



Priority School Improvement Plan

Cesar Chavez Academy Elementary

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.

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 and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

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

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

Our student attendance rate is at 91% for the school year. However, 17% of our students have been absent more than 16 times throughout the school year which has gone down by 1% since last year. Over the last three years this figure has dropped 6% in total. The issues with attendance have been due to transportation, illness (self and/or family member), and extended vacations.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

In looking at the three year trend in student behavior data, office discipline referrals and suspension remain low. The challenges include repeat offenders with reoccurring incidences and time of day in which referrals are happening.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

In the past three years we have hired bilingual support staff, two teachers with TESOL endorsements, and two teachers have completed their ESL endorsement through Wayne State (per our Title 3 Bilingual Endorsement Program). We incorporated professional development on researched based strategies and evaluated and extended our Response to Intervention program. We have also added an ELL after school program for all students performing at a basic or low intermediate level on the WIDA.

In 2013, we started to provide breakfast in the classroom to all students. We have fully implemented PBIS with Check In/Check out, social groups, and have included PBIS into our RtI process. Throughout the year we provide families health resources such as; mobile dentist, vision and hearing screening. We offer after school tutoring and other community resources. We have an RtI/Data facilitator to ensure that staff is utilizing data to drive instruction throughout tiers. All staff members have received SIOP training (full training/refreshers). We have 3
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highly qualified aides in our kinder program to support with reading and math. One is designated to work with our ELL population. We are piloting Language Power in Kindergarten, which assists with language development. We are going to increase our mentoring program by inviting high school seniors to complete service hours by mentoring at-risk students. Second Step (character building program) is required to be taught at all grade levels. In regards to attendance, we will implement a system of personal contact to families of absentees, instead of the current automated phone service. Additionally, we will develop a tiered system of support to assist students and families with attendance concerns.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

Mrs. Jaime has been with Cesar Chavez Academy for the last 15 years. She started her career as an LRE Aide prior to obtaining her teaching certificate in Special Education. She later moved into the classroom where she taught for five years. Mrs. Jaime then transitioned into a Special Education role and spent two years supporting the special education department and assumed the role of Child Study facilitator. Mrs. Jaime was the Instructional Coach for two years prior to accepting the position as School Leader, where she has served for the past five years.

Under Mrs. Jaime's leadership, we have implemented a rigorous and dramatic approach to improving instruction. She has used data driven instruction to make necessary changes to make significant improvements in student achievement at Cesar Chavez Academy Lower Elementary. She is responsible for implementation of effective curriculum, instruction, and assessment. The principal is knowledgeable about implementation of a multi-tiered system of support to provide services for all special and general education students. The principal is also responsible for the implementation of the district's accountability system. Mrs. Jaime's skills will benefit CCALE towards improving scores and developing a climate of academic excellence. When reviewing the 3-year trend data for Scantron testing, it has been observed that the overall at-risk population has decreased in reading and math.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

The number of years of teaching experience of teachers has impacted student achievement in a variety of ways. One of the most critical pieces is that seasoned teachers and the instructional coach support new teachers in the implementation of curriculum, school programs, and school wide initiatives that directly affect student achievement. Seasoned teachers have a stronger grasp on classroom management, they better understand the student population, and have established relationships with the families, which in turn maximizes student learning time and student achievement. The position of lead teacher has been implemented in each grade to strengthen collaboration and ensure horizontal alignment between grade levels.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

We have not had a high incidence of leader absence during this school year. Our data is moving forward, which shows that her absences

have not impacted student achievement.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

There have not been a significant amount of teacher absences due to illnesses. However, teachers attending professional development seminars share learned strategies and techniques with their colleagues, which positively impacts student achievement. Our data is moving forward, which shows that teacher absences have not negatively impacted student achievement.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

Because of the low number of absences due to illness and professional development, we do not see a need to make changes.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

Areas in which strengths were noted, were the governing body and resources/support services.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

The two areas of challenge were that all stakeholders are aware of purpose and direction and using results for continuous improvement.

12. How might these challenges impact student achievement?

Student achievement may be negatively affected if parents/guardians are unaware of or do not support the purpose and direction of the academy. Student achievement may also be negatively affected if staff is not properly trained or versed in analyzing student data.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

An area we have noted for improvement is Standard 1, Purpose and Direction. The need to implement a clear process for reviewing and revising our purpose and ensuring that all stakeholders are fully involved in this process. To support us in this goal, administration will meet yearly with our school improvement team, our parent leadership institute, and our board members to review and, if necessary, revise our school's purpose. Keeping at the forefront our fundamental belief of providing a safe environment that supports the success of all. Another area of improvement, is Standard 5, Using Results for Continuous Improvement. Areas of improvement are in the areas of training professional and support staff in the evaluation, interpretation, and use of data and in engaging staff in a continuous process to determine verifiable improvement. Although our school is data rich and data is used to drive instruction and school improvement goals, we do not have an established written policy that ensures that these practices will be sustained. We also need to provide staff with a formal training on the evaluation, interpretation, and use of data. This will be done by allocating the proper funding for training and establishing a timeline for completing training. Training instructional staff should be done annually on all assessment models to ensure consistency throughout grade levels.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

All students, including special education students and individuals with 504 plans, are part of our RtI process. Students are provided with services through data analysis results, regardless of their label.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

K-2 students at the tier 2 and tier 3 levels are invited to after school clubs to support reading, math, writing, and English language acquisition skills. Tutoring is available 2-3x per week for 1 hour. Students are also invited to attend summer school, which focuses on these same skills.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

Students are assessed throughout the year on benchmark assessments that identify whether students are performing at grade level or below. Teachers identify students who qualify for extended learning opportunities through these benchmark assessments and progress monitoring. Parent/Teacher conferences are held four times per year to discuss progress and inform parents of extended learning opportunities during that quarter.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

Teachers are required to turn in weekly lesson plans, which are aligned to their grade level curriculum maps. Curriculum maps are created by grade level teams and are aligned to CCSS and GLCEs. These maps are reviewed monthly to make any adjustments. The instructional coach cross-checks lesson plans with curriculum maps to ensure all required standards are taught. Summative assessments are common throughout grade levels and are aligned with CCSS and GLCEs. Science and Social Studies standards are integrated into reading instruction. Teachers have daily common co-planning and attend monthly curriculum alignment meetings. Once a year, teachers come together to discuss areas of strengths and concerns. We are in the process of implementing stronger vertical alignment strategies. In addition, our management company reviews lesson plans and pacing and completes standards tracking sheets every quarter. Our authorizer, Saginaw Valley State University, also monitors through the review of pacing guides and observations.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

n/a

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

Since 2012, our Scantron Reading data has shown a positive trend. Students meeting their Scantron Annual Targets has increased by 31% for Reading from 2012-2015. Our average yearly gains have also shown a positive trend in data since 2012 with an overall increase of +105 in their scaled scores from 2012-2015. Throughout all the categories in the Reading Scantron Assessment, vocabulary has shown a trend as being our strongest area for the past 3 years.

Our Proficiency Trend Data shows that we have decreased the amount of students performing below average by 6% since last year and have increased our numbers of students performing at high average and above average.

We surpassed our 70% Gap Target goal for Reading with an actual gap of 75%. Our Scale Score target goal was 2129 and our actual Scale Score average for the 2015-16 school year was 2152.

19b. Reading- Challenges

Our trend data for the past 3 years indicates that nonfiction is still our weakest area in Scantron Reading. We have improved our nonfiction scores since last year, but it still remains our weakest area. Oral reading fluency also took a dip at the end of 2015-16 going from 64% at or above grade level on DIBELS in 14-15 to 51% at or above grade level in 15-16.

19c. Reading- Trends

Since 2012, our Scantron Reading data has shown a positive trend. Students meeting their Scantron Annual Targets has increased by 31% for Reading from 2012-2015. Our average yearly gains have also shown a positive trend in data since 2012 with an overall increase of +105 in their scaled scores from 2012-2015. Throughout all the categories in the Reading Scantron Assessment, vocabulary has shown a trend as being our strongest area for the past 3 years.

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19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

To address the challenges in nonfiction text and fluency we will work on doing the following...

Add more nonfiction leveled texts to classroom libraries

Add more nonfiction text to interventions

Maintain reading instructional time to 120 minutes with 30-40 minutes dedicated to guided reading centers

Incorporate fluency into interventions and guided reading centers

Response to Intervention: identifying Tiered groups for targeted intervention

Center-based activities, implementation of technology (Raz kids, Moby Max, Accelerated Reader, Lexia, Ipads, tag readers)

Curriculum alignment

Professional development on differentiated instruction

Tiered instruction through intervention time will provide the platform for supporting all learners at their instructional level. Tier 1- certified teacher to challenge students at grade or above grade level, Tier 2- support staff to maintain and increase performance on targeted skills, Tier 3- certified teachers working on targeted skills in small groups.

Tiered instruction during whole group instruction- providing teachers with the tools and professional development to differentiate throughout the day to support all learners

20a. Writing- Strengths

In grades K-2, students perform well when writing personal narratives based on the use of common grade level rubrics. Students are aware of resources available for use in the classroom and use at their discretion. Such resources include word walls, dictionaries, tablets, modeled work, anchor charts, etc. Generating ideas is something that our students are confident doing, which is evident through rubric scores.

20b. Writing- Challenges

Due to the high-population of ELLs, our students struggle with proper sentence structure, which is a common weakness resulting from their language deficits. Proper usage of conventions is another area of weakness.

20c. Writing- Trends

Due to the high ELL population, trends relating to strengths and challenges remain consistent. Challenges have been proper sentence structure and correct use of conventions. Strengths include writing personal narratives, generating ideas, and using resources available in the classroom.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

A better process for collecting data based off of common rubrics needs to be implemented. Professional development is necessary for common assessing procedures and best practices in writing such as Writers Workshop. We are also looking at aligning our writing curriculum and possibly adding a K-2 writing program that will support with K-2 alignment. In addition, our teachers are incorporating more student talk time utilizing sentence frames to support with sentence structure and language development.

21a. Math- Strengths

Through our Scantron data, geometry and algebra are our highest performing areas for math. This has also been the trend for the past 3 years. In 2015-16 we surpassed our 70% Gap Target goal for Math with an actual gap of 82%. Our Scaled Score Average Target goal was 2105 and our actual Scale Score was an average of 2140 in 2015-16.

21b. Math- Challenges

Through our Scantron data, Data Analysis and Probability have been our weakest areas in math. Although we have improved our scores in this area compared to last year, it still remains our weakest area and has been in the past 3 years. We

21c. Math- Trends

In the past two years we have increased our numbers in meeting the College Readiness Target. In 2015, we surpassed our 70% Gap Target goal for Scantron Math with an actual gap of 82% instead. Our Average Target goal was a Scaled Score of 2105, and our actual score was 2140. In 2014, we surpassed our 70% Gap Target goal for Scantron Math with an actual gap of 77% instead. Our Average Target goal was a Scaled Score of 2101, and our actual average was 2123. Our Scantron data shows that we have increased our Math SIP scores from 60 to 63 in over the last 3 years, however our trend data also indicates that the percent of students meeting their annual goal on math has remained consistent over the last three years at an average of 60%.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Challenges in math will be addressed through professional development on math standards and incorporating rigorous tasks and cognitive demand, differentiated Instruction on math strategies, hire a math coach/interventionist with a math endorsement, instructional learning cycles implemented in K-2, strengthen Tier 2-3 math interventions, and incorporate the use of progress monitoring through Moby Max math

to support with guiding targeted interventions.

22a. Science- Strengths

Student strengths include real world application of plants/gardening through The Giving Garden, which was established with a grant from The Greening of Detroit, proficient at making observations using their senses, and understanding Earth's surface.

22b. Science- Challenges

Students struggle with academic vocabulary, lack of science curriculum, and limited resources.

22c. Science- Trends

Due to the high ELL population, trends relating to strengths and challenges remain consistent. Students lack background knowledge to achieve proficiency with abstract concepts and vocabulary.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Field trips to the Science Center and other real word experiences to help provide background knowledge, curriculum will be aligned to Next Generation standards, grade levels will create academic vocabulary lists to ensure all students are exposed to the same rigorous vocabulary.

23a. Social Studies- Strengths

Students are able to read maps and order events chronologically (past, present, future)

23b. Social Studies- Challenges

Students struggle with academic vocabulary, lack of social studies curriculum, and limited resources

23c. Social Studies- Trends

Due to the high ELL population, trends relating to strengths and challenges remain consistent. Students lack background knowledge to achieve proficiency with abstract concepts and vocabulary.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Grade levels will create academic vocabulary lists to ensure all students are exposed to the same vocabulary and First and Second grades have subscriptions to Studies Weekly which offers curricular support. We will also begin incorporating nonfiction text across the curriculum to support cross curricular exposure.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

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

Students highest level of satisfaction were in school having books to read, teachers wanting children to do their best, my teacher wants me to learn, and feeling safe at school.

24b. Student Perception Data

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

Student surveys indicate that 4% of students say that teachers don't make their students think.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

To improve student satisfaction in this area, we will be implementing a problem/word of the week. Teachers will ask more "How do you know" questions, and students will respond with "I think" sentence stems.

25a. Parent/Guardian Perception Data

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

Parents highest level of satisfaction was their child feels good about coming to school and this academy is a good school.

25b. Parent/Guardian Perception Data

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

The lowest levels of satisfaction among the 4% of the parents/guardians who returned the survey are the lunch program offering healthy meals and the awareness of wellness policy.

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

The quality of the lunch program is reviewed annually and follows federal guidelines. We also have weekly parents meetings where parents can be educated about healthy eating and our wellness policy. We will publish federal healthy eating guidelines on our website to inform parents of the lunch program and wellness policy. Additionally, our lunch coordinator can choose the menu from options provided by Variety, our lunch provider, to meet the needs and preferences of our students.

26a. Teacher/Staff Perception Data

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

The highest level of satisfaction among teachers/staff is: our school's leaders expect staff members to hold all students to high academic standards and our school leaders monitor data related to student achievement

26b. Teacher/Staff Perception Data

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

The areas of lowest level of satisfaction among teachers/staff are: related learning support services are provided for all students based on their needs and a formal process is in place to support new staff members in their professional practice.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

We've established a mentor program for teachers with less than 3 years teaching experience in our school. New teachers are able to observe established teachers in their grade level, and mentor teachers are able to observe and give feedback to newer teachers.

Students are leveled into tiered learning groups so that their needs are better addressed. Their needs are reviewed through an RtI process to monitor goals and growth. We also have our Special Education program in place; however, based on the survey it is unclear which type of support is being referenced. Further study on this issue will help clarify the specific support services and how to resolve which services are needed. We are going to conduct another survey to narrow down our target areas, and then proceed to find solutions from there.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

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No community data was collected for this school year.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

N/A

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

N/A

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

Identified Strengths-

Demographic- In looking at the three year trend in student behavior data, office discipline referrals and suspension remain low. Our student attendance rate is at 94% for the school year.

Process-Areas in which strengths were noted, were the governing body provides the autonomy for the school to govern the school and students are provided with resources/support services to be successful

Achievement-Scantron Reading and Math has also shown positive trends in the increase of students who are low average, high average and above

average

b. In Scantron, Math shows the highest levels of students performing at high average and above average

c. MEAP- The gap between students that are English Learners and non-English Learners is decreasing in both math and reading at the 3rd grade level.

Perception- Students highest level of satisfaction were in school having books to read, teachers wanting children to do their best, my teacher wants me to learn, and feeling safe at school.

Parents-highest level of satisfaction was their child feels good about coming to school and this academy is a good school rate this academy as a good school.

Staff- The highest level of satisfaction among teachers/staff is: our school's leaders expect staff members to hold all students to high academic standards and our school leaders monitor data related to student achievement

Identified Challenges

Demographic-

At Cesar Chavez Academy the trend has remained consistent with a high ELL population. Our challenges include a high ELL population, requiring a new level of creative and innovative strategies to be used to meet the needs of our students. We also have a high level of economically disadvantaged students who historically have a higher potential to come in with health problems, undernourishment, social/emotional problems, behaviors problems, and lower academics. Our student attendance rate is at 94% for the school year. However, 17 percent of our students have been absent more than 16 times. The issues with attendance have been due to transportation, illness, inclement weather related, and the high rate of students who are chronically tardy to school. In looking at the three year trend in student behavior data, office discipline referrals and suspension remain low. The challenges include repeat offenders with reoccurring incidences and time of day in which referrals are happening.

Process-An area we have noted for improvement is Standard 1, Purpose and Direction. The need to implement a clear process for reviewing and revising our purpose and ensuring that all stakeholders are fully involved in this process. To support us in this goal administration will meet yearly with our school improvement team, our parent leadership institute, and our board members to review and, if necessary, revise our school's purpose keeping at the forefront our fundamental belief of providing a safe environment that supports the success of all.

Another area of improvement, is Standard 5, Using Results for Continuous Improvement. Areas of improvement are in the areas of training professional and support staff in the evaluation, interpretation, and use of data and in engaging staff in a continuous process to determine verifiable improvement. Although our school is data rich and data is used to drive instruction and school improvement goals, we do not have
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an established written policy that ensures that these practices will be sustained. We also need to provide staff with a formal training on the evaluation, interpretation, and use of data. This will be done by allocating the proper funding for training and establishing a timeline for completing training. Training instructional staff should be done annually on all assessment models to ensure consistency throughout.

Achievement

Nonfiction text and fluency, data analysis and writing complete sentences

Perception Student- Student surveys indicate that 4% of students say that teachers don't make their students think

Parent- The lowest levels of satisfaction among the 4% of the parents/guardians who returned the survey are the lunch program offering healthy meals and the awareness of wellness policy.

Staff- The areas of lowest level of satisfaction among teachers/staff are: related learning support services are provided for all students based on their needs and a formal process is in place to support new staff members in their professional practice.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

The challenges identified in the demographic, process and perception data impact student achievement in the following ways

Demographic- students coming in with Limited English Proficiency take a longer time to acquire foundation skills and the academic vocabulary necessary to achieve at higher levels on our more rigorous curriculum and assessments as well as state assessments. Everyday of school missed is detrimental to the success of students in school. Students who are chronically absent due to illness or transportation are falling behind and we are constantly trying to catch them up.

Process-The need to implement a clear process for reviewing and revising our purpose and ensuring that all stakeholders are fully involved in this process has been identified as a challenge. A disconnect or unfamiliarity on the part of stakeholders of our purpose may affect achievement because we may not be on the same page in aiming for a common goal. Another challenge and need for improvement are in the areas of training professional and support staff in the evaluation, interpretation, and use of data and in engaging staff in a continuous process to determine verifiable improvement. Although our school is data rich and data is used to drive instruction and school improvement goals, we do not have an established written policy that ensures that these practices will be sustained. This is a critical component for moving students towards mastery of goals and obtaining higher levels of achievement.

Perception- An area that staff accurately perceive to needing improvement that also impacts students achievement and the need to have a greater understanding of how to use data to drive instruction as well as the need to implement a stronger teacher induction program. Both areas are strongly correlated to achievement. New teachers need guidance in curriculum, instruction and assessment and if not provided it may jeopardize their effectiveness.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

Challenges identified will be addressed in a variety of ways and are addressed throughout our School Improvement Plan. We are addressing our high ELL population by ensuring that all staff are trained in SIOP, providing teachers stipends for being endorsed with bilingual education, ensuring that vocabulary is a focused and targeted skill, providing students with after school tutoring and school wide interventions. We also have included an ELL coach and ELL support staff to for providing targeted bilingual support. Incorporating technology and real world

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experiences. Our school improvement plan also addresses the need to engage teachers in professional development that will support teachers with administering formative and summative assessments and understanding how to use data gathered to drive instruction, differentiated instruction and best practiced across content areas.

As a Priority School our Big Ideas revolve around math achievement and the need to ensure that our math curriculum is up to par. Our strategies include vertical and horizontal alignment of our math curriculum, the use of differentiated instruction to meet the needs of all learners and enhancing our RtI program to address targeted math and reading skills, the implementation of Instructional Learning Cycles and the need for a RtI facilitator and data coach.

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
1.	Literacy and math are tested annually in grades 1-5.	Yes	Assessments are given annually in grade K-2	

Label	Assurance	Response	Comment	Attachment
2.	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		

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	NA--K-2 School	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	NA- K-2 School	

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

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Diane Griggs Human Resource Director 2125 University Park Drive, Okemos MI 48864 517-203-3720	

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Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		Parent Involvement Plan 2016/2017

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

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	16-17 Professional Development Plan	PD Plan 16-17

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

At the beginning of each school year instructional staff is required to sign up for one of the following school improvement committees; English language arts, math, science, social studies, technology, intervention/Response to Intervention, special education and wellness. Once committees are formed they meet monthly during predetermined extended staff development days to discuss the School Improvement Plan, academic achievement data, and perception data. Academic data reviewed is compiled from a variety of summative and formative assessments such as: Scantron (NWEA for 2016-17), DIBELS, DRA, WIDA, Moby Max-math, and Pre-post math assessments. Utilizing data collected, the committee looks for trends of progress as well as areas of need. The committee then researches best practices to address targeted skill deficits and strategies for improvement. Stakeholder perception data is obtained through a variety of surveys. Surveys are analyzed by staff to determine areas of strengths and areas of improvement, as well as developing strategies for areas of improvement. Process data received from self-assessments is reviewed regularly.

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

The results of the comprehensive needs assessment supported us in forming goals for our school improvement plan. The analysis of perception data indicated that teachers want all staff members to be trained in the evaluation, interpretation, and use of data. Student perception data indicated that students felt that their teachers did not make them think. Perception data from parents indicated that they there were high levels of satisfaction and no areas of improvement were identified.

RESULTS (What are the GAPS that were uncovered by looking at the 4 types of data?:

Student Achievement

What data was reviewed: Scantron Reading and Math

What was concluded:

Scantron assessments show that 2nd grade students are making adequate yearly gains in reading with the number of students meeting their annual goal increasing each year with 71% of students meeting their reading goal for the 2014/15 school year. Our at-risk population is also decreasing showing a decreasing trend line. At risk- 2012-45%, 2013-33%, 2014- 39%, 2015- 32%, 2016- . Our greatest area of improvement has been vocabulary and our greatest area of need is informational text. Our math assessments show a consistent number of students meeting their math goal with 58% meeting their goal for the 2014/15 school year, . Our at-risk population is also decreasing showing a decreasing trend line. At risk- 2012- 45%, 2013- 33%, 2014- 35%, 2015= 32%. Our greatest area of improvement has been geometry and our greatest area of need is data analysis and numbers and operations.

Program/Process

What data was reviewed: Self-Assessment

What was concluded: Areas of improvement

An area we have noted for improvement is Standard 1, Purpose and Direction. The need to implement a clear process for reviewing and revising our purpose and ensuring that all stakeholders are fully involved in this process. We will look into introducing a formal PTA bridge communication between parent and school. To support us in this goal, administration will meet yearly with our school improvement team, our SY 2016-2017

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parent leadership institute, and our board members to review and, if necessary, revise our school's purpose. Keeping at the forefront our fundamental belief of providing a safe environment that supports the success of all. Another area of improvement, is Standard 5, Using Results for Continuous Improvement. Areas of improvement are in the areas of training professional and support staff in the evaluation, interpretation, and use of data and in engaging staff in a continuous process to determine verifiable improvement. Although our school is data rich and data is used to drive instruction and school improvement goals, we do not have an established written policy that ensures that these practices will be sustained. We also need to provide staff with a formal training on the evaluation, interpretation, and use of data that is continuous throughout the school year as well as an allocated time to review all data. This will be done by allocating the proper funding for training and establishing a timeline for completing training. Training instructional staff should be done annually on all assessment models to ensure consistency throughout grade levels.

Perceptions

What data was reviewed: student, parent and staff perception data

What was concluded:

Parents highest level of satisfaction was their child feels good about coming to school and this academy is a good school. Of the parents who returned the survey, the lowest levels of satisfaction, which was 4% indicated that our lunch program does not offer healthy meals and they are not aware of our wellness policy. The quality of the lunch program is reviewed annually and follows federal guidelines. We also have weekly parent meetings where parents are educated about healthy eating and our wellness policy. Actions that will be taken to improve parent/guardian satisfaction in this low area will be publishing federal healthy eating guidelines on our website to inform parents of the lunch program and wellness policy. We will invite our vendors to our Parent Leadership meetings with information and offer samplings of student lunch. Our lunch coordinator chooses items that our food provider offers on their menu that meet the needs and preferences of our students.

The highest level of satisfaction among teachers/staff is: our school's leaders expect staff members to hold all students to high academic standards and our school leaders monitor data related to student achievement. The areas of lowest level of satisfaction among teachers/staff are: related learning support services are provided for all students based on their needs and a formal process is in place to support new staff members in their professional practice. We've established a mentor program for teachers with less than 3 years teaching experience in our school. New teachers are able to observe established teachers in their grade level, and mentor teachers are able to observe and give feedback to newer teachers. Students are leveled into tiered learning groups so that their needs are better addressed. Their needs are reviewed through an RtI process to monitor goals and growth. We also have our Special Education program in place; however, based on the survey it is unclear which type of support is being referenced. Further study on this issue will help clarify the specific support services and how to resolve which services are needed. We are going to conduct another survey to narrow down our target areas, and then proceed to find solutions from there.

Students highest level of satisfaction were in school having books to read, teachers wanting children to do their best, my teacher wants me to learn, and feeling safe at school. Student surveys indicate that 4% of students say that teachers don't make their students think. To improve student satisfaction in this area, we will be implementing a problem/word of the week. Teachers will ask more "How do you know" questions, and students will respond with "I think" sentence stems.

Demographic

What data was reviewed: Attendance rate and discipline

At Cesar Chavez Academy the trend has remained consistent with a high ELL population. Our challenges include a high ELL population, requiring a new level of creative and innovative strategies to be used to meet the needs of our students. We also have a high level of economically disadvantaged students who historically have a higher potential to come in with health problems, malnourished, social/emotional problems, behaviors problems, and lower academics. Our student attendance rate is at 91% for the school year. However, 17% of our students have been absent more than 16 times throughout the school year which has gone down by 1% since last year. Over the

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last three years this figure has dropped 6% in total. The issues with attendance have been due to transportation, illness (self and/or family member), and extended vacations.

In looking at the three year trend in student behavior data, office discipline referrals and suspension remain low. The challenges include repeat offenders with reoccurring incidences and time of day in which referrals are happening.

In the past three years we have hired bilingual support staff, two teachers with TESOL endorsements, and two teachers have completed their ESL endorsement through Wayne State (per our Title 3 Bilingual Endorsement Program). We incorporated professional development on researched based strategies and evaluated and extended our Response to Intervention program. We have also added an ELL after school program for all students performing at a basic or low intermediate level on the WIDA.

In 2013, we started to provide breakfast in the classroom to all students. We have fully implemented PBIS with Check In/Check out, social groups, and have included PBIS into our RtI process. Throughout the year we provide families health resources such as; mobile dentist, vision and hearing screening. We offer after school tutoring and other community resources. We have an RtI/Data facilitator to ensure that staff is utilizing data to drive instruction throughout tiers. All staff members have received SIOP training (full training/refreshers). We have 3 highly qualified aides in our kinder program to support with reading and math. One is designated to work with our ELL population. We are piloting Language Power in Kindergarten, which assists with language development. We are going to increase our mentoring program by inviting high school seniors to complete service hours by mentoring at-risk students. Second Step (character building program) is required to be taught at all grade levels. In regards to attendance, we will implement a system of personal contact to families of absentees through calls home and the possibility of using text messages. Additionally, we will develop a tiered system of support to assist students and families with attendance concerns and provide early intervention with the expectation to reduce chronic absences.

CONCLUSIONS-What are the CAUSES for the GAPS?

What are your areas of priority?

1. Content Areas- Our content areas of priority are ELA and Math
2. Subgroup Concerns- Our content areas of priority for our subgroups is ELA and math
3. Perception Issues- Issues with perception with students are partially due to the lack of understanding of what the questions is asking. Parent perceptions were very positive due to the extensive work our school does to keep parents informed and having an open door policy for addressing parent needs and concerns. Teacher perceptions are adequate and we have found a need for increased professional development and consistency with expectations.
4. Demographic trends- demographic trends have remained consistent for the past three
5. Professional Development Needs- our school has found the need for additional professional development in the following areas; differentiated instruction, working with bilingual/multi-cultural students, formative/summative assessments and how to use the data to drive instruction.
6. Program Changes- As a district, we are aligning our ELL program to support the needs our our students and have alignment across the district. We will continue to review our curriculum and aligning our maps to address areas targeted for improvement
7. Changes in Services Provided- we will be continue looking at our RtI program and adding targeted interventions for students who are at risk in math.
8. Other

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.

Through the use of data collected from state assessments, school wide assessments, teacher surveys, demographic data, trend data and perception data, all goals are directly aligned to priority needs identified through the needs assessment process.

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

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

Component 2: Schoolwide Reform Strategies

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

School Wide Reform Model

Cesar Chavez Academy is in its seventh year of implementing Response to Intervention (RtI). Through RtI process, teachers, support staff, and administration (RtI team) review assessment data weekly to strengthen Tier 1 school wide instruction as well as to identify students for Tier 2 and Tier 3 for skill specific targeted interventions. We also have a comprehensive assessment schedule in which a variety of assessments are utilized to gather the data needed to drive instruction. Students identified in Tier 2 and 3 are also progress monitored on reading skills to confirm that they are receiving the appropriate interventions. Positive Behavior Intervention Support (PBIS) has also been implemented at Cesar Chavez Academy for the past 10 years. Through PBIS we have been able to put processes, procedures, and high expectations in place that have helped maintain a positive school climate conducive to higher student achievement. Teachers are provided with common planning time. It is during this time that grade level RtI meetings occur. During these meetings the team discusses student gains and struggles based on assessment data as well as observational data. After reviewing data, team members brainstorm research based strategies and students are placed in interventions that address targeted skill deficits. Students in Tier 2 receive 20-60 minutes of small group explicit instruction five times a week. Small group instruction is conducted by either a certified teacher/interventionist or highly qualified aides. Tier 3 interventions are conducted by certified teachers. Tier 3 interventions target the five essential components in reading through research based programs and activities such as Soar to Success by Houghton Mifflin, Phonics 1st, Read Naturally, and Phonemic Awareness skills. For math a variety of hands on manipulatives are utilized along with research based strategies and programs such as TouchMath, and MobyMax practice on skills students are deficit in. Progress monitoring is an important component of our RtI model. Students identified at-risk or at some risk are progress monitored on a weekly basis for 8 to 12 week cycles. During this time we review the data and are looking for an upward trend. Students who do not show adequate progress are discussed during our RtI meetings and changes are made according to the needs of the students and reflect data trends. Changes may be made to Tier 1 classroom instruction and/or to Tier 2 or 3.

Cesar Chavez Academy is currently in its tenth year of incorporating the Positive Behavior Intervention Support (PBIS) model within the school. Although the program has been tweaked over the years based on the observational needs of the students and behavioral data collected, we have stayed true to the belief that positive reinforcement should outweigh negative connotations. Each classroom is equipped with a color chart that visually represents their current behaviors. Students know what is expected of them because proper behaviors are explicitly taught and reinforced continuously. Due to our student population, some students need additional support to motivate them to make smart choices. This past school year we have implemented white cards that serve as reminders to students prior to them having to move their pin/color. Logs of student behavior are kept daily by the classroom teacher and turned in monthly for administrative review of data. Here at Cesar Chavez Academy, we pride ourselves on our dedication to our RtI and PBIS processes. We build meeting and intervention time into our schedule to ensure that our student's needs are met. Furthermore, fiscal resources are allocated to ensure that we are able to employ the people and resources necessary to run effective interventions closing the achievement gap. Additionally, we host monthly Star Party events for students who display desired behaviors. The criteria to be invited to said events are clearly articulated to students and they are taught and frequently reminded of expectations. Due to the increase in student achievement and decrease in the number of office referrals we will continue with the implementation of both RtI and PBIS while making the necessary adjustments according to the needs of our school. In addition to RtI and PBIS this year we are implementing a hands on approach to learning. Many students at Cesar Chavez Academy come into school with limited background experiences due to a lack of resources. Our plan is to integrate a variety of hands on activities in class as well as in the community to enhance our student's background knowledge and create well rounded individuals. We plan to do this by incorporating technology in all subject areas through the use of Promethean board, and United Streaming, iPads and laptops. In addition, we are planning a variety of community based activities that will include field trips, community service opportunities and a curriculum that will

include hands on activities and projects.

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

Programs and Processes that address academic achievement:

We use a variety of best practices such as Marzano's and SIOP to increase the quality of instruction. We have an extensive mentoring program that allows teacher to observe and be observed to support instruction, meet monthly with their mentor, and provide feedback on observations and support that is needed by with administration or their mentor. Teachers also have the opportunity to observe outside of our building and attend professional development aligned to their personal needs.

Students identified as Tier 2 or 3 receive 30 minutes of reading interventions daily. Using comprehensive assessments, interventions are designed to assist students with skill deficits. After school tutoring is offered in reading and math for struggling students identified through assessment data. There are 3 8-week rounds offered throughout the year. Each tutoring session lasts one hour and are offered 1-3 times per week. Another enrichment program offered at Cesar Chavez Academy is summer school. This program is offered to at-risk students in grades k-2. We offer a pre-kinder program to all incoming kindergartners. This program focuses on introducing routines and procedures as well as an introduction to foundation skills.

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

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

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

Response to intervention is our main reform strategy. Through the response to intervention process we have established procedures that allow us the time and resources to review data to drive our instruction. The understanding of our data allows us to make educated decisions on all tiers of instruction. In tier 2, students are provided with small group targeted instruction. Groups are composed of 3-5 students who are paired with a highly-qualified aide or certified teacher. Interventions run for 8-12 week cycles 2-4 times per week for 30-40 minutes. After the cycle is complete, students continue with intervention if progress has not been made or are moved out, if goals have been consistently met. Students who make minimal progress are placed in groups of 1-3 with a certified teacher. These students meet 5 times per week for 30 minutes. Students are progress monitored weekly and their intervention cycle runs for 6-8 weeks. Interventions have been established for reading and math. We are working toward incorporating writing into our intervention program.

Interventions that are offered to Tier 2 and 3 students in reading include: phonics, phonemic awareness, Dolch sight words, comprehension, fluency, guided reading. Some resources that are used to conduct these interventions may include Phonics First Program, Michael Heggerty Phonemic Awareness program, Read Naturally, Mrs. Perkins website, Reading A-Z, non-fiction leveled readers, Moby Max, Lexia, Soar to Success Reading program, and a variety of hands-on materials provided by Lakeshore Learning.

Interventions that are offered to Tier 2 and 3 students in math include: number recognition, number sense, numbers and operations, geometry, measurement, word problems, and place value. Some resources to support these interventions may include My Math reteach and enrichment activities, Everyday Math materials, Moby Max, Math Facts in a Flash, and hands-on manipulatives.

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

Teachers, Rtl facilitator and administration meet on a weekly basis during co-plan meetings with grade level teams to discuss instruction at the tier 1 level. Data from summative and formative assessments is reviewed and discussed. Assessments may include phonics and phonemic awareness screener, oral reading records/DRA, sight word assessments, unit assessments, Moby Max, NWEA data, and/or common grade level assessments. Students in tier 2 and 3 are progress monitored weekly, using DIBELS, phonics/phonemic awareness screeners, sight words, or Moby Max. This is done to ensure effectiveness of interventions. Teachers also communicate regularly with staff providing interventions.

Component 3: Instruction by Highly Qualified Staff

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

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

We were able to retain 93% of our certified teaching staff.

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

0-4 years of experience- 15 teachers

5-10 years of experience- 7 teachers

10-15 years of experience- 5 teachers

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

In order to retain staff members within the school long-term, CCA administration has discussed a number of strategies. Some of these strategies have already been implemented, while others are still in their developmental phases. The strategies are as follows: through a partnership with Saginaw Valley State University (the authorizer of Cesar Chavez Academies) , Cesar Chavez Academy is able to offer a 50% tuition reimbursement program to all teachers of the district who wish to continue their education through a SVSU graduate program. This program provides financial assistance to staff members who have ambitions of pursuing a graduate level degree in school administration, or teaching in either special education or a content area. In order to improve the climate and culture throughout the building, we have instituted a number of staff recognition programs and activities that include kudos to staff on newsletters, positive notes from administration to staff throughout the year, monthly treats for staff in the teachers' lounge, staff appreciation week, staff appreciation breakfast, compliment wall, and starting staff meetings with positive affirmations about other staff members.

Other incentives or resources CCA has to retain teachers is the amount of technology resources our teachers have to use to support instruction. All teachers are assigned with a laptop, and an iPad to use for planning purposes and to support with instruction. Each classroom is equipped with a Promethean Board, four desktop computers, wireless listening center, amplification system that includes a microphone necklace for teachers to use during instruction. Our building has two laptop carts with 25 laptops on each cart. Teachers can check out the cart to use with their class. Each classroom has 5 Tag Reader pens and there is a cabinet for teachers to check out Tag Reader books to use with the Tag Pens to support students in reading. Teachers also have NEO laptops to use for Math Fact practice, and for Accelerated Reader quizzes. We have a cabinet full of audio books for teachers to check out to use during listening center time, and an abundance of resource cabinets dedicated to support ELA, Math, and ELL's during small group or independent practice. Teachers have access to a laminator machine, poster maker, Plotter, and Dye Cut machine.

Other incentives to retain teachers include Lead Teacher opportunities that will began in the 2015-2016 school year. Recognition of teachers at board meetings for academic achievement and going above and beyond their job expectations. We also provide opportunities for teachers to choose professional development that will support them in improving their craft of teaching as well as pay for them to attend the professional development. A bonus rubric that will be established through collective bargaining will be used to distribute bonuses based on academic achievement, collaboration, and school wide initiatives. Also going through the collective bargaining process is the implementation of merit based raises which will also include student performance.

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

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

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

Incentives to retain teachers shall include Lead Teacher opportunities that will started in the 2015-2016 school year. Recognition of teachers at board meetings for academic achievement and going above and beyond their job expectations. We also provide opportunities for teachers to choose professional development that will support them in improving their craft of teaching as well as pay for them to attend the professional development . A bonus rubric that will be established through collective bargaining will be used to distribute bonuses based on academic achievement, collaboration, and school wide initiatives. Also going through the collective bargaining process is the implementation of merit based raises which will also include student performance.

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.

Cesar Chavez Academy Lower Elementary provides staff with ongoing, high quality, job-embedded professional development that is aligned with the school's comprehensive needs assessment and designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement. The professional development will include training in our high quality programs that have been adopted in our building such as Phonics First and SIOP, as well as training in math, reading, and writing instructional strategies, differentiated instruction strategies, curriculum alignment, data analysis, and Response to Intervention (RtI).

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

We monitor using classroom walk-through tools with feedback, lesson plan checks, pacing guide checks, discussions, school improvement walk through, grade level meetings, and revisiting PD strategies during staff meetings.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	See Attached	PD Plan 2016-17

Component 6: Strategies to Increase Parental Involvement

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

Our Community Liaison works closely with parents and administration to help bridge any communication gaps. Together with administration she helps set up the Parent Leadership Institute schedule and picks topics based off of parent and staff feedback and the goals from SIP. Parents are provided with yearly surveys that allow parents to disclose any concerns as well as support with planning workshops for the year. Parents who attend weekly Parent Leadership Institute are provided with weekly surveys that address the topics presented as well as give parents an added opportunity to request future workshops or disclose areas of improvement. These surveys are reviewed monthly and utilized to create our programming. School wide yearly surveys are utilized to support our school improvement planning for the following year. Parents are also invited to join the school improvement team through personal invitation and via newsletters. The School Wide Title 1 plan is discussed at the annual Title 1 meeting as well as during our school orientation.

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

All parents are invited every Friday morning to our Parent Leadership Institute meetings. These meetings address a variety of topics that address the needs of our parents as well as workshops that support our school improvement goals. Parent workshops are academic in nature and content specific providing parents with strategies and resources that can be carried over to the home to promote continued learning in Reading, Writing, Math, Science, and Social Studies. Other activities are scheduled throughout the year that provide parents with additional resources and strategies such as Math Night, Literacy Night, Bingo for Books and ESL parent classes. Refreshments and childcare are provided and have allowed for increased attendance. In addition, every Thursday our community liaison meets with a core group of parents who discuss SIP topics as well as parent concerns and ideas in how to make our school and community a better place. This core group of parents is elected by the Parent Leadership Institute and acts as a voice for our parents.

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

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

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

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

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

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

The school conducts a pre and post Parent Survey to understand the needs of the parents at the beginning and end of the year. Based on the information collected adjustments are made to better service parents. Surveys are also given after each PLI workshop to ensure we are meeting parents needs. We will also be looking at creating a survey specific to the parent involvement plan to get a better understanding of how our plan is directly impacting our families in a positive way. Survey will be administered to parents and staff and changes will be made accordingly.

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

Survey results are shared during our school improvement meeting and staff will brainstorm ideas that will be implemented to assist with parent/staff concerns as well as take specific feedback/ideas from parents.

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

The plan will be reviewed annually by a variety of stack holders to ensure that the core values of our school are communicated and agreed upon by parents and the school community. The school-parent compact encompasses the responsibilities of staff, parents, and students in pursuit of a successful educational career.

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

The School-Parent Compact will be reviewed (and signed) with parents at our first parent teacher conference. The parent compact will be reviewed throughout the year as needed and revisited during the spring conference.

Posters will also be hung throughout our building in English and Spanish to serve as a reminder to all of their commitment to our students.

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

N/A

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

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

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

Component 7: Preschool Transition Strategies

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

In the spring Cesar Chavez Academy offers an orientation to incoming kinder parents and students. All students are invited to participate in our summer Kinder Academy to acclimate and prepare the pre-school students for the transition into kindergarten. The summer program runs for four weeks Monday through Thursday for three hours. The program focuses on social and academic foundation skills essential for success in kindergarten. Incoming students are also assessed prior to the start of the new school year in order to have a better understanding of student needs and support services readily available beginning the first day of school.

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

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

In the spring Cesar Chavez Academy offers an orientation to incoming kinder parents and students. We also assess all incoming kindergarten students prior to the start of the new school year and offer a summer Kinder Academy to acclimate and prepare the preschool students for the transition into kindergarten. The summer program runs for four weeks Monday through Thursday for four hours. All incoming kinder students are invited to participate. The program focuses on social and academic foundation skills essential for success in kindergarten. During our kinder summer academy we also plan on providing weekly parent workshops to support parents with the skills necessary to ensure a successful kindergarten year. Skills that will be covered include reading and math foundation skills, healthy eating habits, positive behavior support techniques and the importance of fine and gross motor activities. Teachers are provided with professional development on school wide initiatives and have opportunities to attend conferences geared toward preschool and kindergarten. Our school also tries to make all attempts at hiring teaching staff that have an early childhood endorsement.

Component 8: Teacher Participation in Making Assessment Decisions

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

Data drives our instruction and is regularly analyzed and discussed. Assessment data is analyzed weekly with staff during co-plans and RtI meetings. Data from grade books, DRA, DIBELS, NWEA, Phonics Screener, Phonemic Awareness Screener, and pre/post math assessments are consistently monitored and examined by various stakeholders to understand and improve our school effectiveness. For the 2016-17 school year we will continue streamlining our assessments so that they are being used effectively and efficiently throughout the school year. Through our school improvement process and through our needs assessment, each year, our staff reviews all assessments used to decide whether the assessments are effective for the purpose they are intended and modified accordingly. In addition, all summative assessments used in classrooms are decided by grade level teams.

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

Response to Intervention (RtI) is used to drive instruction at all tiers. Through this process teachers analyze data from a whole group level to individual student needs to determine whole group instruction as well as appropriate interventions for individual students. Grade level teams meet on a weekly basis to discuss/analyze the data and determine the effectiveness of said interventions. Consistently monitoring student progress and making the necessary adjustments based upon data and observations is a priority of ours. Progress monitoring is completed weekly for "high risk" students and for "medium risk" students. All results are discussed at RtI meetings and logged. Teachers have access to the log through Google Drive if they want to add or update information. Performance results are shared at parent meetings, board meetings and staff meetings. Teachers use formative assessments to guide their daily instruction. Grade level teams meet weekly with their team to plan. We will also continue Instructional Learning Cycles to support our math programming at the K-2 level. Collaborative meetings will be scheduled to support this process.

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

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

To meet the needs of our students, we have a variety of strategies to determine the best academic structure for their individual success. The district has adopted an assessment timeline. Various assessments are administered throughout the year to help identify students "at risk, such as DIBELS, phonics screener, Math pre and post assessments, NWEA, DRA, writing rubrics and sight words. Additional assessment data from WIDA are included in the data analysis once it is available. In addition, formative assessments are being built into the curriculum to ensure that instruction is modified in a timely manner. Assessments are logged, monitored and discussed at weekly Rtl meetings with staff.

Students who are not meeting 85% proficiency on targeted skills are identified for Tier 2 interventions and receive targeted explicit instruction in deficit areas. Students will receive Tier 2 interventions for 30-40 minutes 2-4 times a week. Students who continue to show little progress after 6 weeks of intervention or are performing below 65% will receive an additional Tier 3 intervention 20-30 minutes 4 times a week. Students struggling with reading and math are also recommended for after school tutoring and summer school. Students receiving tier 3 support do so from highly qualified teachers along with research based programs such as soar to success, read naturally, and phonics 1st.

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

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

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

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

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learning, such as Whole Brain Teaching strategies, using white boards during whole group carpet instruction, using movement, and a variety of multiple intelligence strategies to meet the needs of all our diverse learners.

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.

We coordinate our funds from general funds, Title I, IIA, Title III, and 31a to implement a school wide program.

Title 1 funds: math coach (priority building set-aside, Title 1 teachers, Instructional Coach, Data Coach, site licenses and other online software, supplemental non-fiction texts, extended day tutoring, parent involvement activities and resources

IIA funds: Professional Staff development in the areas of effective leadership practices, differentiated instruction, best practices, teaching and learning, working with at-risk students Title III funds: ESL paraprofessional, ESL Coach, ESL Certification Tuition reimbursement, training in Language and Literacy Strategies, Parent workshops and workshop materials, parent support classes with childcare.

31 a funds: Instructional Aides

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.

Component 1 Comprehensive Needs Assessment (all stakeholders): general budget, Title I, Title III, 31a, IDEA,

Component 2: School wide Reform Strategy: general budget, Title I, IIA, Title III, 31a, IDEA

Component 3: Instruction By Highly Qualified Staff: general budget, Title I, Title III, 31a, IDEA

Component 4: Strategies to attract Highly Qualified Teachers: general budget

Component 5: High Quality and Ongoing PD: Title I Instructional Coach, General budget PDs, IIA: PDs aligned with Comprehensive Needs Assessment, 31A

Component 6: Strategies to Increase Parental Involvement: General Budget, Title I, IIA, Title III, 31a

Component 7: Preschool Transition Strategies: General Budget

Component 8: Teacher Participation in Making Assessment Decisions: General Budget, Title I, IIA, Title III, 31a, IDEA

Component 9: Timely and Additional Assistance: General Budget, Title I, Title III, 31a, IDEA

Component 10: Coordination and Integration of Federal, State, and Local Resources: General Budget, Title I, Title IIA, Title III, 31a, IDEA

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

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

Evaluation:

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

A school improvement checklist is created through the Needs Assessment with all of the strategies to monitor them throughout the year. At school improvement meetings the team reviews strategies that have been completed and what needs to be implemented along with a plan of action for implementation of goals. Each year we update our learning management plan which details our programs. School leader, instructional coach, and academic support team members conduct walkthroughs throughout the school year checking for program implementation. Our school will also use the MDE program evaluation tool to evaluate program effectiveness.

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

Data from various assessments such as M-Step (when available), WIDA, NWEA, DIBELS, and common teacher assessments are reviewed during Rtl meetings, data dialogue meetings, or school improvement meetings. This data allows us to update our strategies; continuously meeting the needs of our students and determine whether our school wide programs are effective in increasing the achievement of students.

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

Data from various assessments is analyzed for strengths and gaps in our program. Targeted areas for improvement are discussed and the team modifies strategies according to research based practices. We meet with teachers monthly to discuss school improvement items and strategies to meet our goals and the school improvement team then follows up with a meeting to review school wide results. Changes are made accordingly. We look for a year and half or more growth from students who are furthest from achieving the standards.

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

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

2016-17 School Improvement Plan Final Draft

Overview

Plan Name

2016-17 School Improvement Plan Final Draft

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Cesar Chavez Academy Lower Elementary will become proficient in reading.	Objectives: 2 Strategies: 9 Activities: 47	Academic	\$728450
2	All students at Cesar Chavez Academy will be proficient in math.	Objectives: 1 Strategies: 6 Activities: 20	Academic	\$503500
3	All Students at Cesar Chavez Lower Elementary will become proficient in Social Studies.	Objectives: 1 Strategies: 2 Activities: 13	Academic	\$83000
4	All students at Cesar Chavez Lower Elementary will become proficient in Science.	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$22000
5	All students at Cesar Chavez Lower Elementary School will become proficient in Writing.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$17000
6	All English learners will improve their English language acquisition and improve their performance in reading and math as measured through NWEA	Objectives: 2 Strategies: 1 Activities: 2	Academic	\$5000

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

Measurable Objective 1:

A 5% increase of Kindergarten, First and Second grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in fluency, comprehension, phonics, phonemic awareness, blending, word recognition in English Language Arts by 06/21/2017 as measured by NWEA, state mandated assessments, WIDA, DIBELS, classroom formative and summative assessments and phonics and phonemic awareness screeners.

Strategy 1:

Response to Intervention - Students will receive target research based instruction on individual academic need. Tiered instruction will be scheduled daily to meet the needs of tier 2 and 3 students. Teachers will strengthen tier 1 instruction to ensure the number of tier 2 and 3 student decreases. Data/RTI teams will meet every 6 weeks to discuss progress of individual students based on multiple data assessments and progress monitoring tools. Continue school wide screener of DIBELS 3x a year and progress monitoring. Continue reading intervention programs: Phonics 1st, Read Naturally, Phonemic awareness, Soar to Success, sight word interventions, comprehension, 9 Reading Interventionist for grade K-2, On-going training to sustain intervention programs Data reviewed and monitored at weekly co-plan meetings with staff, Interventions aligned with school wide assessment data and student needs, Interventions aligned with Houghton Mifflin Program, Making Meaning and Phonics 1st and the inclusion of informational leveled readers

Category: Learning Support Systems

Research Cited: RTI: The Forgotten Tier by Joanne Allain

RtI Action Network

What Really Matters in Response to Intervention by Richard Allington

Annual Growth, Catch Up Growth by Lynn Fielding

Tier: Tier 2

Activity - 31A Highly Qualified Aides	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
31A Highly Qualified aides provide interventions for students who are at risk in reading and math. Assessment data is obtained through a variety of assessments. Interventions are based on targeted skills.	Direct Instruction, Academic Support Program	Tier 2	Monitor	08/22/2016	09/30/2017	\$230000	Section 31a	School leader, instructional coach, instructional support staff and 31a Highly Qualified Aides

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Activity - After School Study Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify students that are at risk in language arts for after school support on targeted skills.	Direct Instruction, Academic Support Program	Tier 3	Monitor	08/22/2016	09/30/2017	\$11000	Title I Part A, Section 31a	School leader, coach, teachers and highly qualified aides
Activity - Title I Teachers-Data Driven Targeted Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Align intervention needs with school wide data and student needs. Maintain 3 Title I Reading and math Interventionists. Professional Development for intervention programs. Review and monitor data each week at co-plans ,Align interventions to Houghton Mifflin, Making Meaning, and Phonics 1st programs, Progress monitoring, Rtl materials to support small group instruction, Computer-based Reading programs	Direct Instruction, Academic Support Program	Tier 3	Monitor	08/22/2016	09/30/2017	\$180000	Title I Part A	Administrati on, Instructional Coach, Teachers, Title I teachers
Activity - ELL Extended Day Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
WIDA Assessment data will be utilized to identify students performing at basic and low intermediate level. Students at basic and low intermediate will be invited to attend ELL Extended Program targeting deficit areas of WIDA. Teachers and support staff will administer the support for the students.	Direct Instruction, Academic Support Program	Tier 3	Monitor	08/22/2016	09/30/2017	\$8000	Title III	School leader, coach, ELL teacher and paraprofessionals
Activity - ELL Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESL certified teacher will be responsible for providing academic support for teachers and support staff with guidance on SIOP strategies and other ESL best practices in the classroom through coaching	Direct Instruction, Academic Support Program	Tier 3	Monitor	08/22/2016	09/30/2017	\$11000	Title III	School leader, coach and ELL coach
Activity - Summer School Staff and Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Summer school; utilizing end of the year assessment data, students identified at risk in language arts/math will be invited to attend. Supplies to support instruction.	Direct Instruction, Academic Support Program	Tier 3	Monitor	08/22/2016	09/30/2017	\$35000	Section 31a, Section 31a	School leader, coach, teachers and instructional support staff
Activity - Tuition Reimbursement for ELL Endorsement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers who pursue ELL endorsement will receive tuition reimbursement for up to 2 teachers for 3 semesters a year at \$1500 per semester.	Academic Support Program, Recruitment and Retention	Tier 1	Monitor	08/22/2016	09/30/2017	\$9000	Title III	School leader
Activity - Professional Development on RLAC /Phonics First and phonemic awareness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive sustainable and ongoing professional development on targeted interventions.	Direct Instruction, Academic Support Program, Professional Learning	Tier 2	Monitor	08/22/2016	09/30/2017	\$3500	Title II Part A	School leader, instructional coach
Activity - Response to Intervention/Data Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A response to intervention coach will oversee the Rtl process and support in reviewing data, implement intervention groups, schedule parent meetings, facilitate Rtl meetings	Academic Support Program	Tier 1	Implement	08/22/2016	09/30/2017	\$33000	Title II Part A	administration
Activity - Intervention Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Resource materials to assist academic support staff in implementing engaging and motivating interventions in phonemic awareness, phonics, comprehension, vocabulary, fluency	Direct Instruction, Academic Support Program	Tier 3	Monitor	08/22/2016	09/30/2017	\$3000	Section 31a	administration, instructional coach, support staff

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Activity - Professional Development for supporting English Language Learners	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Strategies to support English Language Learners for all instructional staff and the opportunity for 2 staff members to attend MABE conference	Professional Learning	Tier 1	Monitor	08/22/2016	09/30/2017	\$5300	Title III, Title III	administration, instructional coach, instructional staff
Activity - ELL Summer Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL students will receive academic support for students scoring basic and low intermediate on the Spring WIDA during an extension of summer school	Direct Instruction, Academic Support Program	Tier 3	Monitor	08/22/2016	09/30/2017	\$3200	Title III	Administration, instructional coach, ELL teacher, support staff
Activity - ESL Resource Materials for supporting students in small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Materials to support vocabulary, comprehension, and listening skills including Expanding Expression tool kits for developing expressive language for students scoring basic, low and high intermediate on WIDA such as audio books and audio players, tag readers, MP3 players, Leapfrog instructional videos, instructional games that support language development	Academic Support Program	Tier 2	Monitor	08/22/2016	09/30/2017	\$3600	Title III	Administration, instructional coach, ELL teacher, support staff
Activity - ELL iPad applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL applications to reinforce phonics, phonemic awareness, vocabulary, sight words, reading comprehension and fluency	Technology	Tier 2	Monitor	08/22/2016	09/30/2017	\$1000	Title III	Administration, instructional coach, ELL support staff
Activity - Audio Books/Bilingual Books	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Audio and bilingual picture books to promote language development and support English acquisition, reading comprehension and support differentiation of instruction.	Technology	Tier 2	Monitor	08/22/2016	09/30/2017	\$3000	Title III	Administrati on, instructiona l coach, instructiona l staff, ELL teacher
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Activity - Student take home bags	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Students at risk in language development, vocabulary, comprehension, and word recognition will receive a student work bag that will be signed out weekly by parents. Take home bags will include activities that will support the aforementioned skills	Academic Support Program	Tier 3	Monitor	08/22/2016	09/30/2017	\$1500	Title III	Administrati on, instructiona l coach, ELL teacher, support staff

Activity - Summer School Program Administrator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Summer school administrator will support administrative team by creating summer school program, pulling together the curriculum and resources and taking care of the daily needs of summer school students and teachers.	Curriculum Developme nt, Academic Support Program	Tier 3	Monitor	08/22/2016	09/30/2017	\$3000	Title I Part A	administrati ve team, summer school program administrat or

Strategy 2:

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

Category: Learning Support Systems

Research Cited: To be reviewed

Tier: Tier 1

Activity - Utilize Technology/Hardware in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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Students will use iPads, laptops, desktops, NEOS, audio players, and other hardware to increase mastery and work at their ability level to address the gap in achievement.	Technology	Tier 1	Monitor	08/22/2016	09/30/2017	\$10000	Title I Part A	School leader, coach, teachers and support staff
Activity - Utilize Software Licenses to Engage Learners	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use learning atoz.com, Discovery Education, United Streaming, Moby Max, Starfall, Raz kids, Reading A-Z, Lexia, BrainPop, Interactive White board games (lakeshore) and a variety of iPads applications to enhance whole group as well as independent learning. ESL learning software: BrainPop; to reinforce language acquisition, visual learning and enhance instruction	Technology	Tier 1	Monitor	08/22/2016	09/30/2017	\$5200	Title III, Title I Part A	School leader, coach, teachers, support staff
Activity - Sustainable Professional Development on Using Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will be equipped with essential tools to teach using Ipads and technology.	Professional Learning	Tier 1	Monitor	08/22/2016	09/30/2017	\$2000	Title II Part A	School leader, coach and instructional staff

Strategy 3:

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

Category: Learning Support Systems

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

Tier: Tier 1

Activity - Accelerated Reader	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to implement Accelerated Reader Technology program and Star Reader assessment along with Early Star Literacy.	Technology	Tier 1	Monitor	08/22/2016	09/30/2017	\$3500	Title I Part A	School leader, coach, teachers and support staff

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Activity - Curriculum Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue vertical and horizontal alignment	Implementation	Tier 1	Monitor	08/22/2016	09/30/2017	\$0	No Funding Required	School, coach, teachers and instructional staff
Activity - Ongoing Professional Development - Common Core State Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will increase their skill set on the common core standards and use what they have learned to increase academic progress in ALL students throughout content areas	Professional Learning	Tier 1	Monitor	08/22/2016	09/30/2017	\$5000	Title II Part A	School leader, coach and instructional staff
Activity - Professional Development on Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate differentiated instruction into Tier 1. Provide professional development to instructional staff on effective literacy based activities to research based program/strategies Such as Whole Brain Teaching, Daily 5, Ten a Day, Tiered Instruction and other researched based best practices.	Professional Learning	Tier 1	Monitor	08/22/2016	09/30/2017	\$5000	Title II Part A	School leader, coach, teachers and support staff
Activity - Informational Text and Leveled Readers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will increase the use of informational text by incorporating cross curricular activities (science and social studies) during the reading block. This may include the use of magazines subscriptions and informational trade books.	Implementation	Tier 1	Monitor	08/22/2016	09/30/2017	\$6500	Title I Part A, Title I Part A	School leader, coach and instructional staff
Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hire an Instructional Coach that would provide teachers with instructional support, coaching, feedback on best practices.	Monitor	Tier 1	Monitor	08/22/2016	09/30/2017	\$85000	Title I Part A	School leader, coach and instructional staff

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Activity - Shelter Instruction Observation Protocol (SIOP)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development on the implementation on SIOP for effective execution of SIOP strategies.	Professional Learning	Tier 1	Monitor	08/22/2016	09/30/2017	\$5000	Title II Part A	School leader, coach and instructional staff
Activity - Professional Development on Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will be presented with a variety of strategies on how to implement and utilize the data gathered from formative assessments	Professional Learning	Tier 1	Monitor	08/22/2016	09/30/2017	\$5000	Title II Part A	administration, instructional staff, instructional coach
Activity - Go Observe Observation Tool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Go Observe Web-based site license for Teacher Observations	Professional Learning	Tier 1	Monitor	08/22/2016	09/30/2017	\$200	Title II Part A	administration
Activity - MABE Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MABE conference registration for ELL teacher and administrator to gather and share evidence bases idea to support English Language Learners	Curriculum Development, Professional Learning	Tier 1	Getting Ready	08/22/2016	09/29/2017	\$600	Title III	Administration, instructional coach, ELL teacher
Activity - Implementation of Naiku	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Naiku, or a program similar, is an online assessment platform that will be used to monitor and track the progress of students' understanding of the grade level content (including CCSS, Michigan Science Standards, and Social Studies Standards). It will also drive instruction by providing a link between content standards and student achievement, allowing for targeted interventions and support for students in all Tier levels	Academic Support Program	Tier 1	Implement	08/22/2016	09/30/2017	\$3000	Title I Part A	School Leader, Instructional Coach

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Activity - Professional Development for Instructional Coach and Leader	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school leader and instructional coach will participate in monthly training that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. The training will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, cultivate leadership for all, create a climate that is conducive to learning, cultivate leadership in others, improve instruction, and manage people, data, and process.	Direct Instruction, Walkthrough, Curriculum Development, Career Preparation /Orientation, Academic Support Program, Parent Involvement, Behavioral Support Program, Evaluation, Recruitment and Retention, Communication, Policy and Process, Professional Learning	Tier 1	Implement	08/22/2016	09/30/2017	\$3000	Title II Part A	administration
Activity - Instructional Learning Cycles	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement Instructional Learning Cycles at the K-2 level to support with driving instruction.	Direct Instruction, Implementation	Tier 1	Implement	08/22/2016	09/29/2017	\$0	No Funding Required	Administration and instructional staff
Activity - Marzano 9	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide teachers with professional development on the Marzano 9 Instructional Strategies to ensure the implementation of best practices in the classroom	Direct Instruction, Professional Learning	Tier 1	Implement	08/22/2016	09/29/2017	\$5000	Title I Part A	Administration and instructional staff

Priority School Improvement Plan

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Strategy 4:

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

Category: Learning Support Systems

Research Cited: MDE publications

Tier: Tier 1

Activity - Parent Friendly Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create Parent Friendly curriculum that is translated into Spanish based on common core state standards.	Parent Involvement	Tier 1	Implement	08/22/2016	09/30/2017	\$0	No Funding Required	School leader

Activity - Dia De La Mujer Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dia De La Mujer held at Michigan State Univ. Open to 50 parents on a first-come, first-serve basis. The 1-day conference in March is designed to provide Michigan Latinas with the opportunity to develop support systems to overcome challenging areas. Agenda is tailored to Latinas' social/academic issues, is a source of education/development for employment, educational opportunities & empowerment of Latinas.	Parent Involvement	Tier 1	Monitor	08/22/2016	09/30/2017	\$750	Title I Part A	School leader

Activity - Parent Leadership Institutes and Give aways	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly morning meetings are held for parents to give research based information on how to help their child excel in school. Raffles of instructional materials will be made weekly to encourage participation and learning in the home.	Parent Involvement	Tier 1	Monitor	08/22/2016	09/30/2017	\$4100	Title I Part A, Title III	School leader, staff

Activity - Parent ESL Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent workshop materials: ESL resources, learning manipulatives, and visual aides; to focus on academic strategies that parents can implement at home; for 40 parents; 35 weekly meetings.	Parent Involvement	Tier 1	Monitor	08/22/2016	09/30/2017	\$2100	Title III	School leader, coach and instructional staff

Activity - ESL Parent Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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ESL Parent classes for 25 parents for 19 weeks 3 times a week and child care	Direct Instruction, Parent Involvement	Tier 1	Monitor	08/22/2016	09/30/2017	\$2400	Title III, Title III	administration
Activity - Home Visit	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Stipends for teachers who conduct home visits for students who are at-risk	Parent Involvement	Tier 2	Monitor	08/22/2016	09/30/2017	\$2000	Title I Part A	administration, community liaison, teachers, support staff, instructional support
Activity - After School Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school events such as literacy night, math night, and science night that will engage families will instructional activities and strategies that can be done at home. Students will be able to take home manipulatives, books, and learning games to bridge the home/school connection.	Parent Involvement	Tier 1	Monitor	08/22/2016	09/30/2017	\$1500	Title I Part A	administrative team, teachers, support staff
Activity - Parent Newsletter Subscriptions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Subscriptions to newsletters for parents to support the home/school connection and support parents with added strategies	Academic Support Program, Parent Involvement	Tier 1	Monitor	08/22/2016	09/30/2017	\$500	Title I Part A	administrative team, community liaison

Strategy 5:

Academic Support through Coaching - An ELA coach will be contracted to provide job-embedded professional development to teachers in best practices for ELA instruction. This will be done through the use of instructional learning cycles. The ELA coach will meet with teachers during staff and grade level meetings to discuss depth of knowledge, common assessments and highly effective teaching strategies. ELA coach will observe instruction in the classroom to guide the processes and provide feedback to impact student learning.

Category: English/Language Arts

Research Cited: job-embedded professional development

Tier: Tier 1

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Activity - ELA Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assign an ELA coach that will support with job-embedded professional development, instructional learning cycles and coaching through observations and feedback	Academic Support Program	Tier 1	Implement	08/22/2016	09/30/2017	\$10000	Title I Part A	Administration

Strategy 6:

Effective Coordination of School Wide School Improvement - Assistance in the planning, implementing, monitoring, and evaluation of school-wide improvement strategies

Category: Other - School Improvement

Research Cited: Administration

Tier: Tier 1

Activity - School Improvement Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school Improvement coach will provide assistance to the academy's School Improvement Team in planning, implementing, monitoring and evaluating school improvement strategies in order to ensure fidelity and effectiveness, including the coordination and implementation of federal, state and local resources and programs. The coach will promote a knowledge base of effective strategies, assist in on-site professional learning, and participate in on-going and extensive professional development.	Curriculum Development, Academic Support Program, Parent Involvement, Behavioral Support Program, Professional Learning	Tier 1	Implement	08/22/2016	05/01/2017	\$10000	Title I Part A	administration

Strategy 7:

Attendance Coordinator - Attendance coordinator will be responsible for keeping track of student attendance and contacting parents with chronic attendance issues. An attendance contract will be established by parent, attendance coordinator and school leader with strategies to support with improving attendance.

Category: Career and College Ready

Research Cited: truancy-negative impact on education

Tier: Tier 1

Activity - Attendance Coordinator- stipend	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Priority School Improvement Plan

Cesar Chavez Academy Elementary

Stipend provided to attendance coordinator for keeping track of attendance and contacting families of truant students	Academic Support Program	Tier 3	Implement	08/22/2016	09/30/2017	\$4000	Title I Part A	Administration, Community Liaison
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Strategy 8:

Reaching all Students - To decrease the achievement gap and improve educational outcome for students that are homeless or in foster care the school will provide transportation, breakfast/lunch, social work services, and if needed based on benchmark and academic grades, Response to Intervention and after school tutoring.

Category: Learning Support Systems

Research Cited: McKinney Vento

Tier: Tier 1

Activity - Reaching all Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The community liaison will keep records of the status of students and report to the school leader if a student becomes homeless. Both will then monitor the students attendance, academics, and behavior and provide supports accordingly	Getting Ready	Tier 1	Monitor	08/22/2016	09/29/2017	\$0	Title I Schoolwide	Administration and Community liaison

Measurable Objective 2:

100% of Students with Disabilities students will increase student growth on phonics, phonemic awareness, fluency, vocabulary and comprehension in Reading by 06/16/2017 as measured by NWEA assessments, DRA, and benchmark screeners.

Strategy 1:

Setting clear learning objectives for all students, including special education students - Lesson plans will be completed in collaboration between general education and special education teachers. The general education teacher prepares the first draft of the lesson plan. The special education and general education teachers then meet to discuss the plan. The special education teacher then creates a separate lesson plan, which mirrors the general education plan but modifies it based on the needs of the special education students in the class. Planning time will be built into the schedule to allow for this collaboration.

Category: English/Language Arts

Research Cited: Marzano's high yield strategies

Tier: Tier 1

Activity - Professional Development on co teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Classroom teachers and Special Education teachers will engage in professional development on how to effectively engage in co-planning.	Academic Support Program, Behavioral Support Program	Tier 1	Getting Ready	08/22/2016	09/30/2017	\$3000	Title II Part A	administration, classroom teachers, Special Education teachers
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Goal 2: All students at Cesar Chavez Academy will be proficient in math.

Measurable Objective 1:

A 5% increase of Kindergarten, First and Second grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in number and operations, algebra, geometry, measurement, data analysis and probability in Mathematics by 06/21/2017 as measured by classroom assessments, Moby Max and NWEA.

Strategy 1:

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

Category: Learning Support Systems

Research Cited: RTI network, articles and literature

Tier: Tier 1

Activity - Daily Research and Evidence Based Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive targeted instruction for 25-30 minutes 5 days a week on deficit skills	Academic Support Program	Tier 2	Monitor	08/22/2016	09/30/2017	\$370000	Title I Part A, Section 31a	School leader, coach and instructional staff

Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will attend after school tutoring at least twice a week to work in small groups on skills and standards that is a result of analysis of data.	Direct Instruction, Academic Support Program	Tier 3	Monitor	08/22/2016	09/30/2017	\$5000	Title I Part A	School leader, coach, teachers and support staff

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Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be invited to attend summer school to receive intensive targeted interventions for six weeks.	Direct Instruction, Academic Support Program	Tier 3	Monitor	08/22/2016	09/30/2017	\$29000	Section 31a	School leader, coach and instructional staff

Activity - Professional Development on RTI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will be planned at least twice a year, on and off campus, to inform instructional staff on systems, procedures and policies to improve students' performance. School leader and instructional coach will also attend monthly meetings that discuss and present on the RTI process.	Professional Learning	Tier 1	Monitor	08/22/2016	09/30/2017	\$4500	Title II Part A	School leader and coach

Activity - Kinder Summer Institute	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students exiting preschool and commencing to Kindergarten will engage in daily activities to strengthen their math and reading skills to prepare them for a successful kindergarten year.	Direct Instruction, Academic Support Program	Tier 1	Monitor	08/22/2016	09/30/2017	\$23000	Title I Part A	School leader, coach and instructional staff

Strategy 2:

Use of Technology - Implement various components of technology; promethean boards, laptops, United Streaming, NEO's, iPads into math curriculum to engage learners with various strategies to address the achievement gap.

Category:

Research Cited: Common Core Standards and MACUL

Tier: Tier 1

Activity - Technology Integration to Enhance Teaching and Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To ensure and effective integration of technology, interactive boards and the technology to run them, will be added to select classrooms. iPads, chromebooks, laptops, tablets and other electronic devices will be available for classroom activities. Students will have access to school computer carts, desktops, laptops and/or electronic devices allowing them to use this technology to do research for papers and projects, take assessments, produce reports and practice skills.	Technology	Tier 1	Monitor	08/22/2016	09/30/2017	\$2000	Title I Part A	School leader, coach and instructional staff

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Activity - Professional Development on Utilizing Technology in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will be presented with techniques and strategies in relationship to technology to increase student's progress.	Professional Learning	Tier 1	Monitor	08/22/2016	09/30/2017	\$2000	Title II Part A	School leader, coach and instructional staff

Activity - Web based programs-NWEA and Moby Max	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NWEA and Moby Max will be utilized to assess students' growth and mastery in math to improve and drive instruction.	Technology	Tier 1	Monitor	08/22/2016	09/30/2017	\$6000	Title I Part A	School leader, coach and instructional staff

Strategy 3:

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

Category: Mathematics

Research Cited: Articles, Literature, Professional Learning

Tier: Tier 1

Activity - Math Centers and Hands on Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage in learning activities that address their areas of weaknesses with manipulatives, technology, games, peer tutoring, etc....	Direct Instruction	Tier 1	Monitor	08/22/2016	09/30/2017	\$2500	Section 31a	School leader, coach and instructional staff

Activity - Pre/Post Math Assessment K-2 aligned to common core state	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pre/Post test given each year to k-2 will be aligned to common core state standards in conjunction with MyMath and everyday math strategies	Implementation	Tier 1	Monitor	08/22/2016	09/30/2017	\$0	No Funding Required	School leader, coach and instructional staff

Activity - Professional Development on D.I.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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On site and off site opportunities will be planned and offered to inform teachers on best practices and D.I.	Professional Learning	Tier 1	Monitor	08/22/2016	09/30/2017	\$4500	Title II Part A	School leader, coach and instructional staff
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Strategy 4:

Effective Tier 1 Instruction - Improve core instruction by collecting assessment data to determine areas for improvement through the use of best practices and research based methods along with the implementation of Instructional Learning Cycles through the support of an ILC Coach

Category: Mathematics

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

Tier: Tier 1

Activity - Instructional Learning Cycles	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-2 teachers will engage in Instructional learning cycles as part of professional learning and to engage in analyzing data to drive instruction and incorporating best practices. An ILC coach will support with facilitating and data analysis	Curriculum Development, Academic Support Program, Professional Learning	Tier 1	Implement	08/22/2016	09/30/2017	\$10000	Section 31a	classroom teachers, support staff

Activity - Professional Development- Rigor and Cognitive Demand	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development to support rigor and cognitive demand	Professional Learning	Tier 1	Implement	08/22/2016	09/30/2017	\$5000	Title I Part A	administrative team

Activity - Curriculum Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to ensure alignment of the curriculum both vertical and horizontal. A team of teachers will continue working on gathering resources to support instruction such as; project based assignments, vocabulary, best practices, and rigorous lessons directly tied to standards	Direct Instruction, Academic Support Program, Professional Learning	Tier 1	Monitor	08/22/2016	09/30/2017	\$8000	Title I Part A	administrative team and teachers

Activity - Professional Development- Best Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will participate in professional development to continue enhancing their craft. Professional development will target best practices in math- such as math talk, Marzano, Guided Math,	Professional Learning	Tier 1	Monitor	08/22/2016	09/30/2017	\$5000	Title I Part A	administrative team, instructional coach
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Activity - Implementation of Naiku	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Naiku, or a program similar, is an online assessment platform that will be used to monitor and track the progress of students' understanding of the grade level content (including CCSS, Michigan Science Standards, and Social Studies Standards). It will also drive instruction by providing a link between content standards and student achievement, allowing for targeted interventions and support for students in all Tier levels	Academic Support Program	Tier 1	Implement	08/22/2016	09/30/2017	\$3000	Title I Part A	School Leader and Instructional Coach

Activity - Professional Development for Instructional Coach and Leader	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school leader and instructional coach will participate in monthly training that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. The training will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, cultivate leadership for all, create a climate that is conducive to learning, cultivate leadership in others, improve instruction, and manage people, data, and process.	Walkthrough, Curriculum Development, Career Preparation /Orientation, Academic Support Program, Parent Involvement, Community Engagement, Behavioral Support Program, Evaluation, Recruitment and Retention, Communication, Policy and Process, Professional Learning	Tier 1	Implement	08/22/2016	09/30/2017	\$3000	Title II Part A	administration

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Activity - Mountain Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support with spiraling skills throughout the school year	Academic Support Program	Tier 1	Implement	08/22/2016	09/30/2017	\$1000	Section 31a	Instructional Coach

Strategy 5:

Academic Support through Coaching - A Math coach will be contracted to provide job-embedded professional development to teachers in best practices for mathematics instruction. This will be done through the use of instructional learning cycles. The Math coach will meet with teachers during staff, grade level meetings or prep time to discuss depth of knowledge, common assessments and highly effective teaching strategies. The math coach will observe instruction in the classroom to guide the processes and provide feedback to impact student learning.

Category: Mathematics

Research Cited: job- embedded professional development

Tier: Tier 1

Activity - Math Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assign math coach	Academic Support Program	Tier 1	Implement	08/22/2016	09/30/2017	\$10000	Title I Schoolwide	Administration

Strategy 6:

Effective Coordination of School Wide School Improvement Strategy Effective Coordination of School Wide School Improvement - Assistance in the planning, implementing, monitoring, and evaluating of school-wide improvement strategies

Category: Other - School Improvement

Research Cited: Administration

Tier: Tier 1

Activity - School Improvement Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The school Improvement coach will provide assistance to the academy's School Improvement Team in planning, implementing, monitoring and evaluating school improvement strategies in order to ensure fidelity and effectiveness, including the coordination and implementation of federal, state, and local resources and programs. The coach will promote a knowledge base of effective strategies, assist in on-site professional learning, and participate in on-going and extensive professional development.	Curriculum Development, Academic Support Program, Parent Involvement, Behavioral Support Program, Policy and Process, Professional Learning	Tier 1	Implement	08/22/2016	09/30/2017	\$10000	Title I Part A	Administration
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Goal 3: All Students at Cesar Chavez Lower Elementary will become proficient in Social Studies.

Measurable Objective 1:

A 5% increase of Kindergarten, First and Second grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency on content standards in Social Studies by 06/21/2017 as measured by summative assessments and end of the year grade level exit exams.

Strategy 1:

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

Category: Social Studies

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

Tier: Tier 1

Activity - Software and iPad Applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will make connections to real life when using BrainPop, discovery learning, iPads to reinforce what has been taught in the classroom and utilize technology for reports and projects	Technology	Tier 1	Monitor	08/22/2016	09/30/2017	\$5000	Title I Part A	Administrative team, instructional coach, teachers

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Activity - Field Trips to Community Organizations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have hands on experiences and real world experiences by participating on field trips to community based organizations	Field Trip	Tier 1	Implement	08/22/2016	09/30/2017	\$5000	Title I Part A	Administration, instructional coach, teachers
Activity - Informational text/ literature aligned to MC3 Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize a variety of grade level appropriate informational text to support learning, such as trade books and student magazines	Direct Instruction	Tier 1	Monitor	08/22/2016	09/30/2017	\$5000	Title I Part A	Administration, instructional coach, teachers
Activity - Culturally Responsive Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide teachers with professional learning opportunities for creating a culturally responsive classroom to support our diverse learners	Professional Learning	Tier 1	Implement	08/22/2016	09/29/2017	\$5000	Title II Part A	Administration and Instructional staff

Strategy 2:

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

Category: School Culture

Research Cited: Wayne RESA, PBIS.org

Tier: Tier 1

Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in character education program and bully prevention	Behavioral Support Program	Tier 1	Monitor	08/22/2016	09/30/2017	\$1000	Section 31a	Administration, instructional coach, teachers, social worker

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Activity - Security Guard	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase security within school grounds to support our goal of providing a safe learning environment	Behavioral Support Program	Tier 1	Implement	08/22/2016	09/30/2017	\$35000	Section 31a	Administration, instructional coach, social worker
Activity - Upgrade surveillance system	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Upgrade Schoolwide surveillance system	Other - Security cameras	Tier 1	Implement	08/22/2016	09/30/2017	\$8000	Section 31a	Administration
Activity - PBIS Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through our PBIS program students acquire incentives such as pencils, trophies, stickers and small toys as a reward for being following school expectations, assemblies by performers such as magicians or kids song musicians	Behavioral Support Program	Tier 1	Monitor	08/22/2016	09/30/2017	\$5000	Section 31a	Administration, PBIS Team, instructional coach
Activity - Professional development for PBIS to enhance program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and staff will participate on a PBIS event that will enhance the program.	Professional Learning	Tier 1	Monitor	08/22/2016	09/30/2017	\$2000	Title I Part A	Administration, instructional coach, PBIS Team, teachers, students
Activity - Professional development-team building	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in team building activities to enhance collaboration and maintain a positive culture	Professional Learning	Tier 1	Monitor	08/22/2016	09/30/2017	\$2000	Title II Part A	Administration, instructional coach, teachers

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Activity - Materials for Star Parties	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students invited to Star Party or Green Parties for meeting behavior expectations participate in monthly parties. Parties vary by month but include; ice cream parties, technology parties, crafts, popcorn parties,	Materials	Tier 1	Monitor	08/22/2016	09/30/2017	\$2000	Section 31a	administration team, PBIS team
Activity - Professional Development- Teaching Children in Poverty	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and support staff will engage in professional development that will provide a comprehensive view of students in poverty and their learning needs	Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/22/2016	09/30/2017	\$5000	Title I Part A	Administration
Activity - Summer School Behavior Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Behavior Interventionist will support with ensuring students acclimating incoming kinder students to the school setting and provide students and teachers with strategies to be successful in the classroom.	Academic Support Program, Behavioral Support Program	Tier 3	Implement	08/22/2016	09/30/2017	\$3000	Section 31a	administration

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

Measurable Objective 1:

A 5% increase of Kindergarten, First and Second grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency on content standards in Science by 06/21/2017 as measured by Classroom Summative Assessments and end of the year grade level exit exams.

Strategy 1:

Hands-on or Inquiry Based Science Instruction - Using data from benchmark assessments, the leader along with staff will select and purchase scientific related resources (Picture Perfect) to address the areas of concern. Science kits, live animals, leveled readers, additional science lab materials will be purchased to transform our science classes offering inquiry based and hands-on instruction dependent upon the Michigan Science Standards.

Category: Science

Research Cited: Common Core standards and science content standards

Tier: Tier 1

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Activity - Field Trip to Science Center; Detroit, Imagination Station, Sea Life Aquarium	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have a hands on experience to state standards by participating in field trips	Field Trip	Tier 1	Monitor	08/22/2016	09/30/2017	\$3500	Title I Part A	School leader, coach and instructional staff
Activity - Weekly Science Experiments-Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will witness and partake in the inquiry process by completing various science projects that will enhance their understanding. Materials may be purchased to support experiments aligned to Michigan Science Standards	Direct Instruction	Tier 1	Monitor	08/22/2016	09/30/2017	\$6000	Title I Part A	School leader, coach and instructional staff
Activity - Science Fair	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in grades K-2 will complete a science fair project focusing on the Scientific Process.	Direct Instruction	Tier 1	Monitor	08/22/2016	09/30/2017	\$500	General Fund	School leader, coach and instructional coach
Activity - Professional development on cross curricular instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD on cross curricular instruction to support teachers in implementing high engaging lessons	Professional Learning	Tier 1	Monitor	08/22/2016	09/30/2017	\$4500	Title II Part A	Administration, instructional coach, teachers
Activity - Informational text/ literature aligned to support science units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Informational Text/literature that supports the integration of literacy across content areas	Academic Support Program	Tier 1		08/22/2016	09/30/2017	\$5000	Section 31a	Administration, Instructional Coach, classroom teachers, Science Teacher

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Activity - Science A-Z	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science A-Z web-based program to support with informational text and inquiry based science experiments.	Academic Support Program	Tier 1	Monitor	08/22/2016	09/30/2017	\$2500	Title I Part A	administration, classroom teachers, science teacher

Strategy 2:

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

Category: Science

Research Cited: To be reviewed

Tier: Tier 1

Activity - Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are scheduled to meet weekly to discuss data related to science and how the students are progressing and develop a plan to address the deficient areas.	Teacher Collaboration, Curriculum Development	Tier 1	Monitor	08/22/2016	09/30/2017	\$0	No Funding Required	School leader, coach and instructional staff

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

Measurable Objective 1:

5% of Kindergarten, First and Second grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency on content standards in Writing by 06/21/2017 as measured by summative assessments and writing rubrics.

Strategy 1:

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

Category: Career and College Ready

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: Tier 1

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Activity - Supplemental Materials to Writing Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will increase their writing abilities when using supporting activities to increase comprehension and mastery of ELA/Writing Common Core.	Materials, Direct Instruction	Tier 1	Monitor	08/22/2016	09/30/2017	\$1000	Title I Part A	School leader, coach and instructional staff

Activity - Professional Development- Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
D.I. will be promoted when students represent what they already know and show their ability to organize information in multiple ways.	Direct Instruction	Tier 1	Monitor	08/22/2016	09/30/2017	\$5000	Title I Part A	School leader, coach and instructional

Activity - Professional Development- writing across the curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD on incorporating writing across the curriculum	Academic Support Program	Tier 1	Monitor	08/22/2016	09/30/2017	\$4500	Title I Part A	Administration, instructional coach, teachers

Strategy 2:

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

Category: Learning Support Systems

Research Cited: RtI: The forgotten Tier by Joanne Allain

Tier: Tier 2

Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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After school Tutoring will be offered to students who maintain a 2 or lower on their weekly writing samples. Score will be based on writing rubrics ranging from 1-6. After school writing tutoring will be delivered by highly qualified teachers or aides.	Academic Support Program	Tier 2	Implement	08/22/2016	09/30/2017	\$6500	Section 31a	school leader, instructional coach, classroom teachers and support staff
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Goal 6: All English learners will improve their English language acquisition and improve their performance in reading and math as measured through NWEA

Measurable Objective 1:

52% of English Learners students will increase student growth on annual assessment in English Language Arts by 06/21/2017 as measured by WIDA.

(shared) Strategy 1:

Use SIOP Strategies - All teachers of ELs will use SIOP strategies during their daily instruction to English Learners.

Category: Learning Support Systems

Research Cited: SIOP, WIDA

Tier: Tier 1

Activity - Active Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will include active engagement strategies in their instruction through the use of technology, think-pair-share, and other engagement strategies	Direct Instruction	Tier 1		08/22/2016	09/30/2017	\$0	No Funding Required	administrative team, teachers

Activity - Professional Development- SIOP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In order to maintain teachers up to date with strategies our school will provide training on SIOP components to all teachers working with ELs.	Professional Learning	Tier 1	Monitor	08/22/2016	09/30/2017	\$5000	Title III	administrative team, teachers

Measurable Objective 2:

23% of English Learners students will demonstrate a proficiency on annual assessment in English Language Arts by 06/21/2017 as measured by WIDA.

(shared) Strategy 1:

Use SIOP Strategies - All teachers of ELs will use SIOP strategies during their daily instruction to English Learners.

Category: Learning Support Systems

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Research Cited: SIOP, WIDA

Tier: Tier 1

Activity - Active Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will include active engagement strategies in their instruction through the use of technology, think-pair-share, and other engagement strategies	Direct Instruction	Tier 1		08/22/2016	09/30/2017	\$0	No Funding Required	administrative team, teachers
Activity - Professional Development- SIOP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In order to maintain teachers up to date with strategies our school will provide training on SIOP components to all teachers working with ELs.	Professional Learning	Tier 1	Monitor	08/22/2016	09/30/2017	\$5000	Title III	administrative team, teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Curriculum Alignment	Continue vertical and horizontal alignment	Implementation	Tier 1	Monitor	08/22/2016	09/30/2017	\$0	School, coach, teachers and instructional staff
Grade Level Meetings	Teachers are scheduled to meet weekly to discuss data related to science and how the students are progressing and develop a plan to address the deficient areas.	Teacher Collaboration, Curriculum Development	Tier 1	Monitor	08/22/2016	09/30/2017	\$0	School leader, coach and instructional staff
Pre/Post Math Assessment K-2 aligned to common core state	Pre/Post test given each year to k-2 will be aligned to common core state standards in conjunction with MyMath and everyday math strategies	Implementation	Tier 1	Monitor	08/22/2016	09/30/2017	\$0	School leader, coach and instructional staff
Instructional Learning Cycles	Implement Instructional Learning Cycles at the K-2 level to support with driving instruction.	Direct Instruction, Implementation	Tier 1	Implement	08/22/2016	09/29/2017	\$0	Administration and instructional staff
Active Engagement	All teachers will include active engagement strategies in their instruction through the use of technology, think-pair-share, and other engagement strategies	Direct Instruction	Tier 1		08/22/2016	09/30/2017	\$0	administrative team, teachers
Parent Friendly Curriculum	Create Parent Friendly curriculum that is translated into Spanish based on common core state standards.	Parent Involvement	Tier 1	Implement	08/22/2016	09/30/2017	\$0	School leader

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Science Fair	All students in grades K-2 will complete a science fair project focusing on the Scientific Process.	Direct Instruction	Tier 1	Monitor	08/22/2016	09/30/2017	\$500	School leader, coach and instructional coach
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Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Coach	Assign math coach	Academic Support Program	Tier 1	Implement	08/22/2016	09/30/2017	\$10000	Administration
Reaching all Students	The community liaison will keep records of the status of students and report to the school leader if a student becomes homeless. Both will then monitor the students attendance, academics, and behavior and provide supports accordingly	Getting Ready	Tier 1	Monitor	08/22/2016	09/29/2017	\$0	Administration and Community liaison

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Character Education	Students will participate in character education program and bully prevention	Behavioral Support Program	Tier 1	Monitor	08/22/2016	09/30/2017	\$1000	Administration, instructional coach, teachers, social worker
Instructional Learning Cycles	K-2 teachers will engage in Instructional learning cycles as part of professional learning and to engage in analyzing data to drive instruction and incorporating best practices. An ILC coach will support with facilitating and data analysis	Curriculum Development, Academic Support Program, Professional Learning	Tier 1	Implement	08/22/2016	09/30/2017	\$10000	classroom teachers, support staff
After School Study Skills	Identify students that are at risk in language arts for after school support on targeted skills.	Direct Instruction, Academic Support Program	Tier 3	Monitor	08/22/2016	09/30/2017	\$6500	School leader, coach, teachers and highly qualified aides

Priority School Improvement Plan

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Daily Research and Evidence Based Interventions	Students will receive targeted instruction for 25-30 minutes 5 days a week on deficit skills	Academic Support Program	Tier 2	Monitor	08/22/2016	09/30/2017	\$230000	School leader, coach and instructional staff
Upgrade surveillance system	Upgrade Schoolwide surveillance system	Other - Security cameras	Tier 1	Implement	08/22/2016	09/30/2017	\$8000	Administration
Security Guard	Increase security within school grounds to support our goal of providing a safe learning environment	Behavioral Support Program	Tier 1	Implement	08/22/2016	09/30/2017	\$35000	Administration, instructional coach, social worker
PBIS Incentives	Through our PBIS program students acquire incentives such as pencils, trophies, stickers and small toys as a reward for being following school expectations, assemblies by performers such as magicians or kids song musicians	Behavioral Support Program	Tier 1	Monitor	08/22/2016	09/30/2017	\$5000	Administration, PBIS Team, instructional coach
Summer School Staff and Supplies	Summer school; utilizing end of the year assessment data, students identified at risk in language arts/math will be invited to attend. Supplies to support instruction.	Direct Instruction, Academic Support Program	Tier 3	Monitor	08/22/2016	09/30/2017	\$2000	School leader, coach, teachers and instructional support staff
Summer School Staff and Supplies	Summer school; utilizing end of the year assessment data, students identified at risk in language arts/math will be invited to attend. Supplies to support instruction.	Direct Instruction, Academic Support Program	Tier 3	Monitor	08/22/2016	09/30/2017	\$33000	School leader, coach, teachers and instructional support staff
After School Tutoring	After school Tutoring will be offered to students who maintain a 2 or lower on their weekly writing samples. Score will be based on writing rubrics ranging from 1-6. After school writing tutoring will be delivered by highly qualified teachers or aides.	Academic Support Program	Tier 2	Implement	08/22/2016	09/30/2017	\$6500	school leader, instructional coach, classroom teachers and support staff
Math Centers and Hands on Materials	Students will engage in learning activities that address their areas of weaknesses with manipulatives, technology, games, peer tutoring, etc....	Direct Instruction	Tier 1	Monitor	08/22/2016	09/30/2017	\$2500	School leader, coach and instructional staff

Priority School Improvement Plan

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31A Highly Qualified Aides	31A Highly Qualified aides provide interventions for students who are at risk in reading and math. Assessment data is obtained through a variety of assessments. Interventions are based on targeted skills.	Direct Instruction, Academic Support Program	Tier 2	Monitor	08/22/2016	09/30/2017	\$230000	School leader, instructional coach, instructional support staff and 31a Highly Qualified Aides
Informational text/literature aligned to support science units	Informational Text/literature that supports the integration of literacy across content areas	Academic Support Program	Tier 1		08/22/2016	09/30/2017	\$5000	Administration, Instructional Coach, classroom teachers, Science Teacher
Summer School	Students will be invited to attend summer school to receive intensive targeted interventions for six weeks.	Direct Instruction, Academic Support Program	Tier 3	Monitor	08/22/2016	09/30/2017	\$29000	School leader, coach and instructional staff
Materials for Star Parties	Students invited to Star Party or Green Parties for meeting behavior expectations participate in monthly parties. Parties vary by month but include; ice cream parties, technology parties, crafts, popcorn parties,	Materials	Tier 1	Monitor	08/22/2016	09/30/2017	\$2000	administration team, PBIS team
Mountain Math	Support with spiraling skills throughout the school year	Academic Support Program	Tier 1	Implement	08/22/2016	09/30/2017	\$1000	Instructional Coach
Summer School Behavior Interventionist	Behavior Interventionist will support with ensuring students acclimating incoming kinder students to the school setting and provide students and teachers with strategies to be successful in the classroom.	Academic Support Program, Behavioral Support Program	Tier 3	Implement	08/22/2016	09/30/2017	\$3000	administration
Intervention Materials	Resource materials to assist academic support staff in implementing engaging and motivating interventions in phonemic awareness, phonics, comprehension, vocabulary, fluency	Direct Instruction, Academic Support Program	Tier 3	Monitor	08/22/2016	09/30/2017	\$3000	administration, instructional coach, support staff

Title III

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

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Professional Development- SIOP	In order to maintain teachers up to date with strategies our school will provide training on SIOP components to all teachers working with ELs.	Professional Learning	Tier 1	Monitor	08/22/2016	09/30/2017	\$5000	administrative team, teachers
ESL Parent Classes	ESL Parent classes for 25 parents for 19 weeks 3 times a week and child care	Direct Instruction, Parent Involvement	Tier 1	Monitor	08/22/2016	09/30/2017	\$1800	administration
Tuition Reimbursement for ELL Endorsement	Teachers who pursue ELL endorsement will receive tuition reimbursement for up to 2 teachers for 3 semesters a year at \$1500 per semester.	Academic Support Program, Recruitment and Retention	Tier 1	Monitor	08/22/2016	09/30/2017	\$9000	School leader
Audio Books/Bilingual Books	Audio and bilingual picture books to promote language development and support English acquisition, reading comprehension and support differentiation of instruction.	Technology	Tier 2	Monitor	08/22/2016	09/30/2017	\$3000	Administration, instructional coach, instructional staff, ELL teacher
ELL iPad applications	ELL applications to reinforce phonics, phonemic awareness, vocabulary, sight words, reading comprehension and fluency	Technology	Tier 2	Monitor	08/22/2016	09/30/2017	\$1000	Administration, instructional coach, ELL support staff
ELL Extended Day Program	WIDA Assessment data will be utilized to identify students performing at basic and low intermediate level. Students at basic and low intermediate will be invited to attend ELL Extended Program targeting deficit areas of WIDA. Teachers and support staff will administer the support for the students.	Direct Instruction, Academic Support Program	Tier 3	Monitor	08/22/2016	09/30/2017	\$8000	School leader, coach, ELL teacher and paraprofessionals
Professional Development for supporting English Language Learners	Strategies to support English Language Learners for all instructional staff and the opportunity for 2 staff members to attend MABE conference	Professional Learning	Tier 1	Monitor	08/22/2016	09/30/2017	\$300	administration, instructional coach, instructional staff
ESL Parent Classes	ESL Parent classes for 25 parents for 19 weeks 3 times a week and child care	Direct Instruction, Parent Involvement	Tier 1	Monitor	08/22/2016	09/30/2017	\$600	administration

Priority School Improvement Plan

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ESL Resource Materials for supporting students in small group instruction	Materials to support vocabulary, comprehension, and listening skills including Expanding Expression tool kits for developing expressive language for students scoring basic, low and high intermediate on WIDA such as audio books and audio players, tag readers, MP3 players, Leapfrog instructional vidoes, instructional games that support language development	Academic Support Program	Tier 2	Monitor	08/22/2016	09/30/2017	\$3600	Administrati on, instructiona l coach, ELL teacher, support staff
Student take home bags	Students at risk in language development, vocabulary, comprehension, and word recognition will receive a student work bag that will be signed out weekly by parents. Take home bags will include activities that will support the aforementioned skills	Academic Support Program	Tier 3	Monitor	08/22/2016	09/30/2017	\$1500	Administrati on, instructiona l coach, ELL teacher, support staff
Parent Leadership Institutes and Give aways	Weekly morning meetings are held for parents to give research based information on how to help their child excel in school. Raffles of instructional materials will be made weekly to encourage participation and learning in the home.	Parent Involvement	Tier 1	Monitor	08/22/2016	09/30/2017	\$2100	School leader, staff
ELL Coach	ESL certified teacher will be responsible for providing academic support for teachers and support staff with guidance on SIOP strategies and other ESL best practices in the classroom through coaching	Direct Instruction, Academic Support Program	Tier 3	Monitor	08/22/2016	09/30/2017	\$11000	School leader, coach and ELL coach
Utilize Software Licenses to Engage Learners	Students will use learning atoz.com, Discovery Education, United Streaming, Moby Max, Starfall, Raz kids, Reading A-Z, Lexia, BrainPop, Intreractive White board games (lakeshore) and a variety of iPads applications to enhance whole group as well as independent learning. ESL learning software: BrainPop; to reinforce language acquisition, visual learning and enhance instruction	Technology	Tier 1	Monitor	08/22/2016	09/30/2017	\$1700	School leader, coach, teachers, support staff
Parent ESL Workshops	Parent workshop materials: ESL resources, learning manipulatives, and visual aides; to focus on academic strategies that parents can implement at home; for 40 parents; 35 weekly meetings.	Parent Involvement	Tier 1	Monitor	08/22/2016	09/30/2017	\$2100	School leader, coach and instructiona l staff
Professional Development for supporting English Language Learners	Strategies to support English Language Learners for all instructional staff and the opportunity for 2 staff members to attend MABE conference	Professiona l Learning	Tier 1	Monitor	08/22/2016	09/30/2017	\$5000	administrati on, instructiona l coach, instructiona l staff

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ELL Summer Program	ELL students will receive academic support for students scoring basic and low intermediate on the Spring WIDA during an extension of summer school	Direct Instruction, Academic Support Program	Tier 3	Monitor	08/22/2016	09/30/2017	\$3200	Administration, instructional coach, ELL teacher, support staff
MABE Conference	MABE conference registration for ELL teacher and administrator to gather and share evidence based idea to support English Language Learners	Curriculum Development, Professional Learning	Tier 1	Getting Ready	08/22/2016	09/29/2017	\$600	Administration, instructional coach, ELL teacher

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Science A-Z	Science A-Z web-based program to support with informational text and inquiry based science experiments.	Academic Support Program	Tier 1	Monitor	08/22/2016	09/30/2017	\$2500	administration, classroom teachers, science teacher
Home Visit	Stipends for teachers who conduct home visits for students who are at-risk	Parent Involvement	Tier 2	Monitor	08/22/2016	09/30/2017	\$2000	administration, community liaison, teachers, support staff, instructional support
Professional Development- Rigor and Cognitive Demand	Teachers will participate in professional development to support rigor and cognitive demand	Professional Learning	Tier 1	Implement	08/22/2016	09/30/2017	\$5000	administrative team
Parent Newsletter Subscriptions	Subscriptions to newsletters for parents to support the home/school connection and support parents with added strategies	Academic Support Program, Parent Involvement	Tier 1	Monitor	08/22/2016	09/30/2017	\$500	administrative team, community liaison

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Technology Integration to Enhance Teaching and Learning	To ensure and effective integration of technology, interactive boards and the technology to run them, will be added to select classrooms. iPads, chromebooks, laptops, tablets and other electronic devices will be available for classroom activities. Students will have access to school computer carts, desktops, laptops and/or electronic devices allowing them to use this technology to do research for papers and projects, take assessments, produce reports and practice skills.	Technology	Tier 1	Monitor	08/22/2016	09/30/2017	\$2000	School leader, coach and instructional staff
Kinder Summer Institute	Students exiting preschool and commencing to Kindergarten will engage in daily activities to strengthen their math and reading skills to prepare them for a successful kindergarten year.	Direct Instruction, Academic Support Program	Tier 1	Monitor	08/22/2016	09/30/2017	\$23000	School leader, coach and instructional staff
Field Trip to Science Center; Detroit, Imagination Station, Sea Life Aquarium	Students will have a hands on experience to state standards by participating in field trips	Field Trip	Tier 1	Monitor	08/22/2016	09/30/2017	\$3500	School leader, coach and instructional staff
Weekly Science Experiments-Materials	Students will witness and partake in the inquiry process by completing various science projects that will enhance their understanding. Materials may be purchased to support experiments aligned to Michigan Science Standards	Direct Instruction	Tier 1	Monitor	08/22/2016	09/30/2017	\$6000	School leader, coach and instructional staff
Curriculum Alignment	Teachers will continue to ensure alignment of the curriculum both vertical and horizontal. A team of teachers will continue working on gathering resources to support instruction such as; project based assignments, vocabulary, best practices, and rigorous lessons directly tied to standards	Direct Instruction, Academic Support Program, Professional Learning	Tier 1	Monitor	08/22/2016	09/30/2017	\$8000	administrative team and teachers
Web based programs-NWEA and Moby Max	NWEA and Moby Max will be utilized to assess students' growth and mastery in math to improve and drive instruction.	Technology	Tier 1	Monitor	08/22/2016	09/30/2017	\$6000	School leader, coach and instructional staff
After School Study Skills	Identify students that are at risk in language arts for after school support on targeted skills.	Direct Instruction, Academic Support Program	Tier 3	Monitor	08/22/2016	09/30/2017	\$4500	School leader, coach, teachers and highly qualified aides

Priority School Improvement Plan

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School Improvement Coach	The school Improvement coach will provide assistance to the academy's School Improvement Team in planning, implementing, monitoring and evaluating school improvement strategies in order to ensure fidelity and effectiveness, including the coordination and implementation of federal, state, and local resources and programs. The coach will promote a knowledge base of effective strategies, assist in on-site professional learning, and participate in on-going and extensive professional development.	Curriculum Development, Academic Support Program, Parent Involvement, Behavioral Support Program, Policy and Process, Professional Learning	Tier 1	Implement	08/22/2016	09/30/2017	\$10000	Administration
ELA Coach	Assign an ELA coach that will support with job-embedded professional development, instructional learning cycles and coaching through observations and feedback	Academic Support Program	Tier 1	Implement	08/22/2016	09/30/2017	\$10000	Administration
Professional development for PBIS to enhance program	Students and staff will participate on a PBIS event that will enhance the program.	Professional Learning	Tier 1	Monitor	08/22/2016	09/30/2017	\$2000	Administration, instructional coach, PBIS Team, teachers, students
Parent Leadership Institutes and Give aways	Weekly morning meetings are held for parents to give research based information on how to help their child excel in school. Raffles of instructional materials will be made weekly to encourage participation and learning in the home.	Parent Involvement	Tier 1	Monitor	08/22/2016	09/30/2017	\$2000	School leader, staff
After School Events	After school events such as literacy night, math night, and science night that will engage families will instructional activities and strategies that can be done at home. Students will be able to take home manipulatives, books, and learning games to bridge the home/school connection.	Parent Involvement	Tier 1	Monitor	08/22/2016	09/30/2017	\$1500	administrative team, teachers, support staff
Daily Research and Evidence Based Interventions	Students will receive targeted instruction for 25-30 minutes 5 days a week on deficit skills	Academic Support Program	Tier 2	Monitor	08/22/2016	09/30/2017	\$140000	School leader, coach and instructional staff
Utilize Technology/Hardware in the Classroom	Students will use iPads, laptops, desktops, NEOS, audio players, and other hardware to increase mastery and work at their ability level to address the gap in achievement.	Technology	Tier 1	Monitor	08/22/2016	09/30/2017	\$10000	School leader, coach, teachers and support staff

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Informational Text and Leveled Readers	Teachers will increase the use of informational text by incorporating cross curricular activities (science and social studies) during the reading block. This may include the use of magazines subscriptions and informational trade books.	Implementation	Tier 1	Monitor	08/22/2016	09/30/2017	\$3500	School leader, coach and instructional staff
Dia De La Mujer Conference	Dia De La Mujer held at Michigan State Univ. Open to 50 parents on a first-come, first-serve basis. The 1-day conference in March is designed to provide Michigan Latinas with the opportunity to develop support systems to overcome challenging areas. Agenda is tailored to Latinas' social/academic issues, is a source of education/development for employment, educational opportunities & empowerment of Latinas.	Parent Involvement	Tier 1	Monitor	08/22/2016	09/30/2017	\$750	School leader
Utilize Software Licenses to Engage Learners	Students will use learning atoz.com, Discovery Education, United Streaming, Moby Max, Starfall, Raz kids, Reading A-Z, Lexia, BrainPop, Interactive White board games (lakeshore) and a variety of iPads applications to enhance whole group as well as independent learning. ESL learning software: BrainPop; to reinforce language acquisition, visual learning and enhance instruction	Technology	Tier 1	Monitor	08/22/2016	09/30/2017	\$3500	School leader, coach, teachers, support staff
Attendance Coordinator-stipend	Stipend provided to attendance coordinator for keeping track of attendance and contacting families of truant students	Academic Support Program	Tier 3	Implement	08/22/2016	09/30/2017	\$4000	Administration, Community Liaison
Software and iPad Applications	Students will make connections to real life when using BrainPop, discovery learning, iPads to reinforce what has been taught in the classroom and utilize technology for reports and projects	Technology	Tier 1	Monitor	08/22/2016	09/30/2017	\$5000	Administrative team, instructional coach, teachers
Marzano 9	Provide teachers with professional development on the Marzano 9 Instructional Strategies to ensure the implementation of best practices in the classroom	Direct Instruction, Professional Learning	Tier 1	Implement	08/22/2016	09/29/2017	\$5000	Administration and instructional staff
Implementation of Naiku	Naiku, or a program similar, is an online assessment platform that will be used to monitor and track the progress of students' understanding of the grade level content (including CCSS, Michigan Science Standards, and Social Studies Standards). It will also drive instruction by providing a link between content standards and student achievement, allowing for targeted interventions and support for students in all Tier levels	Academic Support Program	Tier 1	Implement	08/22/2016	09/30/2017	\$3000	School Leader and Instructional Coach

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Instructional Coach	Hire an Instructional Coach that would provide teachers with instructional support, coaching, feedback on best practices.	Monitor	Tier 1	Monitor	08/22/2016	09/30/2017	\$85000	School leader, coach and instructional staff
Supplemental Materials to Writing Instruction	Students will increase their writing abilities when using supporting activities to increase comprehension and mastery of ELA/Writing Common Core.	Materials, Direct Instruction	Tier 1	Monitor	08/22/2016	09/30/2017	\$1000	School leader, coach and instructional staff
Summer School Program Administrator	Summer school administrator will support administrative team by creating summer school program, pulling together the curriculum and resources and taking care of the daily needs of summer school students and teachers.	Curriculum Development, Academic Support Program	Tier 3	Monitor	08/22/2016	09/30/2017	\$3000	administrative team, summer school program administrator
Field Trips to Community Organizations	Students will have hands on experiences and real world experiences by participating on field trips to community based organizations	Field Trip	Tier 1	Implement	08/22/2016	09/30/2017	\$5000	Administration, instructional coach, teachers
Professional Development- Thinking Maps	D.I. will be promoted when students represent what they already know and show their ability to organize information in multiple ways.	Direct Instruction	Tier 1	Monitor	08/22/2016	09/30/2017	\$5000	School leader, coach and instructional staff
Informational Text and Leveled Readers	Teachers will increase the use of informational text by incorporating cross curricular activities (science and social studies) during the reading block. This may include the use of magazines subscriptions and informational trade books.	Implementation	Tier 1	Monitor	08/22/2016	09/30/2017	\$3000	School leader, coach and instructional staff
After School Tutoring	Students will attend after school tutoring at least twice a week to work in small groups on skills and standards that is a result of analysis of data.	Direct Instruction, Academic Support Program	Tier 3	Monitor	08/22/2016	09/30/2017	\$5000	School leader, coach, teachers and support staff
Implementation of Naiku	Naiku, or a program similar, is an online assessment platform that will be used to monitor and track the progress of students' understanding of the grade level content (including CCSS, Michigan Science Standards, and Social Studies Standards). It will also drive instruction by providing a link between content standards and student achievement, allowing for targeted interventions and support for students in all Tier levels	Academic Support Program	Tier 1	Implement	08/22/2016	09/30/2017	\$3000	School Leader, Instructional Coach

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Informational text/ literature aligned to MC3 Curriculum	Students will utilize a variety of grade level appropriate informational text to support learning, such as trade books and student magazines	Direct Instruction	Tier 1	Monitor	08/22/2016	09/30/2017	\$5000	Administration, instructional coach, teachers
Accelerated Reader	Continue to implement Accelerated Reader Technology program and Star Reader assessment along with Early Star Literacy.	Technology	Tier 1	Monitor	08/22/2016	09/30/2017	\$3500	School leader, coach, teachers and support staff
Title I Teachers-Data Driven Targeted Interventions	Align intervention needs with school wide data and student needs. Maintain 3 Title I Reading and math Interventionists. Professional Development for intervention programs. Review and monitor data each week at co-plans, Align interventions to Houghton Mifflin, Making Meaning, and Phonics 1st programs, Progress monitoring, Rtl materials to support small group instruction, Computer-based Reading programs	Direct Instruction, Academic Support Program	Tier 3	Monitor	08/22/2016	09/30/2017	\$180000	Administration, Instructional Coach, Teachers, Title I teachers
Professional Development- Teaching Children in Poverty	Teachers and support staff will engage in professional development that will provide a comprehensive view of students in poverty and their learning needs	Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/22/2016	09/30/2017	\$5000	Administration
School Improvement Coach	The school Improvement coach will provide assistance to the academy's School Improvement Team in planning, implementing, monitoring and evaluating school improvement strategies in order to ensure fidelity and effectiveness, including the coordination and implementation of federal, state and local resources and programs. The coach will promote a knowledge base of effective strategies, assist in on-site professional learning, and participate in on-going and extensive professional development.	Curriculum Development, Academic Support Program, Parent Involvement, Behavioral Support Program, Professional Learning	Tier 1	Implement	08/22/2016	05/01/2017	\$10000	administration
Professional Development- writing across the curriculum	PD on incorporating writing across the curriculum	Academic Support Program	Tier 1	Monitor	08/22/2016	09/30/2017	\$4500	Administration, instructional coach, teachers
Professional Development- Best Practices	Teachers will participate in professional development to continue enhancing their craft. Professional development will target best practices in math- such as math talk, Marzano, Guided Math,	Professional Learning	Tier 1	Monitor	08/22/2016	09/30/2017	\$5000	administrative team, instructional coach

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Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development on D.I.	On site and off site opportunities will be planned and offered to inform teachers on best practices and D.I.	Professional Learning	Tier 1	Monitor	08/22/2016	09/30/2017	\$4500	School leader, coach and instructional staff
Professional Development on Formative Assessments	Instructional staff will be presented with a variety of strategies on how to implement and utilize the data gathered from formative assessments	Professional Learning	Tier 1	Monitor	08/22/2016	09/30/2017	\$5000	administration, instructional staff, instructional coach
Professional Development for Instructional Coach and Leader	The school leader and instructional coach will participate in monthly training that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. The training will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, cultivate leadership for all, create a climate that is conducive to learning, cultivate leadership in others, improve instruction, and manage people, data, and process.	Direct Instruction, Walkthrough, Curriculum Development, Career Preparation /Orientation, Academic Support Program, Parent Involvement, Behavioral Support Program, Evaluation, Recruitment and Retention, Communication, Policy and Process, Professional Learning	Tier 1	Implement	08/22/2016	09/30/2017	\$3000	administration
Professional development-team building	Teachers will participate in team building activities to enhance collaboration and maintain a positive culture	Professional Learning	Tier 1	Monitor	08/22/2016	09/30/2017	\$2000	Administration, instructional coach, teachers

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Shelter Instruction Observation Protocol (SIOP)	Teachers will receive professional development on the implementation on SIOP for effective execution of SIOP strategies.	Professional Learning	Tier 1	Monitor	08/22/2016	09/30/2017	\$5000	School leader, coach and instructional staff
Professional Development on RLAC /Phonics First and phonemic awareness	Teachers will receive sustainable and ongoing professional development on targeted interventions.	Direct Instruction, Academic Support Program, Professional Learning	Tier 2	Monitor	08/22/2016	09/30/2017	\$3500	School leader, instructional coach
Professional Development on RTI	Professional development will be planned at least twice a year, on and off campus, to inform instructional staff on systems, procedures and policies to improve students' performance. School leader and instructional coach will also attend monthly meetings that discuss and present on the RTI process.	Professional Learning	Tier 1	Monitor	08/22/2016	09/30/2017	\$4500	School leader and coach
Professional development on cross curricular instruction	PD on cross curricular instruction to support teachers in implementing high engaging lessons	Professional Learning	Tier 1	Monitor	08/22/2016	09/30/2017	\$4500	Administration, instructional coach, teachers

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Professional Development for Instructional Coach and Leader	The school leader and instructional coach will participate in monthly training that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. The training will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, cultivate leadership for all, create a climate that is conducive to learning, cultivate leadership in others, improve instruction, and manage people, data, and process.	Walkthrough, Curriculum Development, Career Preparation /Orientation, Academic Support Program, Parent Involvement, Community Engagement, Behavioral Support Program, Evaluation, Recruitment and Retention, Communication, Policy and Process, Professional Learning	Tier 1	Implement	08/22/2016	09/30/2017	\$3000	administration
Culturally Responsive Classroom	Provide teachers with professional learning opportunities for creating a culturally responsive classroom to support our diverse learners	Professional Learning	Tier 1	Implement	08/22/2016	09/29/2017	\$5000	Administration and Instructional staff
Sustainable Professional Development on Using Technology	Instructional staff will be equipped with essential tools to teach using Ipads and technology.	Professional Learning	Tier 1	Monitor	08/22/2016	09/30/2017	\$2000	School leader, coach and instructional staff
Go Observe Observation Tool	Go Observe Web-based site license for Teacher Observations	Professional Learning	Tier 1	Monitor	08/22/2016	09/30/2017	\$200	administration
Ongoing Professional Development - Common Core State Standards	Instructional staff will increase their skill set on the common core standards and use what they have learned to increase academic progress in ALL students throughout content areas	Professional Learning	Tier 1	Monitor	08/22/2016	09/30/2017	\$5000	School leader, coach and instructional staff

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Professional Development on Differentiated Instruction	Incorporate differentiated instruction into Tier 1. Provide professional development to instructional staff on effective literacy based activities to research based program/strategies Such as Whole Brain Teaching, Daily 5, Ten a Day, Tiered Instruction and other researched based best practices.	Professional Learning	Tier 1	Monitor	08/22/2016	09/30/2017	\$5000	School leader, coach, teachers and support staff
Professional Development on co teaching	Classroom teachers and Special Education teachers will engage in professional development on how to effectively engage in co-planning.	Academic Support Program, Behavioral Support Program	Tier 1	Getting Ready	08/22/2016	09/30/2017	\$3000	administration, classroom teachers, Special Education teachers
Response to Intervention/Data Coach	A response to intervention coach will oversee the Rtl process and support in reviewing data, implement intervention groups, schedule parent meetings, facilitate Rtl meetings	Academic Support Program	Tier 1	Implement	08/22/2016	09/30/2017	\$33000	administration
Professional Development on Utilizing Technology in the Classroom	Instructional staff will be presented with techniques and strategies in relationship to technology to increase student's progress.	Professional Learning	Tier 1	Monitor	08/22/2016	09/30/2017	\$2000	School leader, coach and instructional staff