



School Improvement Plan

Cesar Chavez Academy Intermediate

Cesar Chavez Academy

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Introduction

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

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 currently has a total enrollment of 441 students. We have 155 3rd grade students with 77 boys and 78 girls. Out of those students, 3 students are Caucasian, 151 students are Hispanic and 1 student is American Indian. We have 145 4th grade students with 70 boys and 75 girls. Out of those students, 6 students are African American, 10 students are Caucasian, 126 students are Hispanic and 2 students are American Indian. We have 141 5th grade students with 72 boys and 69 girls. Out of those students, 5 students are African American, 8 students are Caucasian, 127 students are Hispanic and 1 student is other.

Cesar Chavez Academy is located in Southwest Detroit serving a predominantly Hispanic community. The neighborhood is littered with abandoned and burnt down homes, high crime and inadequate services from local departments.

Our staff consists of predominately women, but we do have 8 males working in various roles, including our School Leader.

Our staff is predominantly Caucasian and Hispanic.

The challenge we seem to face year after year is having students that are low income and high poverty as well as English Language Learners. Our ESL/ELL population is high and many come from homes that English is not spoken.

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.

Vision Statement

Cesar Chavez Academy will become the premier college preparatory school in the state of Michigan. The motto, "Si Se Puede -- Yes We Can" shows the greatness each child is capable of.

Mission Statement

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

Beliefs Statement

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 and productive members of the community.

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

Notable Achievements and Areas of Improvement

Describe the school'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.

In the last three years the notable achievements vary within the school. One such notable achievement is the overall security of the school. This has been a major concern with parents over the course of the years and this year cameras were not only installed in the school, but also the buses to ensure safety of students and staff. Another achievement is being selected to pilot standardized tests such as NAEP and Smarter Balanced to ensure greater academic success of the students. Another is Anti-Bullying initiatives have been conducted this year to educate staff, students and parents on this topic. Lastly, Excellent Schools of Detroit made a visit and noted that we have a wealth of information for parents and visitors as well as Art displayed throughout the school that students have created in Art class.

In the next three years, we would like to start displaying data walls so parents and visitors can see how students are doing with benchmark and standardized testing. We would like to make some updates to our buildings aesthetically

Additional Information

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

Cesar Chavez Academy Upper Elementary was given a Grade of "A" and a school ranking of 209 (out of 2362 elementary and middle schools) by the Mackinaw Center for Public Policy. This ranking system takes into consideration the socio-economic status of our student population and the inherent challenges that come with it. This is a credit to the entire staff, and illustrates that the passion and dedication contained within CCA-UE makes it a school worthy of being called a "champion".

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.

Since parent involvement has diminished over the years, we started a bi-weekly parent meeting at the school to discuss programs within our school. Presentations are made by the teachers dealing with curriculum as well as full inclusion and students with disabilities. These are coordinated by our bilingual community liaison who translates every presentation into Spanish for our parents.

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

The input of parents is collected in a variety of ways; surveying is the preferred method since not many parents are able to commit to and/or attend the team meetings. Suggestions for improvement are sought at multiple times during the year, and parents are able to meet with the school leader and/or the community liaison on a weekly basis. In compliance with state and federal guidelines, parents are provided details about the results of most grant-funded programs and practices.

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

Following approval by the CCA Board of Education, details of the Plan are communicated to parents and other stakeholder groups through the Parent Updates, as well as on the academy's website. Details of the Plan are also communicated to parents as part of the start of the year orientation.

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?

The number of students will determine the number of classroom teachers needed, as well as the level of support staff needed.

How do student enrollment trends affect staff recruitment?

The demographics of student enrollment has made it necessary to look for teacher candidates who have experience with English Language Learners, working in a multicultural environment, as well as teachers who understand full-inclusion.

How do student enrollment trends affect budget?

The number of students enrolled has declined this school year. The estimated budget for 450 students went down to 415 students. This resulted in the elimination of 3 positions (one 4th grade general education, one 5th grade general education, one Special Education teacher and on Social worker going from full to part-time). Next year, we will be looking at a decrease in the budget for Title 1 staff.

How do student enrollment trends affect resource allocations?

Trends in enrollment directly impact how support personnel are utilized, especially at particular grade levels.

How do student enrollment trends affect facility planning and maintenance?

A decrease in enrollment has led to the elimination of the school personnel, as well as the number of classes offered in 4th and 5th grade (decreasing from 6 to 5 at each level). Currently the classrooms that were used for 4th/5th grade students are being used for interventions in reading and math. More maintenance staff was added this year.

How do student enrollment trends affect parent/guardian involvement?

Parents do attend special activities in large numbers. Also, parent involvement at the parent leader institute meetings has increased. Overall, the small fluctuations in enrollment have not affected the parent/guardian involvement in a noticeably positive or negative way.

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

The student enrollment has made it possible to increase some marketing programs, which benefit the students; for example, free school uniform shirts, and sweatshirts. We continue to work with local agencies to provide services to the large number of parents who are also

English Language Learners.

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

The biggest challenge continues to be the amount of available space in the school buildings for servicing every student group. Currently, we are seeing an increase in the competition from other charter schools. This has caused a decline in enrollment. Also, many of the our students' families are transient and leave Detroit.

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

Creative use of spacing continues to be the best response to the need for instructional space - especially since the academy is not the owner of the building, so additional construction is not possible. Staggering of class end times has made it possible for buses to arrive at different times after school. Staff members are stationed around the front of the school at dismiss times to ensure that traffic moves along smoothly. In addition, a sports program was developed to increase interest in our school. We have added cross country, girls' basketball, boys' basketball, track and field and soccer to our programs. Overall, more is done in advertising on the radio and with signs and booklets across Metro Detroit to increase awareness.

What are the challenges you noticed based on student attendance?

There is a large number of students who are absent from the country for periods of time during the year (most often to travel with parents to Mexico and Central American countries). There are also a large number of late arrivals to school, early dismissals, and absences for a variety of reasons. Half-days have proven ineffective use of additional Professional Development time for teachers due to the lack of attendance.

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

The school has in place a process aimed at discouraging extended absences during the year, which includes dropping students from the school and filling their spots with students on the waiting list. We have hired a community liaison to work with the community agencies to provide support and assistance to families. When examining the calendar, we plan to implement less half-days. Increase parent awareness of importance of attendance, including the effects of tardiness, possibly during Parent Leader Institute meetings.

Student Achievement Data for All Students

This area includes data questions.

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

The most current MEAP data shows the highest achievement in reading.

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

According to the MEAP, math shows a positive trend in 5th grade since the 2010-11 school year, and in 4th grade since the 2011/12 school year. Reading shows a positive trend in all grade levels except for third. Third grade data reflects 2nd grade instruction, which is not part of our school. 6th grade MEAP reading and math scores also trend upwards, though the students are not in our school, it is reflective of our fifth grade teaching.

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

According to MEAP, student achievement was surpassed in reading for 4th grade (5th grade MEAP) and 5th grade (6th grade MEAP)

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

Overall, there were less African Americans in the top 30% than white and Hispanic students. 30% of both white and Hispanic students were in the top 30%, compared to only 17% of African American students.

What factors or causes contributed to improved student achievement?

Interventions provided to students in reading and math have contributed to improved student achievement.

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

Progress monitoring and benchmark assessing have shown where these increases have occurred.

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

Science continues to produce the lowest levels of student achievement.

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

Science shows a negative trend. Also, 3rd grade reading and math scores show a negative trend, but reflect learning in second grade, which does not take place in our school.

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

Student achievement was below the performance targets in all content areas based on the proficiency target formula.

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

Trend data indicates that African American students make up the majority of the bottom 30% in mathematics. In reading, white students make up the largest percentage of the bottom 30% with 45%.

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

Some of the factors that could be contributing to the decline in student achievement are students' home life, administrative turn-over, teacher turn-over, high percentage of students with special needs or severe disabilities, high percentage of students that are ELL. Also, 96% of students are our school receive free/reduced lunch.

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

Looking at the data, 65% of students with disabilities are in the bottom 30%. 36% of English Language Learners are the in the bottom 30 percent. 5/6 of the 3rd grade teachers are new this year, and the math and reading scores reflecting the 3rd grade students of 2012-13 are the lowest in CCA Intermediate.

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

Maintaining highly-qualified staff sot here is less teacher turn-over. Hiring teachers with ELL certification and offering programs at reduced costs for current teachers to obtain ELL certification. Implement a New-Comers program for students who are new to the country and speak little to no English.

Subgroup Student Achievement

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

Response:

- American Indian or Alaskan Native
- White
- Hispanic or Latino

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

Response:

- African American or Black
- White
- Male
- Female

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

In 4th grade there is a positive trend for males in math. In 5th grade there is a positive trend in males and Hispanic students for math. Overall, reading in 3rd grade, females are above all subgroups with the current data. Economically disadvantaged students are at level with all students for 3rd grade reading. In 4th grade, males are above all students in the district for reading scores, females are even with all students. In 5th grade, African-American students surpassed all students in MEAP reading scores. White students and female students also show a slight upward trend. Over three years, no trends are upward.

How do you know the achievement gap is closing?*

Looking at the MEAP scores broken down by subgroups and analyzing these, we are able to see some upward growth in some grades.

What other data support the findings?

Global scholars scores support an upward trend in reading.

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

The reading program used in 5th grade shows effective in improving reading scores.

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

Looking at the MEAP scores, and the trends in the subgroups within each grade, we are able to tell there are small pockets being made positively on student achievement.

What actions could be taken to continue this positive trend?

Continue to teach student academic vocabulary. Train all staff members to effectively use the Making Meaning reading program which has shown extremely positive results.

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

Response:

- English Language Learners (ELLs)
- Students with Disabilities

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

Response:

- English Language Learners (ELLs)
- Students with Disabilities

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

Reading and math show a downward trend in achievement and a trend away from the overall score for our school data (all students who passed the MEAP).

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

By analyzing the data from the MEAP we can clearly see a downward trend for ELL and Special Education students.

What other data support the findings?*

Our Global Scholar data also supports the finding of Special Education students having a downward trend.

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

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We have a large number of special education students. For many of these students, there is not a lot of time to prepare them to take the MEAP and when the students has a reading or math disability there are little accommodation available to help them. We have also had about 30% of our staff replaced this year and of these, only 1/6 have training in SIOP. We feel added SIOP training will help increase the learning and understanding of ELL students across the school.

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

Staff turnover results in a great number of teachers who are unfamiliar with our ELL population, knowing that the trend was positive the year SIOP was introduced and has slowly declined since the year have passed and staff has been replace, we can see this trend could be related. For students with special needs, our population of students with IEPs has increased over the past 3 years, and our number of students with 1-1 aids have doubled. This causes support staff to be stretched farther and could have caused a downward trend in scores.

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

By getting the teachers training in the SIOP model and following up with that training by monitoring walk-through data, the achievement gap can be closed.

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

Overall, the ELL demographics show a decline. In some subgroups the ELLs are close the overall school data.

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.)?

We set aside special time for students with disabilities to have tiered interventions. We also have a specific summer-school program dedicated to helping these students and this is run by a teacher certified in Special Education.

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

By looking at the student data every three weeks, we can determine if at-risk students are responding to interventions and prescribe that the students be tested. The data points we review for this process are; MEAP, Global Scholar, benchmark reading, benchmark writing, reading assessment and math assessments.

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

At this time, we have Art Club, Choir, Guitar and Piano classes available for students after school hours. We also have 15-10 students enrolled in the DAPCEP program on Saturdays.

School Improvement Plan

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Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	95.0

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

We send home letters to parents about DAPCEP. Students are given permission slips for Art Club, Choir, Piano and Guitar. Students are accepted into the arts programs on a 1st come/1st serve basis due to limited numbers.

Label	Question	Value
	What is the total FTE count of teachers in your school?	25.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	4.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	18.0

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?	0.0

What impact might this data have on student achievement?

There are only 4 teachers who have less than 3 years experience and overall they are doing well with managements and experience. Of the teachers who have 4-8 years experience (most of the staff), there is little to no training to aide ELL students.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	48.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	74.0

What impact might this data have on student achievement?

Teachers are allowed 5 personal days each year. This means there are possibly 125 days a school year that students are taught by a person other than their teacher which can adversely affect student learning.

Perception Data - Students

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

Students are generally pleased with the academic subjects they are offered in the class. They feel the teachers want the students to learn and feel the teachers and staff believe they will do their best. Students also feel that the teachers use different activities to help them learn, including helping them when they do not understand information. Additionally, students believe that staff help to prepare them for the next grade level and praise them when they do a good job.

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

Students recognize that the school is working to keep them safe while they are at school. The students also feel we are doing better at including their families in school activities, especially with the new sports programs. Additionally, students feel that we are improving at communicating with their parents about how they are doing in school. This may be due to parents being able to view grades online.

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

Student perception is that further growth is needed to develop more respect towards adults in the building. Another perception is that staff could take more interest in how students feel and think about school. Furthermore, students feel that more areas to learn need to be created.

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

Student perception is that they are concerned in the lack of after- school tutoring. Students also express frustration with technology often functioning properly in order to complete projects and research.

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

There was been no after-school tutoring offered this year. Students frustration with technology is in large part due to a decrease of tech support hours. This causes laptops to run slowly and constantly need system updating.

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

More money will be allocated to updating technology hardware, software, and tech support to ensure all computers are functioning at optimal levels. After-school tutoring will be offered starting at the beginning of the school year, running throughout the entire school year.

Perception Data – Parents/Guardians

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

Parent perception is that the staff offers learning that challenges their students. Parents also feel that the staff work together as a team to help their students learn. Additionally, parent perception is that staff communicate clearly about their student's progress.

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

Parent perception is that staff has high expectations for their students' and the school establishes goals for improving student learning and prepare students for the next year.

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

Parent perception is that we do not ensure effective use of financial resources. Additionally, parent perception is that the school needs to include more support services (counseling, social work). Parents also feel that there are enough opportunities to become involved as stakeholders in the school.

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

Parent perception is that they would like to be more involved in formally reviewing and revising the school's purpose statement. They would also like to be assured that their child has an adult advocate in the school.

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

The possible causes for parent increase perception is the change in administration and their open door policy. A trend for the decrease is the availability of the survey in dual language and the technology.

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

The action that will be taken is that we are working to inform the parents of the availability of technology in the school and we are having monthly parent meetings.

Perception Data – Teachers/Staff

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

The staff of CCA Upper Elementary believe that the school's purpose statement is clearly focused on student success. They also believe that the school leaders expect staff to hold all students to high academic standards and hold they also hold the staff accountable for student learning. Another area that staff feel they have a high level achievement is monitoring and adjusting curriculum based on student data and professional practice. They also feel that as teachers they regularly uses instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Another area that teachers feel the school is strong in is providing qualified staff members to support student learning. Our school is strong in providing opportunities that they students can participate in activities that interest them. The teachers also feel that the school uses multiple assessment measures to determine student learning and school performance while using a systematic process for collecting, analyzing, and using data. The teachers feel that school leaders monitor data related to student achievement.

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

Shows increasing our school's purpose statement is based on shared values and beliefs that guide decision-making. Our school has a continual improvement process based on data, goals, actions, and measures for growth. Our school leaders support an innovative and collaborative culture and hold themselves accountable for student learning. Our school leaders regularly evaluate staff members on criteria designed to improve teaching and learning. All staff personalize instruction on the needs of students. We are also improving on using a variety of technology as instructional resources. Our school participates in collaborative learning communities that meet across grade levels and content areas. We provide peer coaching to teachers. The staff feels that there has been an improvement on protected instructional time.

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

The teacher's feel that the purpose statement is not formally reviewed and revised with involvement form stakeholders. They also feel that the governing body or school board does not comply with all policies, procedures, laws, and regulations. They feel that the professional learning program is not designed to build capacity among all professional and support staff members. That the school does not provide sufficient material resources to meet student needs. The school does not provide a plan for the acquisition and support of technology to support student learning. The school doesn't provide high quality student support services.

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

The teachers feel that the technology support and availability for this year has decreased from last year.

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

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The positive changes have been as a result of new school administration despite being the third straight year in a row of administration change. Some of the decreasing trends are a result of budgetary cuts.

Other

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

N/A

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

Decisions about curriculum, instruction and assessment (C,I, and A) are made during planning weeks before school begins, during staff meeting, and grade level meetings. School Leader and Instructional Coach attend monthly meetings offered by both the academy's authorizer and management company, where assistance is provided for improving C, I, and A. Teachers at each grade level and content area are provided with opportunities to contribute to this through participation on planning teams through SVSU. Members of various stakeholder groups are involved on the school improvement team where C, I, and A decisions are made.

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

The school's curriculum is based on the Common Core State Standards (CCSS). Teacher lesson plans are required to contain reference to CCSS covered during each individual lesson. The academy's authorizer (SVSU) continues to provide resources and professional development opportunities for school staff on implementation strategies. Content area pacing guides and curriculum maps have been put into place and are still being updated and revised.

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	State Assessments: State Determined Assessments District Wide Assessments: Global Scholars Reading, Language Arts, and Math (administered three times per year)	

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	Annual Education Report may be found at: http://www.chavezmartin.com/uploads/4/3/9/7/4397552/cca_annualeducationreport.pdf	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	N/A (school does not have 8th grade)	

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

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		

School Improvement Plan

Cesar Chavez Academy Intermediate

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	Name & position: Milo Tilton, School Leader Address: 4100 Martin St., Detroit, MI 48210 Telephone number: (313) 361-1083	

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		

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	Still to be attached	parent compact cca 2014

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	No		parent involvement plan 2014

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?

The school Improvement team members completed the assessment in smaller groups first and then came back together to complete the assessment.

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?

After looking at the Item Analysis of the 2012-13 MEAP data, we found that inferences and informational text are low in all grades for reading. In math, we found using the same year's MEAP data, that fractions, geometry, decimals, measurement, and subtraction for 3rd grade were an issue. Division is also in need of some improvement. Survey data is currently unavailable to analyze at this time.

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.

One of the goals for next year will be to discuss deficits and place these in our planning. We will also expand the math time for all teachers to 90 minutes for math. 45 will be instruction for tier 1, and 45 will be tiered to meet students deficits and needs. We also feel that all teachers need to be trained in SIOP and Making Meaning both of which have shown to increase performance on state tests.

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?

We feel, based upon the needs of our school, our high ELL population and our continuing deficit in ELL as a subgroup that changes need to be made in delivering Tier 1 instruction to these students effectively. This will be done with SIOP training. Also, we will continue to look at our math program and see what changes need to be made to align to the CCSS.

Component 2: Schoolwide Reform Strategies

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

We use a variety of strategies to help all of our students reach their goals. Differentiated Instruction is incorporated into every subject area to help every level of learner. Sheltered Instruction Observation Protocol (SIOP) is incorporated into every subject to assist our English Language Learners achieve their goals. Our writing curriculum, Write Steps, contains a number of modeling and scaffolding activities to help students. Our math curriculum, My Math, has targeted interventions in it that support the current math standards. Our reading curriculum, Making Meaning, incorporates many strategies to help students with metacognition.

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).

These strategies help in improving instruction by making it possible for the teacher to reach every learner and monitor student progress. Differentiated instruction provides teachers the opportunity to increase the instruction for high achieving students while still meeting the needs of the other students.

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

Strategies outlined align with the CNA. Most areas where improvement is needed in in reading, math and increasing the achievement of ELL.

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

Our school provides interventions for two subject areas: reading and math. Our reading interventions take place during a designated intervention time so that students receiving interventions don't miss any important information. We have a number of reading interventions. Leveled Literacy Instruction is a reading intervention program that combines reading, comprehension, phonics and writing into almost every lesson. Accelerated Adolescent Reading Intervention is a reading intervention program that we started using this year that focuses on reading informational texts. This program was a result of the Skillman Foundation through Michigan State University. We also use Phonics First to assist our lower learners in basic reading.

Our Math Interventions take place during scheduled classroom math times. The math interventions teach the same curriculum that is being taught in the classrooms but also provide students with a smaller group and alternative location. They progress monitor using Study Island, which is a web based program.

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

Our school monitors progress of every students by assessing reading, writing and math benchmarks 3 times a year. In reading students are assessed by using a running record by Houghton Mifflin in the Fall, Winter and Spring. In writing, students are assessed using a MEAP like prompt and rubric in the Fall, Winter and Spring. Students also take Global Scholars assessments in reading, language arts and math in the Fall, Winter and Spring. We review student progress monthly at our RTI meetings.

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 of the instructional paraprofessionals meet the NCLB requirements for highly qualified staff.	

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

We have a 25% turnover rate. In addition to this three positions were eliminated. The turnover rate could be due to the number of changes in leadership.

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

0-3 years: 4.0 teacher

4-8 years: 18.0 teachers

9-15 years: 3.0 teachers

> 15: 0 teachers

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

At the school level, teachers receive a yearly amount to purchase classroom supplies and resources, they are offered professional development opportunities along with yearly bonuses, tuition assistance from SVSU, teacher mentoring program and the support from leadership to explore new strategies to be an effective teacher. These are some of the ways that leadership retains highly qualified teachers at CCA. To attract highly qualified teachers, the district has participated in a student teaching partnership with the University of Detroit Mercy and Wayne State University, and job postings on the leonagroup website. Teams of teachers are included in the interview process to help identify highly qualified teachers.

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

The Leona Group offers merit bonuses as well as a benefit package that includes 401K matching contributions up to 6%. In collaboration with Saginaw Valley State University we also offers teachers the opportunity to continue their education. SVSU provides a 50% reduction in the tuition to teachers pursuing their master's degree at the university.

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?

We currently working on improving moral in the school as well as lessoning of teacher workloads.

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.

Professional learning will be decided based upon the trends in school data and what theses indicate as needs for the staff.

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

Professional learning will be sustained and ongoing by having planned review for staff, walk-throughs to assist in implementation, and a plan for new teachers to receive some training in Professional Development.

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

Component 6: Strategies to Increase Parental Involvement

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

Parent surveys are conducted and analyzed by the staff annually. This information is used to assist in making decisions regarding the schoolwide plan.

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

The parents are informed of various initiatives through monthly parent meetings.

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

The parent surveys that are completed annually help us to evaluate our schoolwide plan.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	No	We do not have a final Parent Involvement plan in place at this time.	Parental Involvement Plan

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

The school offers weekly Parent Meetings as well as annual surveys that allow for immediate feedback. Not only do we offer the weekly meetings, but we offer various after school activities to ensure that parents are aware of student achievement and programs offered at the school and community levels. We also include regular updates through a phone program that call parents and leaves messages. The school has begun to utilize the Facebook page to update parents of various activities as well.

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

Parent involvement components will be evaluated from the parent survey. Feedback will be discussed with the leadership team in the district and with the school improvement team.

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

Overall feedback from the parent survey were very positive with an overall rating of 4.2 out of 5. We will continue to offer Parent Meetings and reach out to parents will after school programs and discuss student progress at conferences.

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

The leaders district wide came up with a way for parents to understand the various policies in place. When creating the Parent-School Compact, the district addressed policies for students.

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

The Student- Parent compact is only used at conferences to discuss behavioral concerns and assessment/ grading policies.

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

The Student Code of conduct is mostly use to deal with behavior issues that arise for students.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	No	A current copy of this document is not available for upload at this time.	Parent Compact

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

Assessment reports (MEAP) and individual Assessment portfolios, along with report cards and progress reports are discussed at parent teacher conferences. Also, the school reports out to students and parents their benchmark progress on Global Scholars.

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?

Not applicable. The Upper Elementary services grades 3, 4, and 5.

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?

Not applicable.

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?

Any decisions regarding changes of instruction and interventions are discussed at the monthly RTI meetings. At these meetings we use assessment data (Benchmarks, unit tests, intervention progress monitoring assessments) that is entered into a Google Doc that is shared with all instructional staff. RTI notes also are entered into this form as well as any teacher input.

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

We meet with every teacher monthly to discuss student progress at the RTI meetings. RTI meetings are actually held weekly, however we focus on one grade level per week. At these meetings we analyze the data to determine whether or not students need interventions.

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.

Students are entered into RTI if they meet three criteria for reading. The criteria involves Running records, Global Scholars assessment, and MEAP results. If a student's running record is one year below their grade level, their Global Scholars tests are At Risk and they are not proficient for MEAP they qualify to receive interventions through the RTI process. Teacher recommendation and parent involvement are also incorporated in the process.

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?

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

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

Differentiated Instruction is incorporated into the curriculums we are using for reading, writing and math. The teachers use Differentiated Instruction for all subjects by providing accommodations for struggling students as well as enrichment activities for higher students.

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.

Cesar Chavez Academy administrators collect in a timely manner, all information from the parent, previous school (if applicable), lunch forms, title/31A forms, immunization records, students residency and home language surveys to complete the Single Record Student-Data Base (SRSD). They are updated regularly. Information from this data base is stored and used to identify students demographic information and performance. After the data is entered, and assessment data is reviewed, the school will establish who qualifies or who does not for the Free and Reduced Lunch Program, Title 1, Title III and or Title 31A. A needs assessment and the SIP is reviewed each year to identify changes or areas that still need improvement. Strategies are identified and are aligned with Federal, State and Local funding.

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.

We will use the resources by providing students with effective interventions, providing staff with intensive professional development, and use evaluations to monitor the effectiveness of the interventions, curriculum and professional development.

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.

At CCA we have a nutrition program for students that receive free and reduced lunches. Students receive breakfast before school and lunch during school hours. This is put into place in an effort to reduce the amount of students coming to class hungry.

Evaluation:

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

Teacher and administrators meet annually to discuss changes to the school wide program based on data and teacher input.

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.

Administration and teachers review the data from the State's annual assessment to look at trend data and discuss needed changes in programs.

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

The school determines if the program is effective by analyzing MEAP data and Global Scholar data to recognize downward trends and discuss ways these can be addressed through our available programs.

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

After a meeting is held with various stakeholders the final program evaluation and continuous improvement made by administration based upon budgetary requirements and availability.

SIP 2014-15

Overview

Plan Name

SIP 2014-15

Plan Description

GOALS

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at CCA-UE will become proficient in Mathematics	Objectives: 1 Strategies: 3 Activities: 16	Academic	\$286418
2	90% of students at CCA-UE will be proficient in Reading	Objectives: 1 Strategies: 6 Activities: 18	Academic	\$427310
3	All students at CCA-UE will be proficient in Writing	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$2050
4	All students at CCAUE will be proficient in Science	Objectives: 1 Strategies: 4 Activities: 9	Academic	\$156532
5	All students at CCAUE will be proficient in Social Studies.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$126000

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

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in grade level skills in Mathematics by 06/01/2015 as measured by the MEAP Math assessment.

Strategy 1:

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

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

Tier: Tier 1

Activity - After-school tutoring for at-risk students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will offer a free, after-school tutoring program three days per week, focusing on improving math skills (for students who are below grade level in math)	Extra Curricular	Tier 2	Implement	09/29/2014	05/15/2015	\$23310	Title I Part A	School leader, Instructional Coach, Tutors
Activity - Provide Bilingual Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The academy will provide an ESL paraprofessional to aid LEP/EL students both during regular classroom instruction and in pull-outs.	Academic Support Program	Tier 2	Implement	09/15/2014	06/01/2015	\$14983	Section 31a	School leader, Instructional Coach
Activity - ESL Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The academy will provide a free, after-school tutoring program three times per week for LEP/EL students.	Implementation	Tier 2	Implement	09/15/2014	06/01/2015	\$4995	Section 31a	School Leader, Instructional Coach
Activity - Math Interventionists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The academy will provide math interventionists to work with students who are achieving below grade level, and to provide academic support to classroom teachers	Academic Support Program	Tier 2	Monitor	08/18/2014	06/22/2015	\$150480	Title I Part A, Section 31a, Title I Part A	School Leader, Instructional Coach
Activity - Increase student participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will regularly use written response boards or student response devices (clickers) to increase the participation of each student in lessons, and to help teachers gauge student understanding and lesson effectiveness. Teachers will also use pairing of students to allow students to feel more comfortable sharing in pairs with peers.	Academic Support Program	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	All teachers
Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The academy will provide an instructional coach to work with teachers on improving classroom instruction, data analysis, and progress monitoring.	Academic Support Program		Monitor	07/01/2014	06/30/2015	\$72463	Title II Part A, Title I Part A, Title II Part A	School Leader
Activity - Student perceptions of math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collect, analyze, and make appropriate use of student perceptions regarding mathematics and their interest in math activities.	Monitor	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$0	No Funding Required	All teachers, instructional coach, school leader
Activity - Summer program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will offer a free, four-week academic summer program, focusing on improving math skills (for students who are below grade level in math).	Academic Support Program	Tier 2	Implement	07/06/2015	07/31/2015	\$12787	Section 31a, Section 31a	School leader, instructional coach, summer program instructors
Activity - Use of manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers at all grade levels will provide students with manipulatives to use in order to learn math concepts and to master skills	Direct Instruction	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	All teachers, Instructional Coach (manipulative supply and implementation)
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Strategy 2:

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

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

Tier: Tier 1

Activity - Computer applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use computer software programs to practice computational skills (including programs for EL students) on a weekly basis.	Technology	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$7400	Title I Part A	Classroom teachers, instructional support staff, instructional coach

Activity - Daily practice of basic math skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide opportunities for students to take part in daily interactive practice of basic math skills appropriate for each grade level.	Direct Instruction	Tier 1	Getting Ready	09/01/2014	06/12/2015	\$0	No Funding Required	All teachers, instructional support staff

Activity - Improve computation and estimation skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will develop and/or enhance computational skills, solve real world computation problems, and apply a variety of estimation strategies when given problems.	Direct Instruction	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	All teachers

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Activity - Vocabulary activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will increase the use and emphasis of math vocabulary during instruction time and students will complete vocabulary activities on a weekly basis. Vocabulary will highlight prerequisite and new vocabulary from curriculum standards, as well as assessment vocabulary from MEAP and Scantron.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/12/2015	\$0	No Funding Required	All teachers, instructional support staff

Strategy 3:

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

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

Tier: Tier 1

Activity - Best practices for teaching math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers and instructional staff will demonstrate an understanding of and will utilize the most effective research-based best practices for teaching math and increasing student achievement.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	All teachers; instructional coach; school leader

Activity - Grade level meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers will meet on a regular basis to focus on and collaborate about instructional best practices.	Communication	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	All teachers; instructional support staff; instructional coach; school leader

Activity - Lesson objectives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will make the objective of each lesson known to students at the start of instruction so that students know what they are learning and why.	Direct Instruction	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	All teachers
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Goal 2: 90% of students at CCA-UE will be proficient in Reading**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency of 70% or greater in English Language Arts by 06/12/2015 as measured by MEAP (or State Assessment), Global Scholars, WIDA/ELPA, Common Assessments, DRA.

Strategy 1:

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

Research Cited: RTI network

Tier: Tier 2

Activity - Daily Targeted Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title 1 Teachers will devise a plan with the general education teacher to provide interventions on a daily basis for at least an hour with progress monitoring tools, hands-on manipulatives, technology and games.	Academic Support Program	Tier 1	Implement	09/02/2014	06/12/2015	\$164683	Title I Part C	School leader, instructional coach, instructional staff and support staff

Activity - Professional Development on RTI program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At least three sessions throughout the year will be planned to provide the CCA staff with information, data and interventions associated with the success of RTI and Language Arts.	Professional Learning	Tier 2	Getting Ready	09/02/2014	06/12/2015	\$4200	Title II Part A	School leader, coach and instructional staff

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Activity - Increase Use of Research and Evidence Based Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be exposed to a myriad of resources allocated from grant funds to intentionally help increase, fluency, comprehension, phonemic awareness, etc. during RTI time on a daily basis to also promote engagement and motivation in students.	Direct Instruction	Tier 1	Implement	09/02/2014	06/12/2015	\$3000	Title I Part A	School leader, coach and instructional staff

Activity - Use of Instructional Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional support staff provide small group instruction using materials that directly address the students areas of academic need for at least forty minutes, 4 days a week.	Academic Support Program	Tier 1	Implement	09/02/2014	06/12/2015	\$150456	Section 31a	Coach, staff and leader

Strategy 2:

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

Research Cited: n/a

Tier: Tier 1

Activity - Site Licenses to Engage Learners	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On a weekly basis, teachers will plan for students to work at their level on tasks through games, auditory learning and applying test taking skills with software such as star reader/accelerated reader, RAZ kids, studyisland that provide real time data to drive instruction.	Technology	Tier 1	Implement	09/01/2015	06/17/2016	\$7400	Title I Part A	Instructional Staff, Coach, Leader

Activity - Professional Development on Using Technology with Elementary Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At least two sessions, on or off site, will be offered for teachers to attend to receive research on the impacts of reading and writing in relationship to technology. Teacher choices include; accelerated reader, iPad training, Promethean training, Solo6.	Professional Learning	Tier 1	Implement	08/01/2015	06/01/2016	\$2500	Title II Part A	Instructional staff, coach and leader

Strategy 3:

Best Practices/Strategies in Reading and Writing - The administrative team will gather information from Comprehensive Needs Assessment (CNA) to present to the staff on the various areas of weakness across the grade levels to decipher what internal and external factors contribute to the decline/incline in achievement. Teachers

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will build background knowledge, explicitly teach domain-specific vocabulary, provide students with opportunities for peer interaction, ask students to answer higher order thinking questions and develop their own HOTS questions. Teachers will model writing in the content of reading and expect students to write fluently about topics in reading. Teachers will provide students with graphic organizers, sentence stems and model the use of these in learning.

Research Cited: n/a

Tier: Tier 1

Activity - Professional Development on Reading Best Practices and Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will academically benefit from lessons that are engaging, meet their needs, and work with resources that teachers and support staff deliver with reading instruction. Instructional staff will participate in a professional development on best practices specifically Making Meaning, Independent reading, Adolescent Accelerated Reading Initiative.	Professional Learning	Tier 1	Monitor	08/18/2014	06/26/2015	\$4800	Title II Part A, Title II Part A	School leader, coach and staff

Activity - Professional Development on Writing Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will academically benefit from lessons that are engaging, meet their needs, and work with resources that teachers and support staff deliver with writing instruction. Instructional staff will participate in a professional development on best practices and will be expected to use these techniques in writing across all the content areas. Write Steps training and implementation.	Professional Learning	Tier 1	Monitor	08/24/2015	06/17/2016	\$4500	Title II Part A	School leader, coach, instructional staff

Activity - Monitoring of Best Practices in ELA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will be monitored by the coach and leader when viewing instruction firsthand by conducting walk-through weekly and teachers will receive a copy. Instructional Coach will provide teachers with specific support and feedback based on classroom observations.	Monitor	Tier 1	Monitor	06/19/2015	06/26/2015	\$68393	Title I Part A, Title I Part A	Leader, coach, instructional staff

Strategy 4:

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

Research Cited: n/a

Tier: Tier 1

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Activity - Bi-Weekly Curriculum Briefing for ELA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bi-weekly meetings will be held by parent liaison, and staff to connect with families to increase participation and encourage families to become more aware of the expectations for learning. Refreshments and literature will be provided for families and children during these activities as well.	Parent Involvement			09/05/2014	06/19/2015	\$2150	Title I Part A	Coach, leader and staff

Strategy 5:

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

Research Cited: n/a

Tier: Tier 1

Activity - SIOP Training and Coaching for Instructional staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESL coach will provide monthly feedback to the staff and administration on the progress of SIOP training and techniques being utilized to assist with the ESL/ELL population across all content.	Monitor			08/22/2014	06/19/2015	\$7826	Title III	Leader, coach, ESL coach and instructional staff

Activity - High Interest/Low Leveled Readers in Spanish and English	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literature will be used across all contents to teach reading skills to narrow the gap in achievement with ELL/ESL students and other students who need to strengthen reading skills.	Direct Instruction	Tier 1	Implement	09/01/2014	06/12/2015	\$1602	Title III	Leader, coach, and staff

Activity - Build and Strengthen Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a vocabulary program to teach new vocabulary. The Making Meaning program will be used 4 days a week and fidelity to the program will be monitored by the Instructional Coach.	Direct Instruction	Tier 1	Implement	08/01/2014	06/12/2015	\$0	No Funding Required	n/a

Activity - Daily Use of Higher Order Thinking Skills/Bloom's Taxonomy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will require students to support their ideas, inferences, and opinions with logical reasons and text evidence. Teachers will have students create and answer questions at various depths of knowledge across the curriculum. Instructional staff will confirm this through bi-weekly walk-throughs.	Direct Instruction	Tier 1	Implement	09/03/2013	06/13/2014	\$0	No Funding Required	All instructional staff, instructional coach
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Strategy 6:

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

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

3) We will use benchmark data from Global Scholar, Running Records, Writing, and ANET (has been purchased for next year).

Research Cited: n/a

Tier: Tier 1

Activity - Data Analysis of Local Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Global Scholar, MEAP, WIDA/ELPA, and grade-level assessments will be examined to measure students' levels of mastery to drive instruction.	Evaluation	Tier 1	Evaluate	09/01/2014	06/12/2015	\$5300	Title I Schoolwide	Coach and Leader

Activity - Professional Development on WIDA/ELPA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will receive training on how to analyze results from the new state test WIDA to drive instruction.	Professional Learning	Tier 1	Implement	09/01/2014	06/12/2015	\$500	Title III	School leader and coach

Activity - Multiple Meeting Times to Discuss Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Planned meetings to discuss data with general ed, special ed, paraprofessionals and support staff exists in many forms such as RTI, SIP, Grade level and Staff meetings.	Policy and Process	Tier 1	Monitor	09/01/2014	06/12/2015	\$0	No Funding Required	Leader and Coach

Activity - Consistent Use of Formative and Summative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and support staff will analyze results for formative and summative assessments to plan and revise lesson delivery and strategies to determine what other materials or review is needed for the students' comprehension of material.	Policy and Process	Tier 1	Evaluate	09/01/2014	06/12/2015	\$0	No Funding Required	Leader, coach and instructional staff

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

Measurable Objective 1:

70% of All Students will demonstrate a proficiency of 45% or higher on the MEAP and GLocal Scholar Language Arts exams. This will be monitored through benchmark testing and data meetings. in English Language Arts by 06/12/2015 as measured by MEAP, Scantron. classroom assessments, StudyIsland and other progress monitoring assessments.

Strategy 1:

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

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 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		Monitor	09/01/2014	06/12/2015	\$1500	Title I Part A	School leader, coach, instructional staff
Activity - Use of Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use graphic organizers to better understand and organize their thoughts for writing. Teachers will model how to use graphic organizers before expecting students to use them with mastery.	Direct Instruction	Tier 1	Monitor	09/01/2014	06/12/2015	\$550	General Fund	School leader, instructional coach, instructional staff
Activity - Teacher Modeling of Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use teacher's examples to guide them in the writing process. Teachers will model examples to demonstrate exemplary examples.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/12/2015	\$0	No Funding Required	Instructional staff, coach and administration

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

Measurable Objective 1:

70% of All Students will demonstrate a proficiency 75% or greater in Science by 06/12/2015 as measured by MEAP, Global Scholar and Kc4 Curriculum Assessments or common teacher-made grade level assessments..

Strategy 1:

Real Life Applications to the Real World - Students will explore real-life science concepts through hands-on investigations of essential science questions, field-trips and 5th grade science camp.

Research Cited: n/a

Tier: Tier 1

Activity - Hands On Learning/Experiments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will become familiar with the scientific process by engaging in weekly projects that require them to apply the subject matter/skill to prior knowledge they have about their own life.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/12/2015	\$8500	Section 31a	Leader and Coach
Activity - Bi- Yearly Field Trips/Off Campus Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will make connections to real life through field trips to museums, factories and other locations that encourage scientific inquiry.	Field Trip	Tier 1	Implement	09/02/2014	06/12/2015	\$2500	Title I Part A	Leader and Coach

Strategy 2:

Effective Implementation of the Common Core - Teachers will unpack the Michigan Curriculum Science standards, write pacing guides and develop meaningful science lessons.

Research Cited: n/a

Tier: Tier 1

Activity - Professional Development on the Common Core/Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend professional development that educates them on the new standards and the strategies needed to implement the Common Core successfully.	Professional Learning	Tier 1	Implement	08/21/2014	04/24/2015	\$434	Title II Part A	Leader and coach

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Activity - Center Based Instruction to Address Weaknesses	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan to use more centers to teach science with literature, games and experiments to teach the common core.	Direct Instruction	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$5000	Section 31a	Leader and Coach

Activity - Align Maps, Pacing Guides and Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will unpack the Science Michigan Curriculum Framework and write a pacing guide and lessons.	Policy and Process	Tier 1	Monitor	09/02/2014	06/12/2015	\$0	No Funding Required	Leader, coach and instructional staff

Activity - Professional Development on Mapping and Pacing Guides	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As a result of sustainable professional development, teachers will align the curriculum with maps and pacing guides to monitor the mastery and delivery of all lessons needed to be taught throughout the school year. Students be taught all skills needed to progress to the next grade level while using various resources to do so.	Professional Learning	Tier 1	Implement	08/21/2014	06/12/2015	\$3624	Title II Part A	School leader and coach

Strategy 3:

Differentiated Instruction - n/a

Research Cited: n/a

Tier: Tier 1

Activity - Use of Technology/Site licenses	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Study Island and other software will be utilized by teachers and students to help in understand material to reach mastery on assessments.	Technology	Tier 1	Monitor	09/02/2014	06/12/2015	\$7400	Title I Part A	Leader, coach and instructional staff

Activity - High Interest Informational Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Informational text will be used more in the classroom to teach reading for meaning and introduce students to scientific content.	Direct Instruction	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$1200	Section 31a	Leader, Coach and instructional staff

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Strategy 4:

Extended Learning Opportunities Through the RTI process - n/a

Research Cited: n/a

Tier: Tier 1

Activity - Summer School Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer school program will target the lowest achieving students from the gathering of different data sources to meet the skills and standards that the students struggle with. Materials will be purchased to supplement the curriculum during the summer to offer hands on manipulatives, games, science experiments, technology and literature. Teachers and paraprofessionals will provide small class instruction and progress monitor during the four week summer school.	Direct Instruction	Tier 1	Implement	07/06/2015	07/30/2015	\$127874	Section 31a	Leader, coach and teachers

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

Measurable Objective 1:

70% of All Students will demonstrate a proficiency 75% or higher in Social Studies by 06/12/2015 as measured by MEAP, Study Island and MC3 Curriculum assessments..

Strategy 1:

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

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

Tier: Tier 1

Activity - Collaborative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work with peers at various ability levels to engage in lesson acquisition, learning new vocabulary, reviewing materials and completing projects.	Direct Instruction			09/03/2013	06/13/2014	\$0	No Funding Required	School leader, coach and instructional staff

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Activity - Use of Multi Sensory Manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will display and enhance comprehension skills in connections with social studies in groups and independently.	Direct Instruction	Tier 1	Implement	09/03/2013	06/13/2014	\$2500	Section 31a	School leader, instructional coach, instructional coach
Activity - Use of Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology will be utilized to explain history and geography along with other concepts and create real-life connections.	Technology	Tier 1	Implement	09/02/2014	06/12/2015	\$120000	Title I Part A	School leader, coach and instructional staff
Activity - Professional Development on Using DI and Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On site and off site professional learning opportunities will be available and encouraged by the administration team to attend and utilize the strategies and techniques presented in the professional development.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$3500	Title II Part A	School leader, coach and instructional staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part C

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Daily Targeted Interventions	Title 1 Teachers will devise a plan with the general education teacher to provide interventions on a daily basis for at least an hour with progress monitoring tools, hands-on manipulatives, technology and games.	Academic Support Program	Tier 1	Implement	09/02/2014	06/12/2015	\$164683	School leader, instructional coach, instructional staff and support staff

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Use of Technology	Technology will be utilized to explain history and geography along with other concepts and create real-life connections.	Technology	Tier 1	Implement	09/02/2014	06/12/2015	\$120000	School leader, coach and instructional staff
Site Licenses to Engage Learners	On a weekly basis, teachers will plan for students to work at their level on tasks through games, auditory learning and applying test taking skills with software such as star reader/accelerated reader, RAZ kids, studyisland that provide real time data to drive instruction.	Technology	Tier 1	Implement	09/01/2015	06/17/2016	\$7400	Instructional Staff, Coach, Leader
Supplemental Materials to 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		Monitor	09/01/2014	06/12/2015	\$1500	School leader, coach, instructional staff
Math Interventionists	The academy will provide math interventionists to work with students who are achieving below grade level, and to provide academic support to classroom teachers	Academic Support Program	Tier 2	Monitor	08/18/2014	06/22/2015	\$46859	School Leader, Instructional Coach

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Monitoring of Best Practices in ELA	Instructional staff will be monitored by the coach and leader when viewing instruction firsthand by conducting walk-through weekly and teachers will receive a copy. Instructional Coach will provide teachers with specific support and feedback based on classroom observations.	Monitor	Tier 1	Monitor	06/19/2015	06/26/2015	\$68093	Leader, coach, instructional staff
Use of Technology/Site licenses	Study Island and other software will be utilized by teachers and students to help in understand material to reach mastery on assessments.	Technology	Tier 1	Monitor	09/02/2014	06/12/2015	\$7400	Leader, coach and instructional staff
Math Interventionists	The academy will provide math interventionists to work with students who are achieving below grade level, and to provide academic support to classroom teachers	Academic Support Program	Tier 2	Monitor	08/18/2014	06/22/2015	\$49108	School Leader, Instructional Coach
Monitoring of Best Practices in ELA	Instructional staff will be monitored by the coach and leader when viewing instruction firsthand by conducting walk-through weekly and teachers will receive a copy. Instructional Coach will provide teachers with specific support and feedback based on classroom observations.	Monitor	Tier 1	Monitor	06/19/2015	06/26/2015	\$300	Leader, coach, instructional staff
After-school tutoring for at-risk students	The school will offer a free, after-school tutoring program three days per week, focusing on improving math skills (for students who are below grade level in math)	Extra Curricular	Tier 2	Implement	09/29/2014	05/15/2015	\$23310	School leader, Instructional Coach, Tutors
Bi-Weekly Curriculum Briefing for ELA	Bi-weekly meetings will be held by parent liaison, and staff to connect with families to increase participation and encourage families to become more aware of the expectations for learning. Refreshments and literature will be provided for families and children during these activities as well.	Parent Involvement			09/05/2014	06/19/2015	\$2150	Coach, leader and staff
Instructional Coach	The academy will provide an instructional coach to work with teachers on improving classroom instruction, data analysis, and progress monitoring.	Academic Support Program		Monitor	07/01/2014	06/30/2015	\$68093	School Leader
Bi- Yearly Field Trips/Off Campus Learning	Students will make connections to real life through field trips to museums, factories and other locations that encourage scientific inquiry.	Field Trip	Tier 1	Implement	09/02/2014	06/12/2015	\$2500	Leader and Coach
Increase Use of Research and Evidence Based Interventions	Students will be exposed to a myriad of resources allocated from grant funds to intentionally help increase, fluency, comprehension, phonemic awareness, etc. during RTI time on a daily basis to also promote engagement and motivation in students.	Direct Instruction	Tier 1	Implement	09/02/2014	06/12/2015	\$3000	School leader, coach and instructional staff

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Computer applications	Students will use computer software programs to practice computational skills (including programs for EL students) on a weekly basis.	Technology	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$7400	Classroom teachers, instructional support staff, instructional coach
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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Vocabulary activities	Teachers will increase the use and emphasis of math vocabulary during instruction time and students will complete vocabulary activities on a weekly basis. Vocabulary will highlight prerequisite and new vocabulary from curriculum standards, as well as assessment vocabulary from MEAP and Scantron.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/12/2015	\$0	All teachers, instructional support staff
Daily practice of basic math skills	Teachers will provide opportunities for students to take part in daily interactive practice of basic math skills appropriate for each grade level.	Direct Instruction	Tier 1	Getting Ready	09/01/2014	06/12/2015	\$0	All teachers, instructional support staff
Use of manipulatives	Teachers at all grade levels will provide students with manipulatives to use in order to learn math concepts and to master skills	Direct Instruction	Tier 1	Implement	09/02/2014	06/12/2015	\$0	All teachers, Instructional Coach (manipulative supply and implementation)
Multiple Meeting Times to Discuss Data	Planned meetings to discuss data with general ed, special ed, paraprofessionals and support staff exists in many forms such as RTI, SIP, Grade level and Staff meetings.	Policy and Process	Tier 1	Monitor	09/01/2014	06/12/2015	\$0	Leader and Coach
Consistent Use of Formative and Summative Assessments	Teachers and support staff will analyze results for formative and summative assessments to plan and revise lesson delivery and strategies to determine what other materials or review is needed for the students' comprehension of material.	Policy and Process	Tier 1	Evaluate	09/01/2014	06/12/2015	\$0	Leader, coach and instructional staff

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Best practices for teaching math	All teachers and instructional staff will demonstrate an understanding of and will utilize the most effective research-based best practices for teaching math and increasing student achievement.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$0	All teachers; instructional coach; school leader
Student perceptions of math	Teachers will collect, analyze, and make appropriate use of student perceptions regarding mathematics and their interest in math activities.	Monitor	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$0	All teachers, instructional coach, school leader
Improve computation and estimation skills	Students will develop and/or enhance computational skills, solve real world computation problems, and apply a variety of estimation strategies when given problems.	Direct Instruction	Tier 1	Implement	09/02/2014	06/12/2015	\$0	All teachers
Increase student participation	Students will regularly use written response boards or student response devices (clickers) to increase the participation of each student in lessons, and to help teachers gauge student understanding and lesson effectiveness. Teachers will also use pairing of students to allow students to feel more comfortable sharing in pairs with peers.	Academic Support Program	Tier 1	Implement	09/02/2014	06/12/2015	\$0	All teachers
Teacher Modeling of Expectations	Students will use teacher's examples to guide them in the writing process. Teachers will model examples to demonstrate exemplary examples.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/12/2015	\$0	Instructional staff, coach and administration
Build and Strengthen Academic Vocabulary	Teachers will use a vocabulary program to teach new vocabulary. The Making Meaning program will be used 4 days a week and fidelity to the program will be monitored by the Instructional Coach.	Direct Instruction	Tier 1	Implement	08/01/2014	06/12/2015	\$0	n/a
Grade level meetings	Grade level teachers will meet on a regular basis to focus on and collaborate about instructional best practices.	Communication	Tier 1	Implement	09/02/2014	06/12/2015	\$0	All teachers; instructional support staff; instructional coach; school leader
Daily Use of Higher Order Thinking Skills/Bloom's Taxonomy	Teachers will require students to support their ideas, inferences, and opinions with logical reasons and text evidence. Teachers will have students create and answer questions at various depths of knowledge across the curriculum. Instructional staff will confirm this through bi-weekly walk-throughs.	Direct Instruction	Tier 1	Implement	09/03/2013	06/13/2014	\$0	All instructional staff, instructional coach

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Lesson objectives	Teachers will make the objective of each lesson known to students at the start of instruction so that students know what they are learning and why.	Direct Instruction	Tier 1	Implement	09/02/2014	06/12/2015	\$0	All teachers
Collaborative Learning	Students will work with peers at various ability levels to engage in lesson acquisition, learning new vocabulary, reviewing materials and completing projects.	Direct Instruction			09/03/2013	06/13/2014	\$0	School leader, coach and instructional staff
Align Maps, Pacing Guides and Lesson Plans	Teachers will unpack the Science Michigan Curriculum Framework and write a pacing guide and lessons.	Policy and Process	Tier 1	Monitor	09/02/2014	06/12/2015	\$0	Leader, coach and instructional staff

Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
SIOF Training and Coaching for Instructional staff	ESL coach will provide monthly feedback to the staff and administration on the progress of SIOF training and techniques being utilized to assist with the ESL/ELL population across all content.	Monitor			08/22/2014	06/19/2015	\$7826	Leader, coach, ESL coach and instructional staff
High Interest/Low Leveled Readers in Spanish and English	Literature will be used across all contents to teach reading skills to narrow the gap in achievement with ELL/ESL students and other students who need to strengthen reading skills.	Direct Instruction	Tier 1	Implement	09/01/2014	06/12/2015	\$1602	Leader, coach, and staff
Professional Development on WIDA/ELPA	Instructional staff will receive training on how to analyze results from the new state test WIDA to drive instruction.	Professional Learning	Tier 1	Implement	09/01/2014	06/12/2015	\$500	School leader and coach

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Provide Bilingual Staff	The academy will provide an ESL paraprofessional to aid LEP/EL students both during regular classroom instruction and in pull-outs.	Academic Support Program	Tier 2	Implement	09/15/2014	06/01/2015	\$14983	School leader, Instructional Coach
High Interest Informational Text	Informational text will be used more in the classroom to teach reading for meaning and introduce students to scientific content.	Direct Instruction	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$1200	Leader, Coach and instructional staff

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Math Interventionists	The academy will provide math interventionists to work with students who are achieving below grade level, and to provide academic support to classroom teachers	Academic Support Program	Tier 2	Monitor	08/18/2014	06/22/2015	\$54513	School Leader, Instructional Coach
Center Based Instruction to Address Weaknesses	Teachers will plan to use more centers to teach science with literature, games and experiments to teach the common core.	Direct Instruction	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$5000	Leader and Coach
Summer program	The school will offer a free, four-week academic summer program, focusing on improving math skills (for students who are below grade level in math).	Academic Support Program	Tier 2	Implement	07/06/2015	07/31/2015	\$4262	School leader, instructional coach, summer program instructors
Summer School Learning	Summer school program will target the lowest achieving students from the gathering of different data sources to meet the skills and standards that the students struggle with. Materials will be purchased to supplement the curriculum during the summer to offer hands on manipulatives, games, science experiments, technology and literature. Teachers and paraprofessionals will provide small class instruction and progress monitor during the four week summer school.	Direct Instruction	Tier 1	Implement	07/06/2015	07/30/2015	\$127874	Leader, coach and teachers
Hands On Learning/Experiments	Students will become familiar with the scientific process by engaging in weekly projects that require them to apply the subject matter/skill to prior knowledge they have about their own life.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/12/2015	\$8500	Leader and Coach
Use of Multi Sensory Manipulatives	Students will display and enhance comprehension skills in connections with social studies in groups and independently.	Direct Instruction	Tier 1	Implement	09/03/2013	06/13/2014	\$2500	School leader, instructional coach, instructional coach
Use of Instructional Support Staff	Instructional support staff provide small group instruction using materials that directly address the students areas of academic need for at least forty minutes, 4 days a week.	Academic Support Program	Tier 1	Implement	09/02/2014	06/12/2015	\$150456	Coach, staff and leader
ESL Tutoring	The academy will provide a free, after-school tutoring program three times per week for LEP/EL students.	Implementation	Tier 2	Implement	09/15/2014	06/01/2015	\$4995	School Leader, Instructional Coach
Summer program	The school will offer a free, four-week academic summer program, focusing on improving math skills (for students who are below grade level in math).	Academic Support Program	Tier 2	Implement	07/06/2015	07/31/2015	\$8525	School leader, instructional coach, summer program instructors

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Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Analysis of Local Assessments	Global Scholar, MEAP, WIDA/ELPA, and grade-level assessments will be examined to measure students' levels of mastery to drive instruction.	Evaluation	Tier 1	Evaluate	09/01/2014	06/12/2015	\$5300	Coach and Leader

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development on the Common Core/Science	Teachers will attend professional development that educates them on the new standards and the strategies needed to implement the Common Core successfully.	Professional Learning	Tier 1	Implement	08/21/2014	04/24/2015	\$434	Leader and coach
Instructional Coach	The academy will provide an instructional coach to work with teachers on improving classroom instruction, data analysis, and progress monitoring.	Academic Support Program		Monitor	07/01/2014	06/30/2015	\$4070	School Leader
Professional Development on Reading Best Practices and Assessment	Students will academically benefit from lessons that are engaging, meet their needs, and work with resources that teachers and support staff deliver with reading instruction. Instructional staff will participate in a professional development on best practices specifically Making Meaning, Independent reading, Adolescent Accelerated Reading Initiative.	Professional Learning	Tier 1	Monitor	08/18/2014	06/26/2015	\$4500	School leader, coach and staff
Professional Development on Using Technology with Elementary Students	At least two sessions, on or off site, will be offered for teachers to attend to receive research on the impacts of reading and writing in relationship to technology. Teacher choices include; accelerated reader, iPad training, Promethean training, Solo6.	Professional Learning	Tier 1	Implement	08/01/2015	06/01/2016	\$2500	Instructional staff, coach and leader
Professional Development on Writing Strategies	Students will academically benefit from lessons that are engaging, meet their needs, and work with resources that teachers and support staff deliver with writing instruction. Instructional staff will participate in a professional development on best practices and will be expected to use these techniques in writing across all the content areas. Write Steps training and implementation.	Professional Learning	Tier 1	Monitor	08/24/2015	06/17/2016	\$4500	School leader, coach, instructional staff

School Improvement Plan

Cesar Chavez Academy Intermediate

Professional Development on Mapping and Pacing Guides	As a result of sustainable professional development, teachers will align the curriculum with maps and pacing guides to monitor the mastery and delivery of all lessons needed to be taught throughout the school year. Students be taught all skills needed to progress to the next grade level while using various resources to do so.	Professional Learning	Tier 1	Implement	08/21/2014	06/12/2015	\$3624	School leader and coach
Professional Development on Using DI and Technology	On site and off site professional learning opportunities will be available and encouraged by the administration team to attend and utilize the strategies and techniques presented in the professional development.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$3500	School leader, coach and instructional staff
Professional Development on Reading Best Practices and Assessment	Students will academically benefit from lessons that are engaging, meet their needs, and work with resources that teachers and support staff deliver with reading instruction. Instructional staff will participate in a professional development on best practices specifically Making Meaning, Independent reading, Adolescent Accelerated Reading Initiative.	Professional Learning	Tier 1	Monitor	08/18/2014	06/26/2015	\$300	School leader, coach and staff
Instructional Coach	The academy will provide an instructional coach to work with teachers on improving classroom instruction, data analysis, and progress monitoring.	Academic Support Program		Monitor	07/01/2014	06/30/2015	\$300	School Leader
Professional Development on RTI program	At least three sessions throughout the year will be planned to provide the CCA staff with information, data and interventions associated with the success of RTI and Language Arts.	Professional Learning	Tier 2	Getting Ready	09/02/2014	06/12/2015	\$4200	School leader, coach and instructional staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Use of Graphic Organizers	Students will use graphic organizers to better understand and organize their thoughts for writing. Teachers will model how to use graphic organizers before expecting students to use them with mastery.	Direct Instruction	Tier 1	Monitor	09/01/2014	06/12/2015	\$550	School leader, instructional coach, instructional staff