



School Improvement Plan

Cesar Chavez Academy Elementary

Cesar Chavez Academy

Mrs. Gabriela Jaime, Principal
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Detroit, MI 48209-1524

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Cesar Chavez Academy Lower Elementary is located in Southwest Detroit. Our school is made up of 462 students in kindergarten through 2nd grade. Each grade level has six classrooms of approximately 26 students in each classroom. Our community is largely made up of a Hispanic population. Our school has followed suit with approximately 90% of our population being of Hispanic descent and 85% of our students who are bilingual. 97% of our students receive free or reduced lunch. Over the last 6 years we have experienced a rapid expansion to our district going from one K-5 building to a K-2 building and a 3-5 building. This change has increased our grade level population from 75 students per grade level to 155 students per grade level and an influx of students from surrounding districts. The last year we experienced an influx of students was during the 11/12 school year.

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.

Our school mission proclaims that we will "provide an opportunity for all students to learn in a safe atmosphere of academic excellence."

Vision:

Our Vision at Cesar Chavez Academy is to become the premier college preparatory school district in the state of Michigan. The statement that supports our foundation: "Si, Se Puede! - Yes we can!", reflects the belief that every student is capable of greatness.

Values:

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

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

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

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

We believe in meeting the diverse needs of our parents.

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

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

Our mission, vision, and values are all strongly connected to our educational programs that meet the needs of all of our Learner's educational, behavioral, and social needs. Programs like response to intervention, positive behavior intervention support, social skills training, expansion of the use of technology, and an abundance of parental support all contribute to the success of our mission.

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.

Our schools achievements go beyond academics. We have a high percentage of parental involvement with an average of 95% of parents who participate in parent teacher conferences and a large number of parents who attend weekly parental workshops. We have maintained an average of 94% attendance rate over the last three years. We have an 85% student retention rate in an area of a high transient population. Academically, our ELPA scores have steadily increased for the past 5 years yielding more proficient and advanced proficient students each year. We have made a 4% increase in our 3rd grade MEAP math scores from last year and maintained our reading score in the mid 30s. Our scores on school wide assessments such as DIBELS and Scantron have also seen a steady increase in the last 4 years.

An area of improvement is to increase our overall proficiency rates in both reading and math on standardized assessments. In reading we are concentrating on increasing reading comprehension. In math, there is a huge emphasis on numbers and operations and word problems.

Additional Information

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

We are heavily committed to providing all students with a positive experience that will support them in achieving their maximum potential. We support the whole child, the family, the community in an area of the city that is filled with challenges. Our academic programs ensure time is allocated to supporting struggling students as well as enrichment classes for students performing above grade level. We have a model positive behavior support program that has reduced our referral rate to less than 10 referrals per month. We have a large number of support staff that are bilingual and offer teachers stipends towards ESL endorsements in our mission for continuous improvement and providing the best possible services for the demographic that we serve. Our school not only focuses on academics but realize and value the importance of the arts. We offer our students; Physical Education, Music, Art, Spanish and Science lab. We also provide students with extended enrichment opportunities after school that are focused both on academics and the arts; such as ESL, writing club, math and reading tutoring, lego club, art club, computers and ipad club, nature club, and nutrition. Our parents are also provided with a number of positive opportunities such as ESL, Zumba, weekly parent workshops, free field trips, nutrition classes, a walking group and the opportunity to be partners in their child's education.

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.

At Cesar Chavez Academy we value the input of all stakeholders. Each year we create a school improvement "core" team. This team is made up volunteer teachers from different grade levels, special education, administration and when possible parents. This team formulates a plan of delivery of goals for the school year and goes back and shares all material during our schoolwide school improvement monthly meetings. This process ensures that all staff is involved in creating and implementing our school improvement plan. It has been difficult to recruit parents into joining our school improvement team but we conduct surveys throughout the year and hold weekly meetings. These meetings serve as an outlet for parents and a way of incorporating their concerns and ideas into our plan. Students also complete yearly surveys that are included into our plan. We are currently working on a plan to incorporate our community into our school improvement process especially nearby preschools.

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

Due to the format of our process all staff members are highly involved with the creation and implementation of our school improvement plan. Their role in both areas is essential for an effective implementation. Staff members have the responsibility of attending meetings, collaborating ideas, analyzing data, and implementing the plan. Parents and students complete surveys, provide recommendations and ideas for improvement. This year we will be involving parents and students in the implementation phase by letting both parties know exactly what we will be working on, how we plan to get their and ideas on how they can take part in the successful implementation of our 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.

Our final plan will be provided to all stakeholders via newsletters, posting our plan on our website, curriculum meetings, title I meetings, orientation, reporting out at board meetings, and quarterly reports to stakeholders on process of implementation and effectiveness through data analyze charts.

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?

Staffing affects student enrollment trends in two ways. If we do not meet our student enrollment goal we would have to reduce staffing. In addition, in an area with a high Hispanic population we would have to adjust our bilingual staffing to meet the needs of our students.

How do student enrollment trends affect staff recruitment?

In an area with a high Hispanic population we would have to adjust our bilingual staffing to meet the needs of our students.

How do student enrollment trends affect budget?

If we do not meet our enrollment goal our funds will decrease and we will be limited on resources and would possibly have to reduce our staff and/or materials

How do student enrollment trends affect resource allocations?

Due to our high number of bilingual students we ensure to allocate funding towards bilingual programs, academic support and bilingual staffing.

How do student enrollment trends affect facility planning and maintenance?

At Cesar Chavez Academy we have reached our capacity of enrollment and have no further plans for expansion at this time.

How do student enrollment trends affect parent/guardian involvement?

Our enrollment has remained steady. However, we look at possible changes in demographics to ensure that we are meeting the needs of our parent population. We also consistently offer parent involvement opportunities throughout the school year to strengthen our connection with parents. We encourage high parent involvement and are constantly working on ways to promote parent involvement such as, frequent parent teacher conferences, parent communication logs, workshops, after school family activities, home visits and even a parent talent fair.

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

Our professional development goals for the school year consist of meeting the needs of our teachers to better service our students. Due to our high bilingual population we offer our teachers a number of learning opportunities in SIOP throughout the year as well as cultural

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awareness. Our student population comes in with limited foundational skills so much of the professional development our teachers receive pertains to building establishing a strong curriculum and strategies for phonemic awareness, phonics, and building vocabulary.

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

At Cesar Chavez Academy our challenges include a high ELL population, requiring a new level of creative and innovative strategies to be used to meet the needs of our students. We also have a high level of economically disadvantaged students who historically have a higher potential to come in with health problems, malnourishment, social/emotional problems, behaviors problems, and lower academics.

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

In the past three years we have hired bilingual support staff, incorporated further professional development on researched based strategies and evaluated and extended our Response to Intervention program. We have also added an ELL after school program for all students performing at a basic or low intermediate level on the ELPA/WIDA. Last year we started to provide breakfast in the classroom to all students. We have fully implemented PBIS with Check In/Check out, social groups and have included PBIS into our RtI process. Throughout the year we provide families health resources such as; mobile dentist, lead testing and health screeners. We offer after school tutoring and health programs through United Way and other community resources.

Next year we will be adding a RtI/Data support teacher to ensure that staff is utilizing data to drive instruction throughout tiers. All staff members will be receiving SIOP training (full training/refreshers). We will be adding an additional highly qualified aide to our kinder program to support with reading and math academic support. We will be partnering with community resources to have a flu shot clinic offered at our school at least once a year. We are going to increase our mentoring program by inviting high school seniors to complete service hours by mentoring at-risk students. Second Step (character building program) will be required to be taught at all grade levels.

What are the challenges you noticed based on student attendance?

Our student attendance rate is at 94% for the school year. However, 18 percent of our students have been absent more than 10 times throughout the school year which has gone down by 3% since last year. Over the last two years this figure has dropped 5% in total. The issues with attendance have been due to transportation, illness and the high rate of students who are chronically tardy to school.

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

To help decrease student absences and support our families, we have in place a truancy mediation program. The program offers strategies and counseling services to families who are struggling with attendance. We also provide incentives to families who have good attendance by way of certificates and small gifts. This year we have also added breakfast in the classroom for all students.

Student Achievement Data for All Students

This area includes data questions.

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

Our data varies according to assessment. When looking at school wide data for kinder through second grade, Scantron indicates that our students perform higher in mathematics, in particular geometry. However, our MEAP data indicates that our students perform higher in reading than in math. Our students come in with minimal phonemic awareness and are now mastering this skill by the end of 1st grade. Our students also comes in with limited English skills, however, we show positive trends through ELPA and now WIDA of language acquisition English Language Proficiency with 50% of our students at Expanding and 11% of our students at Bridging and Reaching at the end of 2nd grade for 20013-14 school year. Research suggests that on average it takes students 3-7 years to reach the Bridging and Reaching phase.

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

According to Scantron trend data both reading and math show a positive trend in performance. Our MEAP data showed a positive trend in math compared to last year, but took a small dip in reading this year compared to last year.

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

None at this time.

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

Students at the top 30% are consistent throughout each content area and have remained at the top 30% throughout the school year.

What factors or causes contributed to improved student achievement?

Factors that have contributed to improved student achievement are as follows: increased time spent on reading, efficient Response to Intervention program, prekinder summer school, summer school for at-risk students and all 2nd grade students were invited to summer school, unit maps aligned to common core, tracking of Common Core State Standards, high parent involvement, after school clubs for at risk students

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

Through our response to intervention process we are able to track the progress of all students. We utilize current data to drive instruction for students at all levels and respond with the appropriate instruction. Strategies used are research based.

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

Based on Scantron data for kindergarten through second grade, our lowest levels of student achievement are in reading; particularly in informational text and reading comprehension. Based on Scantron and MEAP data, math has also shown areas of weakness; particularly in data analysis.

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

MEAP data shows a slight negative trend in the area of reading.

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

For MEAP our students are below the state targets of performance for both reading and math.

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

One trend we have noticed amongst our bottom 30% of students is that in reading we have reduced the number of at-risk students by 10%. Also, although still low, our bottom 30% of students have made significant gains from the beginning of the year in both reading and math. Even with providing the bottom 30% of students with research based daily interventions with certified teachers it can be a struggle to close the gap in one year when there are so many other factors influencing their academics. We have continuously reviewed our programs to ensure that instruction is maximized and students are presented with high quality lessons.

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

There are several factors that may contribute to deficits in academic achievement. Among those is the percentage of students who have been absent more than ten times is at 18%. Also, our school is 85% English Language Learners. In addition, we have 99% of students who receive free or reduced lunch.

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

Students who are absent more than 10 days do not receive the curriculum in full. In addition, studies show that students who are English Language Learners take three to seven years to acquire the English language; both negatively impacting student achievement.

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

We can increase attendance rate by offering incentives. We could also further build parent involvement. In addition, could target ELL by offering certified teachers ELL endorsement tuition reimbursement.

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Subgroup Student Achievement

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

Response:

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

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

Response:

- None

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

As it relates to MEAP there are no areas in which the gap is closing.

How do you know the achievement gap is closing?*

NA

What other data support the findings?

None

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

NA

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

NA

What actions could be taken to continue this positive trend?

NA

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

Response:

- Male

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

Response:

- Students with Disabilities

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

The achievement gap is becoming greater for males and students with disabilities in the area of math.

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

In 2012 males were at 33% proficient while females were at 37%. In 2013 males decrease to 18% while females remained consistent 36%. The gap is now a 15% difference.

Students labeled with a disability have also increased the achievement gap with 7% of students obtaining a partially proficient and 93% not proficient in 2013. In 2012 14% of students were at partially proficient and 86% were at not proficient.

What other data support the findings?*

No other data support these findings at this time

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

There are several factors that may contribute to the gap increasing.

84% of our students are English Language Learners and begin their educational career with minimal English skills.

100% of our students are economically disadvantaged

22% of our student have more than 10 absences.

12% transient rate

Being that we are a k-2 building, 100% of our students take MEAP assessment at other schools

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

All factors described have profound effects on academics. Students who come in with limited English skills may take 3-7 years to acquire the academic language needed to be successful in school. Students who come from economically disadvantaged environments are more likely to miss school or come to school with health/emotional deficits all of which impact achievement.

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

We have implemented a variety of strategies to support students to close the achievement gap.

Attendance- offer breakfast in the classroom to all students, student awards

Special education- have decreased the teacher student ration

ELL- SIOP strategies, ELL academic support personnel, after school ELL classes

Males- brain gym activities school wide

School wide. PBIS to support student behavior and motivation

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

English language Learners have performed consistently for the last few years in comparison to the aggregate.

On ELPA/WIDA we have seen a positive trend towards English Language Proficiency.

at the end of 2nd grade

2012- 61% Proficient/Advanced Proficient

2011- 61% Proficient/Advanced Proficient

2010- 49% Proficient/Advanced Proficient

2009- 54% Proficient/Advanced Proficient

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.)?

All students including special education students are part of our RTI process. Students are provided with services through data analysis results regardless of their label.

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

Students are assessed throughout the year on benchmark assessments that assess whether students are performing at grade level or below. All students performing below grade are placed into interventions with certified teachers that will support deficit skills in reading and

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math. Unit assessments as well as progress monitoring tools are used to determine whether students are making progress towards proficiency goals. Students will remain in intervention groups until proficient in deficit skill. Students receive 30-60 minutes of tier 2 support in addition to tier 1 instructional 4-5 days per week.

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

K-2 students at the tier 2 and tier 3 levels are invited to after school clubs to support reading, math, writing, and English acquisition skills. Tutoring is available 2-3x per week for 1 hour.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	30.0

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

Notes are sent home on a monthly on a monthly basis to inform parents of after school tutoring . Schedules are also provided on website.

Label	Question	Value
	What is the total FTE count of teachers in your school?	28.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	10.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	14.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	3.0

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

What impact might this data have on student achievement?

The number of teachers with more than 3 years experience has increased over the last few years. Most of these teachers started out at our school providing them with a solid foundation on instructional strategies and familiarity with community which support student achievement.

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Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	3.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	5.0

What impact might this data have on student achievement?

Any amount of absences may negatively impact student achievement. On average teachers will be out 8 days for PD or personal time off. When working with our demographics these absences may impact student achievement.

Perception Data - Students

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

Students feel their teacher wants them to do their best and the school has plenty of books for reading.

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

Last year 43% of our students felt that their families didn't like to come to school and this year only 6% felt this way.

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

Six percent of our students felt that their families do not like to come to school.

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

More students feel that they don't use technology to learn than this year than last year.

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

We believe that our students feel better about their families wanting to come to our school because we are promoting and advertising our after school events more. Regarding technology we feel that our students are confused by the technology question because each classroom has a Promethean board, tag readers, listening centers, Neo laptops, student Ipads, laptops and a microphone. Students do not realize they are learning with these technologies.

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

We are going to make sure students understand the questions next year in order to get the most accurate data. We are also going to continue bridging the gap between the school and the parents.

Perception Data – Parents/Guardians

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

Parents show the highest level of satisfaction with the academic curriculum and feeling that their child is cared for and respected by the teacher.

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

It has remained consistent.

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

Parents show concern in the safety of their child. While they feel students are safe inside the building, they are unsure of the safety surrounding the outside of the school building. Many parents referenced wanting to add a security guard at the front entrance of the school. Parents are concerned with the wellness programs/lunch program.

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

Parents show concern in the safety of their child. While they feel students are safe inside the building, they are unsure of the safety surrounding the outside of the school building. Many parents referenced wanting to add a security guard at the front entrance of the school. Satisfaction in student lunches has been a concern for parents and continues to be a concern.

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

Our parents rely heavily on our staff to ensure that their children receive the best possible education. Concerns of safety are prevalent due to the area in which the school is located, Southwest Detroit; on a busy street.

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

New vendors are being interviewed to improve the wellness and lunch programs. Security cameras will be installed in the building and the areas immediately adjacent to the building.

Perception Data – Teachers/Staff

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

Teachers feel that there is a positive climate and culture in the building. Teachers also feel that administration holds teachers to high academic expectations. The abundance and use of technology also has a very high satisfaction rate.

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

An area that has shown some increasing satisfaction is that of staff input in the school improvement process.

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

The lowest overall satisfaction rate is that of providing support for new staff.

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

There are none at the moment. Trends have been fairly consistent.

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

Over the last few years we have had an expansion which has increased the number of new staff. Although we have a teacher mentoring program, mentors would benefit from further training.

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.)

NA

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

The decisions for curriculum, instruction and assessments are made by instructional staff and administration. Our school holds monthly school improvement meetings in which we analyze data and look for student trends to drive instruction.

At the end of each school year we hold a meeting with teachers to discuss what worked and what needs improvement based on teacher observation and school wide data. All input is considered when making decisions.

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

Our school has created unit maps focusing on the common core. The common core is incorporated into lesson plans and student report cards/ progress reports. Our scantron assessment has also been changed to the common core as well as classroom assessments.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes	All students participate in Scantron, DIBELS, and Pre-Post Math Assessments	

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	http://www.chavezvernor.com/	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No		

Label	Assurance	Response	Comment	Attachment
	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Diane Griggs Human Resources Department Head 2125 University Park Okemos, MI 48864 517-3330224	

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Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		Parent Involvement 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).	No		

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 process conducted?

At the beginning of each school year instructional staff is required to sign up for one of the following school improvement committees; English language arts, math, science, social studies, technology, intervention/Response to Intervention, special education, and wellness. Once committees are formed they meet monthly during predetermined extended staff development days to discuss the School Improvement Plan, academic achievement data, and observational data. Data reviewed is compiled from a variety of summative and formative assessments such as; MEAP, ELPA, Scantron, DIBELS, Running Records, and pre-post math assessments. Utilizing data collected, the committee looks for trends of progress as well as areas of need. The committee then researches best practices to address targeted skill deficits and strategies for improvement. Parent input although valued is indirect in nature. Input is obtained through a variety of surveys distributed throughout the year that focus on parent perception on achievement, school climate and safety, as well as the effectiveness of parent workshops and needs of the surrounding community.

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

The results of the comprehensive needs assessment supported us in forming goals for our school improvement plan. The analysis of perception data indicated that teachers want to have more resources for our special education population as well as more communication from administration. Student perception indicated that students felt that they did not know many school personnel aside from their classroom teacher. Perception data from parents indicated that they did not believe they knew enough of our wellness plan and do not care for school lunches.

Student achievement analysis continues to identify reading comprehension as an area of weakness, especially in informational text. For math, data analysis and number sense continue to be a struggle for our students across grade levels. Writing and the ability to write a paragraph with supporting details is also a struggle for our students.

In terms of our school programs, PBIS continues to prove to be an asset to our school. The number of referrals are at an all time low of an average of 3 per month. Through response to intervention we have been able reduce the number of students at risk.

Our demographic data has remained the same for the last three years. Special education remains at 10% with high percentage of special education students who are not proficient in reading or math, 85% of students are bilingual.

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

All goals are linked to the needs identified by our needs assessment. Data collected comes from state assessments, school wide assessments, teacher observations, demographic data, trend data and perception data.

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?

Programs and Processes that address academic achievement:

Cesar Chavez Academy is in its 5th year of implementing Response to Intervention (RtI). Through RtI teachers, support staff, and administration review assessment data weekly to strengthen Tier 1 school wide instruction as well as to identify students for Tier 2 and Tier 3 for skill specific targeted interventions. We also have a comprehensive assessment schedule in which a variety of assessments are utilized to gather the data needed to drive instruction. Students identified in Tier 2 and 3 are also progress monitored on reading skills to monitor progress and to confirm that they are receiving the appropriate interventions. Positive Behavior Intervention Support (PBIS) has also been implemented at Cesar Chavez Academy for the past 7 years. Through PBIS we have been able to put processes, procedures, and high expectations in place that have supported in achievement data. Both programs have supported our school in meeting the needs of our diverse Learners and disadvantaged population.

Component 2: Schoolwide Reform Strategies

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

School Wide Reform Model

Cesar Chavez Academy is in its fifth year of implementing Response to Intervention (RtI). Through RtI teachers, support staff, and administration (RtI team) review assessment data weekly to strengthen Tier 1 school wide instruction as well as to identify students for Tier 2 and Tier 3 for skill specific targeted interventions. We also have a comprehensive assessment schedule in which a variety of assessments are utilized to gather the data needed to drive instruction. Students identified in Tier 2 and 3 are also progress monitored on reading skills to monitor progress and to confirm that they are receiving the appropriate interventions. Positive Behavior Support (PBS) has also been implemented at Cesar Chavez Academy for the past 7 years. Through PBS we have been able to put processes, procedures, and high expectations in place that have helped maintain a positive school climate conducive to higher student achievement. Teachers are provided with common planning time. It is during this time that grade level RtI meetings occur. During these meetings the team discusses student gains and struggles based on assessment data as well as observational data. After reviewing data, team members brainstorm research based strategies and students are placed in interventions that address targeted skill deficits. Students in Tier 2 receive 20-60 minutes of small group explicit instruction four times a week. Small group instruction is conducted by either a certified teacher/interventionist or highly qualified para-educator. Tier 3 interventions are conducted by certified teachers. Students who are more than one year below grade level receive an additional Tier 3 intervention for 60 minutes four times per week. Tier 3 interventions target the five essential components in reading through research based programs and activities such as Soar to Success by Houghton Mifflin and phonics 1st. For math a variety of hands on manipulatives are utilized along with research based strategies and programs such as TouchMath. Progress monitoring is an important component of our RtI model. Students identified at-risk or at some risk are progress monitored on a weekly basis for 8 to 12 week cycles. During this time we review the data and are looking for an upward trend. Students who do not show adequate progress are discussed during our RtI meetings and changes are made according to the needs of the students and reflect data trends. Changes may be made to Tier 1 classroom instruction and/or to Tier 2 or 3. Cesar Chavez Academy is currently in its seventh year of incorporating the Positive Behavior Intervention Support (PBIS) model within the school. Although the program has been tweaked over the years based on the observational needs of the students and behavioral data collected, we have stayed true to the belief that positive reinforcement should outweigh negative connotations. Each classroom is equipped with a color chart that visually represents their current behaviors. Students know what is expected of them because proper behaviors are explicitly taught and reinforced continuously. Due to our student population, some students need additional support to motivate them to make smart choices. This past school year we have implemented white cards that serve as reminders to students prior to them having to move their pin/color. Logs of student behavior are kept daily by the classroom teacher and turned in monthly for administrative review of data. Here at Cesar Chavez Academy, we pride ourselves on our dedication to our RtI and PBS processes. We build meeting and intervention time into our schedule to ensure that our student's needs are met. Furthermore, fiscal resources are allocated to ensure that we are able to employ the people and resources necessary to run effective interventions closing the achievement gap. Additionally, we host monthly Star Party events for students who display desired behaviors. The criteria to be invited to said events are clearly articulated to students and they are taught and frequently reminded of expectations. Due to the increase in student achievement and decrease in the number of office referrals we will continue with the implementation of both RtI and PBS while making the necessary adjustments according to the needs of our school. In addition to RtI and PBIS this year we are implementing a hands on approach to learning. Students at Cesar Chavez Academy come into school with limited background experiences due to a lack of resources. Our plan is to integrate a variety of hands on activities in class as well as in the community to enhance our student's background knowledge and create well rounded individuals. We plan to do this by incorporating technology in all subject areas through the use of Promethean boards and United Streaming, iPads and laptops. In addition, we are planning a variety of community based activities that will include field trips, community service opportunities and a curriculum that will include hands on activities and projects.

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).

Programs and Processes that address academic achievement:

Cesar Chavez Academy is in its fifth year of implementing Response to Intervention (RtI). Through RtI teachers, support staff, and administration review assessment data weekly to strengthen Tier 1 school wide instruction as well as to identify students for Tier 2 and Tier 3 for skill specific targeted interventions. We also have a comprehensive assessment schedule in which a variety of assessments are utilized to gather the data needed to drive instruction. Students identified in Tier 2 and 3 are also progress monitored on reading skills to monitor progress and to confirm that they are receiving the appropriate interventions. Positive Behavior Intervention Support (PBIS) has also been implemented at Cesar Chavez Academy for the past 7 years. Through PBIS we have been able to put processes, procedures, and high expectations in place that have helped. Both programs have supported our school in meeting the needs of our diverse learners.

We also look at a variety of best practices such as Marzano's and SIOP to increase the quality and quantity of instruction. We also have an extensive mentoring program that allow teacher to observe and be observed to support instruction. This year we will also be including instructional rounds into our mentoring program.

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

Our most emphasized reform strategy is response to intervention which includes PBIS This reform strategy aligns with our comprehensive needs assessment because it supports students and teaching at all levels. It supports all Tiers of instruction through data driven instructional decisions, progress monitoring, and differentiated instruction.

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.

Response to intervention is our main reform strategy. Through the response to intervention process we have established procedures that allow us the time and resources to review data to drive our instruction. The understanding of our data allows us to make educated decisions on all tiers of instruction. In tier 2 students are provided with small group targeted instruction. Groups are composed of 3-5 students who are paired with a highly qualified aide or certified teacher. Interventions run for 8-12 week cycles 2-4 times per week for 30-40 minutes. After the cycle is complete students continue with intervention if progress has been made or are moved out. Students who make minimal progress are placed in groups of 1-3 with a certified teacher. These students meet 4 times per week for 60 minutes. Students are progressed monitored weekly and their intervention cycle runs for 6-8 weeks. Interventions have been established for reading and math. Next year we will be incorporating writing into our intervention program.

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

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Teachers and administration meet on a weekly basis to discuss instruction at the tier 1 level as well as intervention groups. Students in tier 2 and 3 are progressed monitored weekly to ensure effectiveness of intervention. Teachers also communicate regularly with staff providing interventions.

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 instructional para professionals 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 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?

Our teacher turnover rate has averaged 13% over the last 5 years.

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

50% of certified teachers have more than four years of experience.

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

Leona Group offers competitive pay, merit bonus for outstanding performance and very competitive benefit packages including 401K matching contributions. In collaboration with Saginaw Valley State University (SVSU) we offer teachers the opportunity to continue their education. SVSU provides 50% reduction in the tuition to teachers pursuing graduate programs at the university. At the school level, Cesar Chavez Academy Lower Elementary offers professional development opportunities aligned with identified needs and suggestions of stakeholders. In addition, this year we will be offering teachers who enter into a bilingual education program tuition assistance. Furthermore, technology and instructional materials are ample in supply along with proper training. An open-door policy is a key belief allowing teachers to feel comfortable in their work environment and aids in their success knowing they are supported. Yearly bonuses, tuition assistance from SVSU, teacher mentoring programs and the support from leadership to explore new strategies to be an effective teacher are some of the ways that leadership retains highly-qualified teachers at CCA. To attract highly qualified teachers, job postings on the internet and school leaders attend job fairs through the metropolitan Detroit area. However, majority of our applicants are referred on a word-of-mouth basis.

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

Leona Group offers competitive pay, merit bonus for outstanding performance and very competitive benefit packages including 401K matching contributions. In collaboration with Saginaw Valley State University (SVSU) we offer teachers the opportunity to continue their education. SVSU provides 50% reduction in the tuition to teachers pursuing graduate programs at the university. At the school level, Cesar Chavez Academy Lower Elementary offers professional development opportunities aligned with identified needs and suggestions of stakeholders. In addition, this year we will be offering teachers who enter into a bilingual education program tuition assistance. Furthermore, technology and instructional materials are ample in supply along with proper training. An open-door policy is a key belief allowing teachers to feel comfortable in their work environment and aids in their success knowing they are supported. Yearly bonuses, tuition assistance from SVSU, teacher mentoring programs and the support from leadership to explore new strategies to be an effective teacher are some of the ways that leadership retains highly-qualified teachers at CCA. To attract highly qualified teachers, job postings on the internet and school leaders attend job fairs through the metropolitan Detroit area. However, majority of our applicants are referred on a word-of-mouth basis.

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 no high turnover rate.

Component 5: High Quality and Ongoing Professional Development

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

Phonics 1st training, SIOP, strategies for reaching ELLs, differentiated instruction, reading, writing and math in the common core, response to intervention, incorporating rigor into each content area, teaching with student engagement in mind

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

We review these topics on a monthly basis during staff meetings, professional development days, reminders via email, and monthly topics during mentor meetings.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		Professional Development Calendar

Component 6: Strategies to Increase Parental Involvement

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

Our Community Liaison works closely with parents and administration to help bridge any communication gaps. Together with administration she helps set up the Parent Leadership Institute schedule and picks topics based off of parent and staff feedback and the goals from SIP. Parents are provided with yearly surveys that allow parents to disclose any concerns as well as support with planning workshops for the year. Parents who attend weekly Parent Leadership Institute are provided with weekly surveys.

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

The Parent Leadership Institute meets every Friday morning to attend workshops? Other activities are scheduled throughout the year to inform parents and the community. Refreshments and childcare are provided and have allowed for increased attendance.

In addition, every Thursday the community liaison meets with a core group of parents who discuss SIP topics as well as parent concerns and ideas in how to make our school and community a better place. This core group of parents is elected by the Parent Leadership Institute and acts as a voice for our parents.

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

Our school conducts a pre and post Parent Survey to understand the needs of the parents at the beginning and end of the year. Based on the information collected adjustments are made to better service parents. Surveys are also given after each PLI workshop to ensure we are meeting parent needs. End of the year surveys are provided to parents to gauge areas of need and continuous growth. This survey includes the day to day operations of our school, curriculum, culture, and implementation of our mission.

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	Still to be attached	Parent Involvement Plan

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

In the spring we offer a kinder orientation for incoming kindergartners and their parents in efforts to alleviate uncertainty and allow for a smooth transition in the fall. During the summer parents are invited to workshops intended to educate parents on the needs of successful students. In August parents are invited to orientation to provide parents and students with policies, procedures and expectations. In

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September parents are invited to attend Open House to familiarize themselves with the building, teachers, curriculum and Title I programming. A PBS rally is scheduled to foster a positive home/school relationship. Cesar Chavez Academy Elementary has created the Parent Leadership Institute (PLI). The PLI conducts weekly meetings for parents to inform them of events, activities, and programs that are being offered for students and/or parents. In addition, teachers conduct workshops related to school initiatives that provide parents with strategies that can be implemented at home. These meetings help provide a line of open communication between parents, staff, and administration. In addition, the school provides information via newsletters, a calendar of events, quarterly academic progress reports and report cards. Parental notices and printed materials are written in both English and Spanish to notify them of school activities. Our staff work diligently to provide continuous communication to parents and guardians through a variety of avenues such as notes home, phone calls home and parent meetings.

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

The school conducts a pre and post Parent Survey to understand the needs of the parents at the beginning and end of the year. Based on the information collected adjustments are made to better service parents. Surveys are also given after each PLI workshop to ensure we are meeting parents needs.

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

The parent survey noted areas of strength as well as areas of improvement. An area of strength is that parents feel we offer their children a good quality education as well as a safe and secure environment. An area of improvement is that parents feel we need to improve our communication to parents and better inform parents of the different programming at the school in a timely manner. These results are shared during our school improvement meeting and staff will brainstorm ideas that will be implemented to assist with parent concerns.

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

The parent compact is discussed annually during registration and revisited as needed. This is to assure that Cesar Chavez Academy Elementary will discuss the Parent Compact with parents at the beginning of the school year. The plan was developed a few years ago by a variety of stakeholders and ensures that the core values of our school are communicated and agreed upon by parents and the school community.

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

We plan to revisit the parent compact with all parents during parent teacher conferences to reiterate the importance of parents and the school working together.

Posters are also hung throughout our building in English and Spanish to serve as a reminder to parents of their commitment to our school and support of their children.

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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	Still to be attached	Parent Compact

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

The school distributes four report cards per year to parents and has three parent-teacher conferences in November, February and April of each year. We also provide parents with four progress reports mid quarter. At the parent teacher conferences the teacher reviews the student's progress with parents and explains the results of Scantron and WiDA and school generated assessments. Report cards are skill based and written in parent friendly language and are translated into Spanish. Translators are available as needed at conferences and parent meetings.

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?

In the spring Cesar Chavez Academy offers an orientation to incoming kinder parents and students. In addition to "The FUNdamentals of Kinder" a parent and child learning experience that provide them with activities to help prepare for class in the fall. We also assess all incoming kindergarten students prior to the start of the new school year and offer a summer Kinder Academy to acclimate and prepare the pre-school students for the transition into kindergarten. The summer program runs for four weeks Monday through Thursday for four hours. All incoming kinder students are invited to participate. The program focuses on social and academic foundational skills essential for success in kindergarten.

This year during our kinder summer academy we also plan on providing weekly parent workshops to support parents with the skills necessary to ensure a successful kindergarten year. Skills that will be covered include reading and math foundational skills, healthy eating habits, positive behavior support techniques and the importance of fine and gross motor activities.

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?

In the spring Cesar Chavez Academy offers an orientation to incoming kinder parents and students. In addition to "The FUNdamentals of Kinder" a parent and child learning experience that provide them with activities to help prepare for class in the fall. We also assess all incoming kindergarten students prior to the start of the new school year and offer a summer Kinder Academy to acclimate and prepare the pre-school students for the transition into kindergarten. The summer program runs for four weeks Monday through Thursday for four hours. All incoming kinder students are invited to participate. The program focuses on social and academic foundational skills essential for success in kindergarten.

This year during our kinder summer academy we also plan on providing weekly parent workshops to support parents with the skills necessary to ensure a successful kindergarten year. Skills that will be covered include reading and math foundational skills, healthy eating habits, positive behavior support techniques and the importance of fine and gross motor activities.

Teachers are provided with professional development on school wide initiatives as well as attend conferences geared toward preschool and kindergarten. Our school also tries to make all attempts at hiring teaching staff that have an early childhood endorsement.

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?

Data drives our instruction and is regularly analyzed and discussed. Assessment data is analyzed weekly with staff during coplans and Rtl. Data from MEAP, Running Records, DIBELS, Scantron, Phonics Screener, Phonemic Awareness and are consistently monitored and examined by various stakeholders to understand and improve our school effectiveness. For the 2014-15 school year we will be looking at streamlining our assessments so that they are being used effectively and efficiently throughout the school year.

Each year our staff reviews all assessments used to decide whether the assessments are effective for the purpose they are intended. All formative assessments used in classroom are decided by grade level teams.

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

Response to Intervention (Rtl) is used to drive instruction at all tiers. Through this process teachers analyze data from a whole group level to individual student needs to determine whole group instruction as well as appropriate interventions for individual students. Grade level teams meet on a weekly basis to discuss/analyze the data and determine the effectiveness of said interventions. Consistently monitoring student progress and making the necessary adjustments based upon data and observations is a priority of ours. Progress monitoring is completed weekly for "high risk" students and for "medium risk" students.

All results are discussed at Rtl meetings and logged. Teachers have access to the log through Google Drive if they want to add or update information. Performance results are shared at parent meetings, board meetings and staff meetings. Teachers use formative assessments to guide their daily instruction. Grade level teams meet weekly with their team to plan.

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.

To meet the needs of our students, we have a variety of strategies to determine the best academic structure for their individual success. The district has adopted an assessment timeline. Various assessments are administered throughout the year to help identify students "at risk, such as DIBELS, phonics screener, Everyday math pre and post, My Math pre and post, Scantron, Accelerated Reader, Running Records, writing rubrics and sight words. Additional assessment data from MEAP and WIDA are included in the data analysis once it is available. In addition, formative assessments are being built into the curriculum to ensure that instruction is modified in a timely manner. Assessments are logged, monitored and discussed at weekly Rtl meetings with staff. Students that are not at benchmark are identified for Tier 2 or Tier 3 interventions and receive targeted explicit instruction in areas of need. Students will receive Tier 2 interventions for 30-40 minutes 2-4 times a week. Students who continue to show little progress will receive an additional Tier 3 intervention 20-30 minutes 4 times a week. Students struggling with reading and math are also recommended for after school tutoring and summer school. Students receiving tier 3 support do so from highly qualified teachers along with research based programs such as soar to success and phonics 1st.

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?

Our staff has been trained in Response to Intervention (Rtl), which allows the interventionist team, Title I and 31A staff to provide supplemental services and intervention time each day to reach the "at-risk" student population identified through data and fall within Tier 2 and Tier 3. The Rtl Team, made up of general education teachers, special education teachers, administration, support staff and social workers, collaborate weekly to monitor, discuss and provide suggestions and strategies for additional instruction and interventions. Progress monitoring and data analysis is done each week during Rtl meetings. Staff looks at 8-12 data points to determine whether a student is making progress or an intervention needs to be changed. Students who are in need of English language support also receive Tier 2 or Tier 3 interventions for language acquisition and are invited to our ELL after school extended day program. This program provides students the opportunity to increase language acquisition through a variety of strategies and programs such as the Santillana English acquisition program. Students struggling with reading or math and placed in tier 2 or tier 3 interventions also receive an additional 20- 60 minutes of interventions depending on their level of need. Differentiation of instruction is done within every classroom to foster student learning and close the achievement gap. Furthermore, CCA offers a variety of different learning opportunities beyond the school day, including tutoring and summer school. During this time, teachers re-teach concepts and review targeted deficit skills.

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

Through Rtl students are identified and specific goals are created. The teacher must accommodate the student's needs through small group and individual instruction. Classroom teachers utilize scaffolding to increase the students abilities. Teachers also use a variety of student engagement strategies to ensure that all students are actively engaged in learning.

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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.

All programs detailed in this plan are specific to our schoolwide goals of decreasing the achievement gap and increasing student proficiency in all content areas. The resources utilized to support our plan are Title 1 funding, Title 2A funding, 31A, and Title III.

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.

Resources under Title I, Part A, and other resources will be used for Summer School, the employment of three Title I teachers to aid in the continued implementation of RtI. It is also utilized to fund the position of our Instructional Coach. Additionally, funds will be allocated to provide professional development for staff, on-going assessment/data review and the implementation Write Steps. In addition we have set funding aside for resources to differentiate instruction, increase technology and increase informational text. These resources will also be used to increase parental involvement activities and training. Activities include parent workshops, Literacy Night, Math Night, Dia De La Mujer conference, Title I Meetings, home visits, and community outreach activities.

Other state, local, and federal resources will be utilized to support the RtI process to support at risk students, kinder summer academy, after school programs, the increase of technology and resources for differentiating instruction. Resources will also be utilized for professional development aligned to our improvement plan and an ELL coach. Through Title III we are also offering tuition reimbursement for teachers who are interested in receiving an ELL endorsement as well as the opportunity for parents to learn English through parent ESL classes.

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.

We have a character development program called Second Step that is implemented to allow the students an opportunity to learn about exercising good judgement. Also, we have implemented Positive Behavior Support on a school wide level. Parents receive leadership training to assist in academic growth of their students.

Evaluation:

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

A school improvement checklist is created through the Needs Assessment with all of the strategies to monitor them throughout the year. At school improvement meetings the team reviews strategies that have been completed and what needs to be implemented along with a plan of action for implementation of goals.

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 various assessments such as MEAP, Scantron, DIBELS, and common teacher assessments are reviewed during RtI meetings and school improvement meetings. This data allows us to update our strategies; continuously meeting the needs of our students and determine whether our school wide programs are effective in increasing the achievement of students.

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.

Data from various assessments is analyzed for strengths and gaps in our program. Targeted areas for improvement are discussed and the team modifies strategies according to research based practices. We meet with teachers monthly to discuss school improvement items and the school improvement team then follows up with a meeting to review school wide results and the perceptions of students.

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?

Data from various assessments is analyzed for strengths and gaps in our program. Targeted areas for improvement are discussed and the team modifies strategies according to research based practices. We meet with teachers monthly to discuss school improvement items and the school improvement team then follows up with a meeting to review school wide results and the perceptions of students.

Goals 2014

Overview

Plan Name

Goals 2014

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	All students at Cesar Chavez Academy Lower Elementary will become proficient in reading.	Objectives: 1 Strategies: 4 Activities: 38	Academic	\$650026
2	All students at Cesar Chavez Academy will be proficient in math.	Objectives: 1 Strategies: 4 Activities: 15	Academic	\$270040
3	All Students at Cesar Chavez Lower Elementary will become proficient in Social Studies.	Objectives: 1 Strategies: 3 Activities: 10	Academic	\$64000
4	All students at Cesar Chavez Lower Elementary will become proficient in Science.	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$19000
5	All students at Cesar Chavez Lower Elementary School will become proficient in Writing.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$12550

Goal 1: All students at Cesar Chavez Academy Lower Elementary will become proficient in reading.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in fluency, comprehension, phonics, phonemic awareness, blending, word recognition in English Language Arts by 06/19/2015 as measured by Scantron, state mandated assessments, WIDA, DIBELS, Accelerated Reader, classroom formative and summative assessments.

Strategy 1:

Response to Intervention - Students will receive target research based instruction on individual academic need. Tiered instruction will be scheduled daily to meet the needs of tier 2 and 3 students. Teachers will strengthen tier 1 instruction to ensure the number of tier 2 and 3 student decreases. Data/RTI teams will meet monthly to discuss progress of individual students based on multiple data assessments and progress monitoring tools. Continue school wide screener of DIBELS 3x a year and progress monitoring. Continue reading intervention programs: Phonics 1st, Read Naturally, Phonemic awareness, Soar to Success, sight word interventions, comprehension, 3 Reading Interventionist for grade K-2, On-going training to sustain intervention programs Data reviewed and monitored at weekly co-plan meetings with staff, Interventions aligned with school wide assessment data and student needs, Interventions aligned with Houghton Mifflin Program, Making Meaning and Phonics 1st

Research Cited: RTI: The Forgotten Tier by Joanne Allain

Tier: Tier 2

Activity - 31A Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
31A paraprofessionals provide interventions for at risk students in reading and math. Assessment data is obtained through a variety of assessments. Interventions are based on targeted skills.	Academic Support Program	Tier 3	Monitor	09/02/2014	06/19/2015	\$185000	Section 31a	School leader, instructional coach, instructional support staff and 31a paraprofessionals

Activity - After School Study Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Cesar Chavez Academy Elementary

Identify students that are at risk in language arts for after school support on targeted skills.	Academic Support Program	Tier 3	Monitor	09/02/2014	06/19/2015	\$9000	Title I Part A, Section 31a	School leader, coach, teachers and paraprofessionals
Activity - Data Driven Targeted Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Align intervention needs with school wide data and student needs. Maintain 3 Title I Reading and math Interventionists. Professional Development for intervention programs. Review and monitor data each week at co-plans. Align interventions to Houghton Mifflin, Making Meaning, and Phonics 1st programs, Progress monitoring, Rtl materials to support small group instruction, Computer-based Reading programs	Direct Instruction	Tier 3	Implement	09/02/2014	06/19/2015	\$180000	Title I Part A	Administration, Instructional Coach, Teachers, Support Staff
Activity - ELL Extended Day Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
WIDA Assessment data will be utilized to identify students performing at basic and low intermediate level. Students at basic and low intermediate will be invited to attend ELL Extended Program targeting deficit areas of WIDA. Teachers and support staff will administer the support for the students.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/12/2015	\$8000	Title III	School leader, coach, ELL teacher and paraprofessionals
Activity - ELL Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL teacher will be responsible for providing academic support for students scoring basic and low intermediate on WIDA and supporting SIOp in the classroom through coaching	Direct Instruction	Tier 2	Monitor	09/02/2014	06/12/2015	\$10000	Title III	School leader, coach and ELL teacher
Activity - Summer School Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer school; utilizing end of the year assessment data, students identified at risk in language arts/math will be invited to attend.	Academic Support Program	Tier 3	Monitor	09/02/2014	06/12/2015	\$32500	Title I Part A, Title I Part A	School leader, coach, teachers and instructional support staff

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Activity - Tuition Reimbursement for ELL Endorsement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers who pursue ELL endorsement will receive tuition reimbursement up to 6 credits per year for 2-3 teachers.	Recruitment and Retention	Tier 1	Monitor	09/02/2014	06/12/2015	\$6000	Title III	School leader
Activity - Professional Development on RLAC /Phonics First and phonemic awareness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive sustainable and ongoing professional development on targeted interventions.	Professional Learning	Tier 2	Monitor	09/02/2014	06/12/2015	\$4000	Title II Part A	School leader, instructional coach and instructional coach
Activity - Response to Intervention Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A response to intervention coach will oversee the RtI process and support in reviewing data, implement intervention groups, schedule parent meetings, facilitate RtI meetings	Academic Support Program	Tier 1	Implement	09/02/2014	06/12/2015	\$60000	Title I Part A	administration
Activity - Intervention Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Resource materials to assist academic support staff in implementing engaging and motivating interventions in phonemic awareness, phonics, comprehension, vocabulary, fluency	Implementation	Tier 3	Monitor	09/02/2014	06/12/2015	\$3000	Section 31a, Title I Part A	administration, instructional coach, support staff
Activity - Professional Development for supporting English Language Learners	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Strategies to support English Language Learners for all instructional staff and the opportunity for 3 staff members to attend MABE conference	Professional Learning	Tier 1	Monitor	09/02/2014	06/12/2015	\$5300	Title III, Title III	administration, instructional coach, instructional staff
Activity - ELL Summer Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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ELL students will receive academic support for students scoring basic and low intermediate on the Spring WIDA during an extension of summer school	Academic Support Program	Tier 3	Monitor	09/02/2014	06/12/2015	\$2000	Title III	Administration, instructional coach, ELL teacher, support staff
Activity - ESL Resource Materials for supporting students in small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Materials to support vocabulary, comprehension, and listening skills including Expanding Expression tool kits for developing expressive language for students scoring basic, low and high intermediate on ELPA	Academic Support Program	Tier 2	Monitor	09/02/2014	06/12/2015	\$3600	Title III	Administration, instructional coach, ELL teacher, support staff
Activity - ESL iPad applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESL applications to reinforce phonics, phonemic awareness, vocabulary, sight words, reading comprehension and fluency	Technology	Tier 2	Monitor	09/02/2014	06/12/2015	\$1000	Title III	Administration, instructional coach, ELL support staff
Activity - Audio Books/Bilingual Books	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Audio and bilingual picture books to promote language development and support English acquisition, reading comprehension and support differentiation of instruction.	Technology	Tier 2	Monitor	09/02/2014	06/12/2015	\$3000	Title III	Administration, instructional coach, instructional staff, ELL teacher
Activity - Student book bags	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students at risk in language development, vocabulary, comprehension, and word recognition will receive a student work bag that will be signed out weekly by parents. Book bag will include activities that will support the aforementioned skills	Academic Support Program	Tier 3	Monitor	09/02/2014	06/12/2015	\$1500	Title III	Administrati on, instructiona l coach, ELL teacher, support staff
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Strategy 2:

Hands On Approach to Learning - Students will experience a hands on approach to learning through the use of technology. Students will also attend various field trips that will allow them a hands on experience to help build background knowledge.

Research Cited: To be reviewed

Tier:

Activity - Utilize Technology/Hardware in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use iPads, laptops, desktops, NEOS, audio players, and other hardware to increase mastery and work at their ability level to address the gap in achievement.	Technology	Tier 1	Monitor	09/02/2014	06/12/2015	\$10000	Title I Part A	School leader, coach, teachers and support staff

Activity - Utilize Software Licenses to Engage Learners	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use learning atoz.com, Discovery Education, StudyIsland, Early Star Literacy, Raz kids, BrainPop etc, and a variety of iPads applications to enhance whole group as well as independent learning. ESL learning software: BrainPop; to reinforce language acquisition, visual learning and enhance instruction	Technology	Tier 1	Monitor	09/02/2014	06/12/2015	\$7908	Title I Part A, Title III	School leader, coach, teachers, support staff

Activity - Sustainable Professional Development on Using Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will be equipped with essential tools to teach using Ipads and technology.	Professional Learning	Tier 1	Monitor	09/02/2014	06/12/2015	\$1000	Title II Part A	School leader, coach and instructional staff

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Strategy 3:

Effective Tier 1 Instruction - Improve core instruction by collecting school wide assessment data to determine areas for improvement through the use of best practices and research based methods.

Research Cited: Rtl: The Forgotten Tier by Joanne Allain, Driven by Data by Paul Bambrick-Santoyo and Common Core Standards

Tier:

Activity - Accelerated Reader- Star Early Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to implement Accelerated Reader Technology program and Star Reader assessment along with Early Star Literacy.	Implementation	Tier 1	Monitor	09/02/2014	06/12/2015	\$2500	Title I Part A	School leader, coach, teachers and support staff
Activity - Common Core State Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Align and implement Common Core Standards/Close and Critical Reading to current literacy initiatives, i.e: Houghton Mifflin, Making Meaning, Phonics First, Write Steps.	Implementation	Tier 1	Monitor	09/02/2014	06/12/2015	\$0	No Funding Required	School, coach, teachers and instructional staff
Activity - Ongoing Professional Development - Common Core State Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will increase their skill set on the common core standards and use what they have learned to increase academic progress in ALL students throughout content areas	Professional Learning	Tier 1		09/02/2014	06/12/2015	\$9000	Title II Part A	School leader, coach and instructional staff
Activity - Professional Development on Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate differentiated instruction into Tier 1. Provide professional development to instructional staff on effective literacy based activities to research based program/strategies Such as Whole Brain Teaching, Daily 5, Ten a Day, Tiered Instruction and other researched based best practices.	Professional Learning	Tier 1	Monitor	09/02/2014	06/12/2015	\$4000	Title II Part A	School leader, coach, teachers and support staff

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Activity - Informational Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will increase the use of informational text by incorporating cross curricular activities (science and social studies) during the reading block. This may include the use of magazines and informational trade books.	Implementation	Tier 1	Monitor	09/02/2014	06/12/2015	\$3500	Title I Part A	School leader, coach and instructional staff
Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hire an Instructional Coach that would provide teachers with instructional support on best practices.	Monitor	Tier 1	Monitor	09/02/2014	06/12/2015	\$81000	Title I Part A	School leader, coach and instructional staff
Activity - Shelter Instruction Observation Protocol (SIOP)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to implement SIOP.	Implementation	Tier 1	Monitor	09/02/2014	06/12/2015	\$0	No Funding Required	School leader, coach and instructional staff
Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will use researched best practices to deliver effective instruction to all learners with multiple delivery methods and materials.	Direct Instruction	Tier 1	Implement	09/02/2014	06/12/2015	\$550	Section 31a	School leader, coach and instructional coach
Activity - Professional Development on Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will be presented with a variety of strategies on how to implement and utilize the data gathered from formative assessments	Professional Learning	Tier 1	Monitor	09/02/2014	06/12/2015	\$1449	Title II Part A	administration, instructional staff, instructional coach

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Activity - Professional Development on Phonemic Awareness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development on Phonemic Awareness through RLAC for all instructional staff	Professional Learning	Tier 1	Monitor	09/02/2014	06/12/2015	\$2000	Title II Part A	Administration, instructional coach, support staff
Activity - Go Observe Evaluation Tool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Go Observe Web-based site license for Teacher Observations	Professional Learning	Tier 1	Monitor	09/02/2014	06/12/2015	\$200	Title II Part A	administration
Activity - MABE Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MABE conference registration for ELL teacher and administrator to gather and share evidence bases idea to support English Language Learners	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$600	Title III	Administration, instructional coach, ELL teacher
Activity - Informational Text and Main Idea	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize building background strategies and text features to support student with obtaining the main idea.	Direct Instruction	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	classroom teachers, support staff

Strategy 4:

Parent/Family Involvement - Parents and families will be invited to weekly meetings/workshops to help assist their children with academic standards in all content areas provided in parent friendly language. Literature and hands on materials will be given to ensure parents are equipped with the necessary resources.

Research Cited: MDE publications

Tier:

Activity - Parent Friendly Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create Parent Friendly curriculum that is translated into Spanish based on common core state standards.	Parent Involvement	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	School leader

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Activity - Dia De La Mujer Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dia De La Mujer held at Michigan State Univ. Open to 50 parents on a first-come, first-serve basis. The 1-day conference in March is designed to provide Michigan Latinas with the opportunity to develop support systems to overcome challenging areas. Agenda is tailored to Latinas' social/academic issues, is a source of education/development for employment, educational opportunities & empowerment of Latinas.	Parent Involvement	Tier 1	Monitor	09/02/2014	06/12/2015	\$750	Title I Part A	School leader
Activity - Parent Leadership Institutes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly morning meetings are held for parents to give research based information on how to help their child excel in school.	Parent Involvement	Tier 1	Monitor	09/02/2014	06/12/2015	\$4100	Title I Part A, Title III	School leader, staff
Activity - Parent ESL Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent workshop materials: ESL resources, learning manipulatives, and visual aides; to focus on academic strategies that parents can implement at home; for 40 parents; 35 weekly meetings.	Parent Involvement	Tier 1	Monitor	09/02/2014	06/12/2015	\$2100	Title III	School leader, coach and instructional staff
Activity - ESL Parent Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESL Parent classes for 25 parents for 19 weeks 3 times a week and child care	Parent Involvement	Tier 1	Monitor	09/02/2014	06/12/2015	\$3469	Title III	administration
Activity - Home Visit	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Stipends for teachers who conduct home visits for students who are at-risk	Parent Involvement	Tier 1	Monitor	09/02/2014	06/12/2015	\$2000	Title I Part A	administration, community liaison, teachers, support staff, instructional support

Goal 2: All students at Cesar Chavez Academy will be proficient in math.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in number and operations, algebra, geometry, measurement, data analysis and probability in Mathematics by 06/12/2015 as measured by classroom assessments, Scantron and MEAP.

Strategy 1:

Response to Intervention - The RTI will be documented when local and statewide assessment results are gathered and analyzed to tier students to ensure targeted instruction is given on a daily/planned basis to narrow the gap. Interventions will be administered by Title one teachers and paraprofessionals and 31a support staff. RTI meetings will be a forum to discuss student growth and hinderances of learning.

Research Cited: RTI network, articles and literature

Tier:

Activity - Daily Research and Evidence Based Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive targeted instruction for 30 minutes 5 days a week on deficit skills	Academic Support Program	Tier 2	Monitor	09/02/2014	06/12/2015	\$181000	Section 31a	School leader, coach and instructional staff
Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will attend after school tutoring at least twice a week to work in small groups on skills and standards that is a result of analysis of data.	Academic Support Program	Tier 3	Monitor	09/02/2014	06/12/2015	\$5000	Title I Part A	School leader, coach, teachers and support staff
Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be invited to attend summer school to receive intensive targeted interventions for six weeks.	Academic Support Program	Tier 3	Monitor	09/02/2014	06/12/2015	\$25000	Title I Part A	School leader, coach and instructional staff

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Activity - Professional Development on RTI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will be planned at least twice a year, on and off campus, to inform instructional staff on systems, procedures and policies to improve students' performance. School leader and instructional coach will also attend monthly meetings that discuss and present on the RTI process.	Professional Learning	Tier 1	Monitor	09/02/2014	06/12/2015	\$4500	Title II Part A	School leader and coach

Activity - Kinder Summer Institute	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students exiting preschool and commencing to Kindergarten will engage in daily activities to strengthen their math and reading skills to prepare them for a successful kindergarten year.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/12/2015	\$24982	Section 31a	School leader, coach and instructional staff

Strategy 2:

Use of Technology - Implement various components of technology; promethean boards, laptops, United

Streaming, NEO's, iPads into math curriculum to engage learners with various strategies to address the achievement gap.

Research Cited: Common Core Standards and MACUL

Tier: Tier 1

Activity - Use of Apps for Ipads	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use Apps on Ipads to guide them in their understanding and mastery of material at least once a week and during centers	Technology	Tier 1	Monitor	09/02/2014	06/12/2015	\$2000	Title I Part A	School leader, coach and instructional staff

Activity - Ipads	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will prepare for career and college readiness when learning how to use Ipads to demonstrate their understanding, make connections to real life and build on prior knowledge.	Technology	Tier 1	Monitor	09/02/2014	06/12/2015	\$12080	Title I Part A	School leader, coach and instructional staff

Activity - Math Software Licenses/Math Flash	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Integrate Math Facts Technology Program in math curriculum to help reinforce math facts.	Technology	Tier 1	Monitor	09/02/2014	06/12/2015	\$2000	Title I Part A	School leader, coach and instructional staff
Activity - Professional Development on Utilizing Technology in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will be presented with techniques and strategies in relationship to technology to increase student's progress.	Professional Learning	Tier 1	Monitor	09/02/2014	06/12/2015	\$1500	Title II Part A	School leader, coach and instructional staff
Activity - Scantron	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Scantron will be used to assess students' growth and mastery in math to improve and drive instruction.	Technology	Tier 1	Monitor	09/02/2014	06/12/2015	\$4978	Title I Part A	School leader, coach and instructional staff

Strategy 3:

Differentiated Instruction - Teachers will incorporate differentiated instruction within each lesson to support students at different ability levels and learning styles.

Research Cited: Articles, Literature, Professional Learning

Tier: Tier 1

Activity - Math Centers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage in learning activities that address their areas of weaknesses with manipulatives, technology, games, peer tutoring, etc....	Direct Instruction	Tier 1	Monitor	09/02/2014	06/12/2015	\$2500	Section 31a	School leader, coach and instructional staff
Activity - Pre/Post Math Assessment K-2 aligned to common core state	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pre/Post test given each year to k-2 will be aligned to common core state standards in conjunction with MyMath and everyday math strategies	Implementation	Tier 1	Monitor	09/02/2014	06/12/2015	\$0	No Funding Required	School leader, coach and instructional staff

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Activity - Professional Development on D.I.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On site and off site opportunities will be planned and offered to inform teachers on best practices and D.I.	Professional Learning	Tier 1	Monitor	09/02/2014	06/12/2015	\$4500	Title II Part A	School leader, coach and instructional staff

Strategy 4:

Effective Tier 1 Instruction - Improve core instruction by collecting assessment data to determine areas for improvement through the use of best practices and research based methods.

Research Cited: Rtl: The forgotten Tier by Joanne Allain, Driven by Data by Paul Bambrick-Santoyo and Common Core Standards

Tier: Tier 1

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
k-2 teachers will incorporate data analysis into daily math practice via question of the day and math centers.	Direct Instruction	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	classroom teachers, support staff

Activity - Number Sense	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-2 teachers will utilize research based strategies to support students with number sense, in particular with sorting, ordering and classifying numbers up to 1000. Daily practice will be delivered through via daily warm ups and math centers.	Direct Instruction	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	classroom teachers, support staff

Goal 3: All Students at Cesar Chavez Lower Elementary will become proficient in Social Studies.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency geography, communities, family..... in Social Studies by 06/12/2015 as measured by Formative and summative assessments.

Strategy 1:

Differentiated Instruction - Students will be educated on Social Studies topics in various ways such as technology, literature, plays, field trips. Teachers will use pre and post test to provide strong tier 1 instruction that will reach All learners. Lessons will delivered with various strategies to engage all students and increase the level of mastery on assessments. The instructional coach and leaders will monitor classroom instruction to ensure students are receiving a quality education that meets their

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needs.

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

Tier:

Activity - Software and iPad Applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will make connections to real life when using BrainPop, discovery learning, iPads to reinforce what has been taught in the classroom.	Technology	Tier 1	Monitor	09/02/2014	06/12/2015	\$5000	Title I Part A	Administration, instructional coach, teachers

Activity - Field Trips to Community Organizations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have hands on experiences and real world experiences by participating on field trips to community based organizations	Field Trip	Tier 1	Implement	09/02/2014	06/12/2015	\$5000	Title I Part A	Administration, instructional coach, teachers

Activity - Informational text/ literature	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize a variety of grade level appropriate informational text to support learning, such as trade books and student magazines	Direct Instruction	Tier 1	Monitor	09/02/2014	06/12/2015	\$3000	Title I Part A	Administration, instructional coach, teachers

Strategy 2:

Data Driven Decision Making - Various sources of data will be used to drive instruction in social studies

Research Cited: To be reviewed

Tier: Tier 1

Activity - Grade level meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are scheduled to meet weekly to discuss data related to social studies and how the students are progressing and develop a plan to address areas of need	Academic Support Program	Tier 1	Monitor	09/02/2014	06/12/2015	\$0	Title I Part A	Administration, instructional coach, teachers

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Strategy 3:

Positive Behavior Intervention Support - In order to support in creating a safe learning environment, through our school wide PBIS initiative, students will review behavior and academic expectations throughout the school year. Students who meet expectations will receive daily, weekly or monthly incentives. Students will also be involved with character education and anti-bullying activities. Building a sense of security within the school grounds is also essential for creating a safe learning environment. We plan to increase our security measures through revamping our emergency plans, adding a security guard, and updating our video cameras.

Research Cited: Wayne RESA, PBIS.org

Tier: Tier 1

Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in character education program and bully prevention	Behavioral Support Program	Tier 1	Monitor	09/02/2014	06/12/2015	\$1000	Section 31a	Administration, instructional coach, teachers, social worker

Activity - Security Guard	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase security within school grounds to support our goal of providing a safe learning environment	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/12/2015	\$35000	Section 31a	Administration, instructional coach, social worker

Activity - Upgrade surveillance system	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Upgrade Schoolwide surveillance system	Other	Tier 1	Implement	09/02/2014	06/12/2015	\$8000	Section 31a	Administration

Activity - PBIS Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through our PBIS program students acquire incentives such as pencils, trophies, stickers and small toys as a reward for being following school expectations	Behavioral Support Program	Tier 1	Monitor	09/02/2014	06/12/2015	\$3000	Section 31a	Administration, PBIS Team, instructional coach

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Activity - Professional development for PBIS to enhance program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and staff will participate on a PBIS event that will enhance the program.	Professional Learning	Tier 1	Monitor	09/02/2014	06/12/2015	\$2000	Title I Part A	Administration, instructional coach, PBIS Team, teachers, students
Activity - Professional development-team building	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in team building activities to enhance their collaboration efforts	Professional Learning	Tier 1	Monitor	09/02/2014	06/12/2015	\$2000	Title II Part A	Administration, instructional coach, teachers

Goal 4: All students at Cesar Chavez Lower Elementary will become proficient in Science.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in Science by 06/12/2015 as measured by Classroom formative and summative Assessments.

Strategy 1:

Real Life Connections to Science - Students will engage on hands on learning, use technology and travel to various institution to promote understanding and mastery of Science.

Research Cited: Common Core standards

Tier: Tier 1

Activity - Field Trip to Imagination Station/science center	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have a hands on experience to state standards by participating in Imagination Station/science center field trip.	Field Trip	Tier 1	Monitor	09/02/2014	06/12/2015	\$3500	Title I Part A	School leader, coach and instructional staff

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Activity - Weekly Science Experiments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will witness and partake in the inquiry process by completing various science projects that will enhance their understanding.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/12/2015	\$1000	Title I Part A	School leader, coach and instructional staff
Activity - Software and Ipad Applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will make connections to real life when using brainpop, discovery learning, Ipads to reinforce what has been taught in the classroom.	Technology	Tier 1	Monitor	09/02/2014	06/12/2015	\$5000	Title I Part A	School leader, coach and teachers
Activity - Science Fair	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in grades K-2 will complete a science fair project focusing on the Scientific Process.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/12/2015	\$500	General Fund	School leader, coach and instructional coach
Activity - Professional development on cross curricular instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD on cross curricular instruction to support teachers in implementing high engaging lessons	Professional Learning	Tier 1	Monitor	09/02/2014	06/12/2015	\$4500	Title II Part A	Administration, instructional coach, teachers

Strategy 2:

Data Driven Decision Making - Various sources of data will be used to drive instruction in Science.

Research Cited: To be reviewed

Tier: Tier 1

Activity - Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers are scheduled to meet weekly to discuss data related to science and how the students are progressing and develop a plan to address the deficient areas.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/12/2015	\$0	No Funding Required	School leader, coach and instructional staff
Activity - Professional Development on Data Driven Decision Making	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and support staff will be presented on how to drive instruction as a result of data analysis.	Professional Learning	Tier 1	Monitor	09/02/2014	06/12/2015	\$4500	Title II Part A	School leader, coach and instructional staff

Goal 5: All students at Cesar Chavez Lower Elementary School will become proficient in Writing.

Measurable Objective 1:

30% of All Students will demonstrate a proficiency six traits of writing, speaking and listening and curriculum formative and summative assessment, mastery on rubrics and checklists in English Language Arts by 06/12/2015 as measured by , MEAP, WriteSteps and curriculum summative and formative assessments from KC4.

Strategy 1:

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

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

Tier:

Activity - Supplemental Materials to Support WriteSteps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will increase their ability to use the six + one traits when using supporting activities to increase comprehension and mastery of ELA/Writing Common Core.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/12/2015	\$1000	Title I Part A	School leader, coach and instructional staff
Activity - Use the Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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D.I. will be promoted when students represent what they already know and show their ability to organize information in multiple ways.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/12/2015	\$550	General Fund	School leader, coach and instructional
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Activity - Professional development on writing across the curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD on incorporating writing across the curriculum	Academic Support Program	Tier 1	Monitor	09/02/2014	06/01/2015	\$4500	Title I Part A	Administration, instructional coach, teachers

Activity - writing complete sentences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
k-2 students will participate in daily practice of speaking in complete sentences as well as writing in complete sentences to enhance student writing. Strategy will be implemented across content areas daily.	Direct Instruction	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	classroom teachers, support staff, and administration

Strategy 2:

Response to Intervention - Students will receive target research based instruction on individual academic need. Tiered instruction will be scheduled daily to meet the needs of tier 2 and 3 students. Teachers will strengthen tier 1 instruction to ensure the number of tier 2 and 3 student decreases. Data/RTI teams will meet monthly to discuss progress of individual students based on multiple data assessments and progress monitoring tools. Maintain 3 Title I teachers that will support at the Tier 2 and Tier 3 level. On-going training to sustain intervention programs Data reviewed and monitored at weekly co-plan meetings with staff, Interventions aligned with school wide assessment data and student needs, Interventions aligned with write steps writing program.

Research Cited: RtI: The forgotten Tier by Joanne Allain

Tier: Tier 2

Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school Tutoring will be offered to students who maintain a 2 or lower on their weekly writing samples. Score will be based on writing rubrics ranging from 1-6. After school writing tutoring will be delivered by highly qualified teachers or aides.	Academic Support Program	Tier 2	Implement	09/02/2014	06/12/2015	\$6500	Section 31a	school leader, instructional coach, classroom teachers and support staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Use the Graphic Organizers	D.I. will be promoted when students represent what they already know and show their ability to organize information in multiple ways.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/12/2015	\$550	School leader, coach and instructional
Science Fair	All students in grades K-2 will complete a science fair project focusing on the Scientific Process.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/12/2015	\$500	School leader, coach and instructional coach

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Utilize Technology/Hardware in the Classroom	Students will use iPads, laptops, desktops, NEOS, audio players, and other hardware to increase mastery and work at their ability level to address the gap in achievement.	Technology	Tier 1	Monitor	09/02/2014	06/12/2015	\$10000	School leader, coach, teachers and support staff
Weekly Science Experiments	Students will witness and partake in the inquiry process by completing various science projects that will enhance their understanding.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/12/2015	\$1000	School leader, coach and instructional staff
Field Trip to Imagination Station/science center	Students will have a hands on experience to state standards by participating in Imagination Station/science center field trip.	Field Trip	Tier 1	Monitor	09/02/2014	06/12/2015	\$3500	School leader, coach and instructional staff
Parent Leadership Institutes	Weekly morning meetings are held for parents to give research based information on how to help their child excel in school.	Parent Involvement	Tier 1	Monitor	09/02/2014	06/12/2015	\$2000	School leader, staff

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Home Visit	Stipends for teachers who conduct home visits for students who are at-risk	Parent Involvement	Tier 1	Monitor	09/02/2014	06/12/2015	\$2000	administration, community liaison, teachers, support staff, instructional support
Professional development on writing across the curriculum	PD on incorporating writing across the curriculum	Academic Support Program	Tier 1	Monitor	09/02/2014	06/01/2015	\$4500	Administration, instructional coach, teachers
Software and iPad Applications	Students will make connections to real life when using BrainPop, discovery learning, iPads to reinforce what has been taught in the classroom.	Technology	Tier 1	Monitor	09/02/2014	06/12/2015	\$5000	Administration, instructional coach, teachers
Field Trips to Community Organizations	Students will have hands on experiences and real world experiences by participating on field trips to community based organizations	Field Trip	Tier 1	Implement	09/02/2014	06/12/2015	\$5000	Administration, instructional coach, teachers
Ipads	Students will prepare for career and college readiness when learning how to use Ipads to demonstrate their understanding, make connections to real life and build on prior knowledge.	Technology	Tier 1	Monitor	09/02/2014	06/12/2015	\$12080	School leader, coach and instructional staff
After School Tutoring	Students will attend after school tutoring at least twice a week to work in small groups on skills and standards that is a result of analysis of data.	Academic Support Program	Tier 3	Monitor	09/02/2014	06/12/2015	\$5000	School leader, coach, teachers and support staff
Professional development for PBIS to enhance program	Students and staff will participate on a PBIS event that will enhance the program.	Professional Learning	Tier 1	Monitor	09/02/2014	06/12/2015	\$2000	Administration, instructional coach, PBIS Team, teachers, students
Response to Intervention Coach	A response to intervention coach will oversee the RtI process and support in reviewing data, implement intervention groups, schedule parent meetings, facilitate RtI meetings	Academic Support Program	Tier 1	Implement	09/02/2014	06/12/2015	\$60000	administration

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Accelerated Reader-Star Early Literacy	Continue to implement Accelerated Reader Technology program and Star Reader assessment along with Early Star Literacy.	Implementation	Tier 1	Monitor	09/02/2014	06/12/2015	\$2500	School leader, coach, teachers and support staff
Summer School Staff	Summer school; utilizing end of the year assessment data, students identified at risk in language arts/math will be invited to attend.	Academic Support Program	Tier 3	Monitor	09/02/2014	06/12/2015	\$500	School leader, coach, teachers and instructional support staff
Use of Apps for I pads	Students will use Apps on I pads to guide them in their understanding and mastery of material at least once a week and during centers	Technology	Tier 1	Monitor	09/02/2014	06/12/2015	\$2000	School leader, coach and instructional staff
Grade level meetings	Teachers are scheduled to meet weekly to discuss data related to social studies and how the students are progressing and develop a plan to address areas of need	Academic Support Program	Tier 1	Monitor	09/02/2014	06/12/2015	\$0	Administration, instructional coach, teachers
Scantron	Scantron will be used to assess students' growth and mastery in math to improve and drive instruction.	Technology	Tier 1	Monitor	09/02/2014	06/12/2015	\$4978	School leader, coach and instructional staff
Utilize Software Licenses to Engage Learners	Students will use learning atoz.com, Discovery Education, StudyIsland, Early Star Literacy, Raz kids, BrainPop etc, and a variety of IPads applications to enhance whole group as well as independent learning. ESL learning software: BrainPop; to reinforce language acquisition, visual learning and enhance instruction	Technology	Tier 1	Monitor	09/02/2014	06/12/2015	\$6208	School leader, coach, teachers, support staff
Data Driven Targeted Interventions	Align intervention needs with school wide data and student needs. Maintain 3 Title I Reading and math Interventionists. Professional Development for intervention programs. Review and monitor data each week at co-plans ,Align interventions to Houghton Mifflin, Making Meaning, and Phonics 1st programs, Progress monitoring, Rtl materials to support small group instruction, Computer-based Reading programs	Direct Instruction	Tier 3	Implement	09/02/2014	06/19/2015	\$180000	Administration, Instructional Coach, Teachers, Support Staff

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Dia De La Mujer Conference	Dia De La Mujer held at Michigan State Univ. Open to 50 parents on a first-come, first-serve basis. The 1-day conference in March is designed to provide Michigan Latinas with the opportunity to develop support systems to overcome challenging areas. Agenda is tailored to Latinas' social/academic issues, is a source of education/development for employment, educational opportunities & empowerment of Latinas.	Parent Involvement	Tier 1	Monitor	09/02/2014	06/12/2015	\$750	School leader
Summer School	Students will be invited to attend summer school to receive intensive targeted interventions for six weeks.	Academic Support Program	Tier 3	Monitor	09/02/2014	06/12/2015	\$25000	School leader, coach and instructional staff
Informational text/literature	Students will utilize a variety of grade level appropriate informational text to support learning, such as trade books and student magazines	Direct Instruction	Tier 1	Monitor	09/02/2014	06/12/2015	\$3000	Administration, instructional coach, teachers
Instructional Coach	Hire an Instructional Coach that would provide teachers with instructional support on best practices.	Monitor	Tier 1	Monitor	09/02/2014	06/12/2015	\$81000	School leader, coach and instructional staff
Supplemental Materials to Support WriteSteps	Students will increase their ability to use the six + one traits when using supporting activities to increase comprehension and mastery of ELA/Writing Common Core.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/12/2015	\$1000	School leader, coach and instructional staff
Intervention Materials	Resource materials to assist academic support staff in implementing engaging and motivating interventions in phonemic awareness, phonics, comprehension, vocabulary, fluency	Implementation	Tier 3	Monitor	09/02/2014	06/12/2015	\$1000	administration, instructional coach, support staff
Math Software Licenses/Math Flash	Integrate Math Facts Technology Program in math curriculum to help reinforce math facts.	Technology	Tier 1	Monitor	09/02/2014	06/12/2015	\$2000	School leader, coach and instructional staff
Software and Ipad Applications	Students will make connections to real life when using brainpop, discovery learning, Ipads to reinforce what has been taught in the classroom.	Technology	Tier 1	Monitor	09/02/2014	06/12/2015	\$5000	School leader, coach and teachers

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Summer School Staff	Summer school; utilizing end of the year assessment data, students identified at risk in language arts/math will be invited to attend.	Academic Support Program	Tier 3	Monitor	09/02/2014	06/12/2015	\$32000	School leader, coach, teachers and instructional support staff
Informational Text	Teachers will increase the use of informational text by incorporating cross curricular activities (science and social studies) during the reading block. This may include the use of magazines and informational trade books.	Implementation	Tier 1	Monitor	09/02/2014	06/12/2015	\$3500	School leader, coach and instructional staff
After School Study Skills	Identify students that are at risk in language arts for after school support on targeted skills.	Academic Support Program	Tier 3	Monitor	09/02/2014	06/19/2015	\$2500	School leader, coach, teachers and paraprofessionals

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Grade Level Meetings	Teachers are scheduled to meet weekly to discuss data related to science and how the students are progressing and develop a plan to address the deficient areas.	Academic Support Program	Tier 1	Monitor	09/02/2014	06/12/2015	\$0	School leader, coach and instructional staff
writing complete sentences	k-2 students will participate in daily practice of speaking in complete sentences as well as writing in complete sentences to enhance student writing. Strategy will be implemented across content areas daily.	Direct Instruction	Tier 1	Implement	09/02/2014	06/12/2015	\$0	classroom teachers, support staff, and administration
Parent Friendly Curriculum	Create Parent Friendly curriculum that is translated into Spanish based on common core state standards.	Parent Involvement	Tier 1	Implement	09/02/2014	06/12/2015	\$0	School leader
Common Core State Standards	Align and implement Common Core Standards/Close and Critical Reading to current literacy initiatives, i.e: Houghton Mifflin, Making Meaning, Phonics First, Write Steps.	Implementation	Tier 1	Monitor	09/02/2014	06/12/2015	\$0	School, coach, teachers and instructional staff

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Number Sense	K-2 teachers will utilize research based strategies to support students with number sense, in particular with sorting, ordering and classifying numbers up to 1000. Daily practice will be delivered through via daily warm ups and math centers.	Direct Instruction	Tier 1	Implement	09/02/2014	06/12/2015	\$0	classroom teachers, support staff
Data Analysis	k-2 teachers will incorporate data analysis into daily math practice via question of the day and math centers.	Direct Instruction	Tier 1	Implement	09/02/2014	06/12/2015	\$0	classroom teachers, support staff
Shelter Instruction Observation Protocol (SIOP)	Teachers will continue to implement SIOP.	Implementation	Tier 1	Monitor	09/02/2014	06/12/2015	\$0	School leader, coach and instructional staff
Pre/Post Math Assessment K-2 aligned to common core state	Pre/Post test given each year to k-2 will be aligned to common core state standards in conjunction with MyMath and everyday math strategies	Implementation	Tier 1	Monitor	09/02/2014	06/12/2015	\$0	School leader, coach and instructional staff
Informational Text and Main Idea	Teachers will utilize building background strategies and text features to support student with obtaining the main idea.	Direct Instruction	Tier 1	Implement	09/02/2014	06/12/2015	\$0	classroom teachers, support staff

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
31A Paraprofessionals	31A paraprofessionals provide interventions for at risk students in reading and math. Assessment data is obtained through a variety of assessments. Interventions are based on targeted skills.	Academic Support Program	Tier 3	Monitor	09/02/2014	06/19/2015	\$185000	School leader, instructional coach, instructional support staff and 31a paraprofessionals
Math Centers	Students will engage in learning activities that address their areas of weaknesses with manipulatives, technology, games, peer tutoring, etc....	Direct Instruction	Tier 1	Monitor	09/02/2014	06/12/2015	\$2500	School leader, coach and instructional staff

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Daily Research and Evidence Based Interventions	Students will receive targeted instruction for 30 minutes 5 days a week on deficit skills	Academic Support Program	Tier 2	Monitor	09/02/2014	06/12/2015	\$181000	School leader, coach and instructional staff
Intervention Materials	Resource materials to assist academic support staff in implementing engaging and motivating interventions in phonemic awareness, phonics, comprehension, vocabulary, fluency	Implementation	Tier 3	Monitor	09/02/2014	06/12/2015	\$2000	administration, instructional coach, support staff
After School Tutoring	After school Tutoring will be offered to students who maintain a 2 or lower on their weekly writing samples. Score will be based on writing rubrics ranging from 1-6. After school writing tutoring will be delivered by highly qualified teachers or aides.	Academic Support Program	Tier 2	Implement	09/02/2014	06/12/2015	\$6500	school leader, instructional coach, classroom teachers and support staff
After School Study Skills	Identify students that are at risk in language arts for after school support on targeted skills.	Academic Support Program	Tier 3	Monitor	09/02/2014	06/19/2015	\$6500	School leader, coach, teachers and paraprofessionals
PBIS Incentives	Through our PBIS program students acquire incentives such as pencils, trophies, stickers and small toys as a reward for being following school expectations	Behavioral Support Program	Tier 1	Monitor	09/02/2014	06/12/2015	\$3000	Administration, PBIS Team, instructional coach
Security Guard	Increase security within school grounds to support our goal of providing a safe learning environment	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/12/2015	\$35000	Administration, instructional coach, social worker
Kinder Summer Institute	Students exiting preschool and commencing to Kindergarten will engage in daily activities to strengthen their math and reading skills to prepare them for a successful kindergarten year.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/12/2015	\$24982	School leader, coach and instructional staff
Character Education	Students will participate in character education program and bully prevention	Behavioral Support Program	Tier 1	Monitor	09/02/2014	06/12/2015	\$1000	Administration, instructional coach, teachers, social worker

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Upgrade surveillance system	Upgrade Schoolwide surveillance system	Other	Tier 1	Implement	09/02/2014	06/12/2015	\$8000	Administrati on
Differentiated Instruction	Instructional staff will use researched best practices to deliver effective instruction to all learners with mutiple delivery methods and materials.	Direct Instruction	Tier 1	Implement	09/02/2014	06/12/2015	\$550	School leader, coach and instructiona l coach

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development on Differentiated Instruction	Incorporate differentiated instruction into Tier 1. Provide professional development to instructional staff on effective literacy based activities to research based program/strategies Such as Whole Brain Teaching, Daily 5, Ten a Day, Tiered Instruction and other researched based best practices.	Professiona l Learning	Tier 1	Monitor	09/02/2014	06/12/2015	\$4000	School leader, coach, teachers and support staff
Go Observe Evaluation Tool	Go Observe Web-based site license for Teacher Observations	Professiona l Learning	Tier 1	Monitor	09/02/2014	06/12/2015	\$200	administrati on
Professional Development on Utilizing Technology in the Classroom	Instructional staff will be presented with techniques and strategies in relationship to technology to increase student's progress.	Professiona l Learning	Tier 1	Monitor	09/02/2014	06/12/2015	\$1500	School leader, coach and instructiona l staff
Professional Development on Data Driven Decision Making	Teachers and support staff will be presented on how to drive instruction as a result of data analysis.	Professiona l Learning	Tier 1	Monitor	09/02/2014	06/12/2015	\$4500	School leader, coach and instructiona l staff
Professional Development on Phonemic Awareness	Professional Development on Phonemic Awareness through RLAC for all instructional staff	Professiona l Learning	Tier 1	Monitor	09/02/2014	06/12/2015	\$2000	Administrati on, instructiona l coach, support staff
Professional Development on Formative Assessments	Instructional staff will be presented with a variety of strategies on how to implement and utilize the data gathered from formative assessments	Professiona l Learning	Tier 1	Monitor	09/02/2014	06/12/2015	\$1449	administrati on, instructiona l staff, instructiona l coach

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Professional development-team building	Teachers will participate in team building activities to enhance their collaboration efforts	Professional Learning	Tier 1	Monitor	09/02/2014	06/12/2015	\$2000	Administration, instructional coach, teachers
Professional Development on RLAC /Phonics First and phonemic awareness	Teachers will receive sustainable and ongoing professional development on targeted interventions.	Professional Learning	Tier 2	Monitor	09/02/2014	06/12/2015	\$4000	School leader, instructional coach and instructional coach
Ongoing Professional Development - Common Core State Standards	Instructional staff will increase their skill set on the common core standards and use what they have learned to increase academic progress in ALL students throughout content areas	Professional Learning	Tier 1		09/02/2014	06/12/2015	\$9000	School leader, coach and instructional staff
Professional Development on D.I.	On site and off site opportunities will be planned and offered to inform teachers on best practices and D.I.	Professional Learning	Tier 1	Monitor	09/02/2014	06/12/2015	\$4500	School leader, coach and instructional staff
Sustainable Professional Development on Using Technology	Instructional staff will be equipped with essential tools to teach using Ipads and technology.	Professional Learning	Tier 1	Monitor	09/02/2014	06/12/2015	\$1000	School leader, coach and instructional staff
Professional Development on RTI	Professional development will be planned at least twice a year, on and off campus, to inform instructional staff on systems. procedures and policies to improve students' performance. School leader and instructional coach will also attend monthly meetings that discuss and present on the RTI process.	Professional Learning	Tier 1	Monitor	09/02/2014	06/12/2015	\$4500	School leader and coach
Professional development on cross curricular instruction	PD on cross curricular instruction to support teachers in implementing high engaging lessons	Professional Learning	Tier 1	Monitor	09/02/2014	06/12/2015	\$4500	Administration, instructional coach, teachers

Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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MABE Conference	MABE conference registration for ELL teacher and administrator to gather and share evidence based idea to support English Language Learners	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$600	Administration, instructional coach, ELL teacher
Tuition Reimbursement for ELL Endorsement	Teachers who pursue ELL endorsement will receive tuition reimbursement up to 6 credits per year for 2-3 teachers.	Recruitment and Retention	Tier 1	Monitor	09/02/2014	06/12/2015	\$6000	School leader
Student book bags	Students at risk in language development, vocabulary, comprehension, and word recognition will receive a student work bag that will be signed out weekly by parents. Book bag will include activities that will support the aforementioned skills	Academic Support Program	Tier 3	Monitor	09/02/2014	06/12/2015	\$1500	Administration, instructional coach, ELL teacher, support staff
ELL Extended Day Program	WIDA Assessment data will be utilized to identify students performing at basic and low intermediate level. Students at basic and low intermediate will be invited to attend ELL Extended Program targeting deficit areas of WIDA. Teachers and support staff will administer the support for the students.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/12/2015	\$8000	School leader, coach, ELL teacher and paraprofessionals
Parent ESL Workshops	Parent workshop materials: ESL resources, learning manipulatives, and visual aides; to focus on academic strategies that parents can implement at home; for 40 parents; 35 weekly meetings.	Parent Involvement	Tier 1	Monitor	09/02/2014	06/12/2015	\$2100	School leader, coach and instructional staff
ESL iPad applications	ESL applications to reinforce phonics, phonemic awareness, vocabulary, sight words, reading comprehension and fluency	Technology	Tier 2	Monitor	09/02/2014	06/12/2015	\$1000	Administration, instructional coach, ELL support staff
Parent Leadership Institutes	Weekly morning meetings are held for parents to give research based information on how to help their child excel in school.	Parent Involvement	Tier 1	Monitor	09/02/2014	06/12/2015	\$2100	School leader, staff
ESL Resource Materials for supporting students in small group instruction	Materials to support vocabulary, comprehension, and listening skills including Expanding Expression tool kits for developing expressive language for students scoring basic, low and high intermediate on ELPA	Academic Support Program	Tier 2	Monitor	09/02/2014	06/12/2015	\$3600	Administration, instructional coach, ELL teacher, support staff

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ELL Summer Program	ELL students will receive academic support for students scoring basic and low intermediate on the Spring WIDA during an extension of summer school	Academic Support Program	Tier 3	Monitor	09/02/2014	06/12/2015	\$2000	Administration, instructional coach, ELL teacher, support staff
Professional Development for supporting English Language Learners	Strategies to support English Language Learners for all instructional staff and the opportunity for 3 staff members to attend MABE conference	Professional Learning	Tier 1	Monitor	09/02/2014	06/12/2015	\$300	administration, instructional coach, instructional staff
Audio Books/Bilingual Books	Audio and bilingual picture books to promote language development and support English acquisition, reading comprehension and support differentiation of instruction.	Technology	Tier 2	Monitor	09/02/2014	06/12/2015	\$3000	Administration, instructional coach, instructional staff, ELL teacher
Professional Development for supporting English Language Learners	Strategies to support English Language Learners for all instructional staff and the opportunity for 3 staff members to attend MABE conference	Professional Learning	Tier 1	Monitor	09/02/2014	06/12/2015	\$5000	administration, instructional coach, instructional staff
Utilize Software Licenses to Engage Learners	Students will use learning atoz.com, Discovery Education, StudyIsland, Early Star Literacy, Raz kids, BrainPop etc, and a variety of iPads applications to enhance whole group as well as independent learning. ESL learning software: BrainPop; to reinforce language acquisition, visual learning and enhance instruction	Technology	Tier 1	Monitor	09/02/2014	06/12/2015	\$1700	School leader, coach, teachers, support staff
ELL Teacher	ELL teacher will be responsible for providing academic support for students scoring basic and low intermediate on WIDA and supporting SIOP in the classroom through coaching	Direct Instruction	Tier 2	Monitor	09/02/2014	06/12/2015	\$10000	School leader, coach and ELL teacher
ESL Parent Classes	ESL Parent classes for 25 parents for 19 weeks 3 times a week and child care	Parent Involvement	Tier 1	Monitor	09/02/2014	06/12/2015	\$3469	administration