program	Students will be given supplemental support through summer learning opportunities	Academic Support Program			08/18/2014	06/19/2015	\$70000	All summer school teaching and support staff
After School Tutoring	Extended learning opportunities for students during the school year/school day for students who are identified as being academically at-risk of not achieving learning goals, proficiency in content areas	Academic Support Program	Tier 1	Implement	08/18/2014	06/08/2015	\$50000	Identified teaching and support staff Curriculum Coach Administration
Academic and Behavior Interventions	Students will be identified by performance and SWIS data and teacher recommendations for academic or behavior interventions to be delivered by Title I and other support staff. Students will receive appropriate instruction and support through interventions to help meet personal, social, and academic goals.	Other			08/18/2014	06/19/2015	\$220000	All teaching and support staff.
Retain and Add Support Staff	Retain and add additional grant-funded staff to support interventions through skills-based practice with students who are identified as "at risk."	Recruitment and Retention			08/18/2014	06/19/2015	\$220000	School leader
Tutoring through after-school and summer programs	Extended learning opportunities for students during the school year/school day for students who are identified as being academically at-risk of not achieving learning goals, proficiency in content areas. Students will be given supplemental support through summer learning opportunities. ie. homerooms, community gardens, summer and school year content driven field trips	Other		Implement	08/18/2014	06/19/2015	\$120000	All classroom/school year and summer school and support staff instructional coach