



School Improvement Plan

Cesar Chavez High School

Cesar Chavez Academy

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TABLE OF CONTENTS

Introduction.....	1
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Executive Summary

Introduction.....	3
-------------------	---

Description of the School.....	4
--------------------------------	---

School's Purpose.....	6
-----------------------	---

Notable Achievements and Areas of Improvement.....	7
--	---

Additional Information.....	8
-----------------------------	---

Improvement Plan Stakeholder Involvement

Introduction.....	10
-------------------	----

Improvement Planning Process.....	11
-----------------------------------	----

School Data Analysis

Introduction.....	13
-------------------	----

Demographic Data.....	14
-----------------------	----

Process Data.....	17
-------------------	----

Achievement/Outcome Data.....	20
-------------------------------	----

Perception Data.....	26
----------------------	----

Summary.....	29
--------------	----

School Additional Requirements Diagnostic

Introduction 32
School Additional Requirements Diagnostic 33

Title I Schoolwide Diagnostic

Introduction 36
Component 1: Comprehensive Needs Assessment 37
Component 2: Schoolwide Reform Strategies 43
Component 3: Instruction by Highly Qualified Staff 45
Component 4: Strategies to Attract Highly Qualified Teachers 46
Component 5: High Quality and Ongoing Professional Development 48
Component 6: Strategies to Increase Parental Involvement 49
Component 7: Preschool Transition Strategies 51
Component 8: Teacher Participation in Making Assessment Decisions 52
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards 53
Component 10: Coordination and Integration of Federal, State and Local Programs and Resources ... 54
Evaluation: 56

2016-2017 Goals

Overview 58
Goals Summary 59
 Goal 1: All students will be provided pathways to College and Career Readiness 60
 Goal 2: All students at Cesar Chavez High School will become proficient readers 72

Goal 3: All students at Cesar Chavez High School will become proficient writers.....	84
Goal 4: All students at Cesar Chavez High School will become proficient in Mathematics.....	93
Goal 5: All students at Cesar Chavez High School will become proficient in Science.....	103
Goal 6: All students at Cesar Chavez High School will become proficient in Social Studies.....	111
Goal 7: All English Language Learners will increase proficiency in the English Language and all content areas.....	119
Goal 8: Cesar Chavez High School will increase parent participation in parent engagement activities.....	123
Activity Summary by Funding Source.....	125

Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Cesar Chavez Academy High School (CCAHS) is a public charter, college prep high school authorized by Saginaw Valley State University (SVSU and managed by The Leona Group (TLG). There are currently 700 students enrolled in the high school.

CCAHS is located in southwest Detroit, also known as Mexicantown, which is home to the largest single concentration of Latina/o's in the state of Michigan. According to recent census data, the Mexicantown community has been a stable residential community for the better part of the past 3 decades and the majority of the residents are of Latina/o heritage. Data Driven Detroit reports that approximately 47% of the community, aged 18 years and older, earned a high school diploma. Spanish is listed as the primary language in a high percentage of households and there is also high percentage of two-parent households. Data Driven Detroit also reports that the Mexicantown community has the highest birthrates in Detroit. The City of Detroit continues facing serious challenges with unemployment amongst its residents and public transportation. The City's unemployment rate dwarfs the state and national averages and a recent Detroit News report stated that City residents do not possess the skills required for the jobs that are available within the city limits.

Detroit's downtown has experienced an economic resurgence not seen in decades. Hundreds of millions of dollars from the public and private sectors have been invested in downtown Detroit over the past 5 years. Increased businesses, housing, entertainment, food, sports, and the arts dot the downtown landscape and dominant the front pages of The Detroit Free Press and Detroit News. At the same time, neighborhoods across the City struggle with crime and lack of investment. Foreclosures have hit Detroit hard and the Detroit Public Schools (DPS) has been under emergency management since 2008. Although there are pockets of student academic success, overall, DPS and public charter school student test scores continue lagging well behind the state and national averages. At Cesar Chavez Academy High School, 2015 graduation rates are hovering at 89% and its ACT and M-STEP scores, in comparison to similar student and socio-economic demographics, ranks amongst upper tier high schools in Michigan (Bridge Magazine, 2016).

Cesar Chavez Academy High School offers its students dual enrollment opportunities in partnership with Wayne County Community College District; Henry Ford College; and the College for Creative Studies. Students can take up to six (6) credit hours in the fall and winter semesters. CCAHS also offers its students six (6) advance placement classes. These include: human geography; calculus; government; computer science; physics; literature and composition. In 2015-2016, the school implemented a violin course. Students are offered numerous sports programs and the school's robotics team is entering its 5th year and has established strong partnerships with General Motor's and the Society of Hispanic Engineers. In 2015, CCAHS graduates submitted more than 800 college applications and earned \$5 million dollars in scholarship awards. CCAHS now has a bilingual/bicultural dedicated College & Career Advisor.

CCAHS continues being selected as the high school of choice in the community attracting students from various parts of Latin America every year that now call Mexicantown home. The constant threat of immigration enforcement, high poverty, low education levels, language barriers, and lack of access to opportunity remain as unique challenges facing our community.

Community Demographics: 58.4% Latina/o; 29.7% Caucasian; 8.4% Black; 2.1% Multi-Racial.

Student Demographics: 94% Latina/o; 4% Caucasian; 5% Black; 1% Multi-Racial.

School's Purpose

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

The mission of César Chávez Academy is to provide a safe atmosphere of academic excellence that promotes thinkers and problem solvers who work cooperatively and respectfully in an inclusive environment.

Our vision at César Chávez Academy is for all students to be college or career ready and positive, productive members in a global society. The statement supports our foundation, "Si Se Puede - Yes We Can", which reflects the belief that every student is capable of success.

CCAHS is committed to strengthening a learning environment that respects and acknowledges the heritage language and culture of its students and families as well as its surrounding community. The school attempts to build off the culture of the dominant student population while also respecting all of its students and their families.

As part of its commitment to continuous improvement and the ultimate goal of student academic achievement, CCAHS provides comprehensive training to faculty and staff that aims to improve teaching and learning. The primary way that our community of learners embodies our purpose is through differentiation. We recognize that all students learn differently and that pedagogy must be differentiated. Faculty has the academic freedom to utilize a variety of teaching tools and technology, as well as community eco-systems, and to select from a variety of modalities to assess student understanding, in a respectful, inclusive learning environment.

Notable Achievements and Areas of Improvement

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

Notable Achievements:

- U.S. News & World Report Best High School Rankings Bronze Ranking (2012 & 2013)
- Graduation Rate - 89% 2015; 86% 2013 & 2014
- Advance Placement Class Offerings - (6): Human Geography; Literature & Composition; Government; Calculus; Physics; Computer Science
- Dual Enrollment - (6) Credits per Semester: Wayne County Community College District; Henry Ford College; College for Creative Studies
- Bridge Magazine Michigan High School Rankings (Published 2016) - 6th Overall
- Recognized by American Institute for Research (AIR) for academic performance
- Transition Program in partnership with Jewish Vocational Services, Michigan Rehabilitation Institute, and State of Michigan
- 8th Grade Algebra 1 Class (for HS Credit)

Areas for Improvement:

- Improve ESL/ELL subgroup test scores
- Improve Parental Involvement
- Improve ESL/ELL Curriculum
- Improve Student Assessments
- Improve Course Offerings & Scheduling
- Improve Staff Professional Development

Additional Information

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

Our school is dedicated to preparing our students to be college and career ready. Approximately 90% of our students are applying and being admitted into post-secondary institutions and programs.

*We have established a transition program partnership with Michigan Rehabilitation Services and the Jewish Vocational Services for our special needs population.

*We currently offer five advanced placement courses.

* We also partner with Wayne County Community College district offering dual enrollment courses.

* We are also in a partnership with DTE Energy offering select students with co-op job opportunities.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The process used to engage a variety of stakeholders in the development of the school's improvement plan was through various levels of open invitation via emails and announcements during professional developments, as well as personal calls to commit to the team in conversations with peers. Parents were invited during Open House and monthly parent meetings. Meetings were scheduled during professional development extended days which were held on the 3rd Wednesday of each month, however these became rather inconsistent as the professional development extended days began to be filled with other matters. Thus, the core SIP team agreed to meet on the first Wednesday of every month, after school meetings to accommodate staff and parent member schedules.

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

We had a wide representation from general education teachers in science, mathematics, social studies, English, as well as representatives from ESL and special education teachers. The School Improvement Team filled out Standard 1: Purpose and Direction, and Standard 2: Governance and Leadership in the Interim Self-Assessment, and the entire school staff were recruited on an extended day to fill out Standards 3-5 of the Interim Self Assessment. The whole school staff were also recruited to complete staff surveys, in addition each department was responsible for updating the needs for their respective departmental goals. Specific teachers who would have the technological capabilities in their classrooms (by plan, appointment, booking laptop carts, or being set in the computer lab) were recruited to administer Student Surveys.

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

The final improvement plan will be communicated to all staff and parents at the beginning of the school year, all stakeholders will receive information on the progress of the plan throughout the year during Title 1 and Open House, Parent-Teacher conferences, and updates will be provided during monthly parent meetings.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths 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 this time we do not have student enrollment challenges. Our trend data shows consistent enrollment. However, we will continue to monitor this data and the enrollment process because we know more high schools are now opening in our area of Southwest Detroit.

Student Demographic Data

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

A challenge that our school faces is a high percentage of students that are absent or having truancy issues. Often times our students also travel to Mexico, during the school year, which increases the total number of absences.

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 our student behavior data we've identified three major offenses commonly seen at our school which are 1) insubordination 2) skipping class and 3) fighting. These major offenses cause suspensions, The more common "minor" offenses result in in-school suspensions or detentions.

Student Demographic Data

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

Some suggestions that would address our attendance challenge would be:

- 1.) obtain an attendance/truancy officer
- 2.) continue to improve upon our parent communication and parent support services
- 3.) hold additional parent meetings involving our home/school liaison
- 4.) find additional ways to keep the building open for high quality after-programming that is in addition the tutoring already being offered

Some suggestions to address our behavior challenges are:

- 1.) Find outside community resources that provide mentoring to students
- 2.) improve adult/student relationships within the building
- 3.) additional teacher training for dealing with at-risk students and behavior

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?

The CCA School Leader has been at CCA for 11 years and has 26 years K-Post-Secondary experience overall. The school leader is completing his ninth year, as School Leader, in 2015-16. He is currently working on his PhD in Education at the University of Michigan. Teacher and administrator stability at CCAHS has led to consistently improving test scores; increased graduation rates, increased college acceptance rates and enrollment rates; and, increased scholarship awards. In addition, rigorous course opportunities has been improved and now include advance placement, honor's, and dual enrollment. Credit Recovery is also available for students that need to make-up credit to remain on-track for graduation and 8th grade CCAMS students that meet criteria are able to earn Algebra 1 and English 9 while in 8th grade, which places them on an advanced curriculum upon entering CCAHS.

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?

0-5 Years = 14

6-10 = 12

11-15 = 8

16+ = 6

Teaching personnel are a mix of experienced and new teachers. The relatively long tenure of the administrative personnel provides some operational stability and policy consistency. The mix of teachers in terms of experience and expertise provides a good foundation to build upon, however, mentoring programs and cross-building coordination are lacking.

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?

Our school leader is rarely out, unless a Professional learning opportunity arises. The dedication of our school leader should lead to an increase in overall student achievement. The stability of the leaders shows the students that each are equally invested in their academic success.

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?

Teacher absences tend to impact the learning of all students in a negative manner when it is due to illness. Professional development tends to foster academic success. There is a vital need for consistency and accountability within the classroom for academic success and absences cause a disruption within the learning environment.

Teacher/School Leader(s) Demographic Data

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

Filling full time budgeted positions with qualified staff.

The addition of a Truancy Officer would help address our students' attendance challenges. We also are working hard to retain the employees that are currently working with our at-risk students. We could also provide some professional learning to all of our staff on how to build positive relationships and report with at-risk students, in hope of improving student attendance.

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?

We found quite a few level 4 ratings on the Interim Self-Assessment. We received ratings of level 4 on Indicator 3.4: School Leaders monitor and support the improvement of instructional practices of teachers to ensure student success, Indicator 3.8: The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress, Indicator 4.3: The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff, Indicator 4.4: Students and school personnel use a range of media and information resources to support the school's educational programs, 5.4: The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

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?

Standard 1: Purpose and Direction overall showed the lowest rating of a 2.33. Within this Standard two areas received ratings of a level 2. Indicator 1.1. that states "the school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success" was rated a Level 2. Also, Indicator 1.3 that states "the school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning" was rated a level 2.

12. How might these challenges impact student achievement?

Well, if our school doesn't provide a systematic process for communicating the school purpose for student success, then neither the teachers nor students may understand student achievement expectations. Also, if the school leadership isn't providing clear directions for improving conditions that support student learning, then students may get frustrated with the learning process.

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.

We will incorporate time into extended day meetings or school improvement meetings to discuss our values and beliefs about teaching and learning. Stakeholders will be given the opportunity to share ideas and form a set of "shared values" for the school. We can also add professional development opportunities for our governing body to the School Improvement plan.

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?

School Improvement Plan

Cesar Chavez High School

Students with disabilities are not excluded from any programming provided by Title I, Title III, 31a, IDEA, credit recovery, or extended learning opportunities. Our school's philosophy is a fully inclusive special education environment. Students with disabilities are scheduled into general education classrooms. Within their classrooms they have access to the Title I paraprofessionals and 31a paraprofessionals that push into the classrooms to give students extra support. If needed the students have access to the credit recovery program and teachers. Students with disabilities are also invited to any after school opportunities and any summer school opportunities. If a student with disabilities also has a need for extra language support, then they may receive extra services through Title III and general fund.

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

We have multiple Extended Learning Opportunities for all of our students in grades 9-12. We offer dual enrollment for students in grades 9-12. After-school and summer school opportunities exist. We also have programming in the summer scheduled for students in need of language acquisition. We have a partnership with Fusion from University of Michigan that will be offering a summer program at our campus. We have academic based field trips, as well as post secondary field trips scheduled for multiple times throughout our school year. Other extended learning opportunities include:

- Young Explorers Club visits
- FIRST Robotics 9-12
- Medical Club
- Art Club
- After School SAT Supplemental
- Cultural Learning Upon Experience (Club CLUE)
- Culinary Club (Balanced nutritional education for healthy living)

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

For summer school and after school tutoring we first identify students who are struggling academically by viewing state assessment and local assessment data. We also may look at report cards and classroom data to determine which students need extra support. For specific clubs and field trips, all students are included as long as behavior permits.

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?

The CCA school district holds monthly meetings with administration and instructional coaches. The district is currently attempting to align curriculum and resources horizontally and vertically. Within each building, teachers have pacing guides and resources to plan lessons. There are periodic pacing guide and lesson plan checks. Within the high school specifically there are department heads who hold department meetings to discuss content standards, curriculum, and teaching and learning strategies.

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.

NA

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

- Standardized Test scores in Reading are going up (data provided by Mr. Brian Goodwin)
- Close and critical reading strategy(CCR)is being implemented in all ELA classrooms and students are performing better

19b. Reading- Challenges

- 1) Students have a limited vocabulary (not including Special Needs or ESL students)
- 2) Still need some leveled books for each classroom to ensure differentiation in content area instruction
- 3) No recent SIOP comprehensive professional development for staff
- 4) Need for response to Intervention specialist to address additional instruction outside of the classroom

19c. Reading- Trends

- The Michigan 2014 test was computer based and for this year student will be taking the SAT in place of the ACT.
- Tiered instruction, there is no interventionist and this is a challenge for the content teacher teachers who are teaching 12th grade students who are at a 4th grade reading level.
- There in nothing in depth concerning the SAT

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.

- 1) Teachers will provide systematic academic vocabulary development in all ELA classrooms. Vocabulary instructional manuals have already been purchased and distributed by dept. head to each teacher (Wordly Wise, Educators Publishing Service, 2012.)
- 2) Teachers will discuss with department head and reading specialist which leveled books would be advisable and recommended.
- 3) A comprehensive SIOP professional development will take place on 3/25/16. ALL staff are required to attend.
- 4) A RTI specialist is already being advertised by HR. This person will likely be in place by Fall of 2016.

20a. Writing- Strengths

- Organization, Format and more students are doing the task when asked.

20b. Writing- Challenges

- The types of writing along with identifying evidence within a non-fiction literary work.
- Vocabulary is also a challenge students have a limited vocabulary.

20c. Writing- Trends

- Practice SAT
- Writing is better than reading
- Vocabulary expansion in school Improvement Plan

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.

Our students strengths are organizing their writing and formatting various documents. Our students' area of weaknesses in writing are 1) identifying evidence within a non-fiction piece and using sophisticated vocabulary when writing. However on our SAT practice tests we've noted that students do better on writing than reading.

21a. Math- Strengths

Strong teaching team, works well together, less turnover.

21b. Math- Challenges

Integrating Technology

Differentiation

Data Analysis (Not enough detail in the Data)

Non-Calculator calculations (for PSAT/SAT)

Freshmen are arriving 3+ grade levels behind.

21c. Math- Trends

School Improvement Plan

Cesar Chavez High School

ACT Composite scores have decreased from 18.3 (2011), 18.3 (2012), 17.8 (2013), 17.9 (2014), 16.8 (2015).

Staff competence is increasing.

Need to increase Scantron Data.

Not enough detail from testing data to strategically remediate.

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.

Teaching with technology has been included in the school improvement plan as the SAT, PSAT, and AP Calculus exam have portions that require it. We have developed four semester Algebra II classes to provide differentiation for students who have slower rates of learning.

Professional development workshops by Jonathan Gould from SVSU (7 Hours), and Professor Hignio Dominguez from MSU (2-4 hours).

ELL support for Classroom Push-In and Pull-Out strategies.

22a. Science- Strengths

Community with Teachers (from year to year) Teacher Planning and teamwork.

22b. Science- Challenges

Integration and applied math. Interest (in students).

22c. Science- Trends

9th grade averages: D-

10th grade averages: D

11th grade averages:

12th grade averages: C+

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.

Prepare for the SAT - planning on giving more reading passages to increase reading comprehension

MME - search for samples to give students to increase comprehension and exposure to test style questions

Come up with sample questions for the MSTEP to give to the students (to increase reading comprehension and exposure to test style)

23a. Social Studies- Strengths

Scores improved from 12% Proficient in 2013 to 30% Proficient in the 2014 MME.

23b. Social Studies- Challenges

Students have difficulty with inferential level thinking.

Students lack the academic language needed for success in Social Studies, and on the MME/ACT and formative assessments.

Students demonstrate low reading proficiency, difficulty interpreting non-linguistic data, and weak written expression skills.

23c. Social Studies- Trends

Students have difficulty interpreting nonlinguistic data needed for success in Social Studies, and on the MME/ACT, MEAP, and formative assessments. But are steadily improving through scores.

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.

Student Goal Statement: All student will be proficient in social studies.

Gap Statement: Based upon review of our 2015 M-STEP exam results, 17.46% of 11th graders were proficient in Social Studies, and 26.98% were proficient in English. Based on a review of our 2015 8th grade Social Studies M-STEP results 14.14% were proficient in Social Studies and 23.96% were proficient in English. Based upon review of our 2015 ACT exam results, the average score on the English section

School Improvement Plan

Cesar Chavez High School

was 16.3 and 15.9 on the Reading portion.

Cause for Gap: Students have difficulty interpreting non-linguistic data needed for success in Social Studies, and on the M-Step, SAT, and formative assessments.

Students have difficulty with inferential level thinking.

Students lack the academic language for success in Social Studies, and on the M-Step, SAT, and formative assessments.

Students demonstrate low reading proficiency difficulty interpreting non-linguistic data, and weak written expression skills.

Multiple measures/sources of data you used to identify this gap in student achievement:

M-Step Social Studies scores

SCANTRON

Teacher generated assessments

Grades

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Modified Formative and Summative Classroom Assessments, that show examples of graphical data interpretation.

SAT style Pre-Mid-End of the year Social Studies Reading Test (from released items) administered to all Social Studies students.

Social Studies department meeting agendas showing a focus on graphical data, utilizing graphic organizers, and utilizing SCIM-C. Teachers will bring student work demonstrating use of each strategy.

The learning needs of our students will be addressed through a multifaceted approach to address each of the following challenges listed above.

Teachers will use multiple scaffolding techniques that will break down larger reading passages and questions into achievable steps that will build student confidence in their ability over time.

Teachers will provide students with primary source documents and facilitate student understanding and interpretation of those documents. After the teacher provides questions and strategies to understand the documents, the teacher will help students develop a written response that calls students to cite specific evidence from the documents to answer a summative question.

Teachers will put a focus on academic vocabulary by having a word wall and other strategies that will equip students with the tools needed to understand standardized test questions.

Teachers will provide non-linguistic data through lectures and other activities to support academic content and as a way to help students engage with concepts taught in class.

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?

25.81% strongly agree and 40.32 % of students agree with question number 8, "In my school the principals and teachers have high expectations of me". The average score for this question was a 3.87. 24.69% strongly agree and 42.39 % of students agree with question number 32 , "My school prepares me for success in the next school year." The average score for that question is 3.84.

24b. Student Perception Data

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

We did not find a lot of areas in which students disagreed with the statements. However, 13% of students disagreed with the statement, "In my school, students help each other even if they are not friends". The average score was still high for that question with a 3.06. Also, 9% of students disagreed with the statement, "In my school students respect the property of others". The average score for this question was still 3.03, though.

24c. Student Perception Data

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

To address students' dissatisfaction with the statement, "Students help each other even if they are not friends" we determined that as a staff we could 1) teach collaboration as a skill 2) promote flexible groupings within in classroom 3) encourage students to be diverse within their peer groups.

In regards to the dissatisfaction of "Respect for others' property", we will 1) promote classroom discussions on "Respect" 2) support uniform guidelines or rules in regards to respect 3) have security set clear and consistent guidelines and consequences for showing a "lack of respect" for others' property.

25a. Parent/Guardian Perception Data

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

- parents rated this academy a good school

School Improvement Plan

Cesar Chavez High School

- parents felt that they got timely information from the academy about what is happening in the school
- parents felt discipline is handled appropriately
- parents felt that their children were safe and secure
- 91.8% of parents said they would send their child to this academy next year and 96,2% of parents said they would recommend this academy to others.

25b. Parent/Guardian Perception Data

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

Of the parents that were surveyed we had difficulties finding any areas of dissatisfaction from parents. We will continue to survey parents throughout the year to determine if there are any areas of dissatisfaction.

25c. Parent/Guardian Perception Data

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

We have monthly parent meetings in which any issues or areas of dissatisfaction are addressed.

26a. Teacher/Staff Perception Data

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

Survey questions #46 and #52 indicate the overall highest level of satisfaction among teachers/staff. #46 says "Our school maintains facilities that contribute to a safe environment," for which staff strongly agreed 34.78%. #52 says "Our school leaders monitor data related to student achievement," for which our staff agreed 26.09%.

26b. Teacher/Staff Perception Data

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

Staff did not have a significantly low satisfaction score on any particular survey question, though there were two that were lower than the others. The first of these was #25 which said "All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching)" which had a strongly disagree rating of 30.43%. The second of these was #16 which said "All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice." This survey question had a 30.43% score.

26c. Teacher/Staff Perception Data

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

The lowest levels of satisfaction among staff can be addressed using many different methods. These satisfaction levels could be addressed by designing space in professional development for teachers to discuss pedagogical framework. We could also use professional development time and resources to look at using assessments to drive remediation and student progress. Finally, in addition to formal observations, we could implement a time and procedure where staff could have formal discussions of professional practice with each other and with the curriculum coach.

27a. Stakeholder/Community Perception Data

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

At this time we do not have additional community surveys.

27b. Stakeholder/Community Perception Data

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

At this time we do not have additional community surveys.

27c. Stakeholder/Community Perception Data

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

At this time we do not have additional community surveys.

Summary

28a. Summary

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

Demographic:

A challenge that our school faces is a high percentage of students that are absent or having truancy issues. Often times our students also travel to Mexico, during the school year, which increases the total number of absences.

Process:

The Standard that we scored the lowest in was Standard 1: Purpose and Direction with a score of 2.33, Standard 5: Using Results for Continuous Improvement with a score of 2.8, Standard 2: Governance and Leadership with a score of 3. After reviewing this data we concluded that we need to improve upon written documentation of communicating, reflecting, and revisiting our school's purpose more often. To improve upon our weakness we plan on revisiting, and continuously discussing the school's purpose within our school improvement process. We will make this a priority this upcoming year by adding the mission and vision statement as a school improvement agenda item and frequently discuss the purpose and direction with all stakeholders.

Achievement: We have not met the state proficiency targets in Math and math is on a downward trend. Also, our Bottom 30% have not met state proficiency targets in any subjects. Our English Language Learner population is not meeting AMAOs and we are currently implementing a Title III District Improvement plan.

Perception: Respect was a key challenge that both the staff and students identified within their surveys. The parents did not identify any major challenges with our institution.

28b. Summary

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

Student achievement could be affected because of the challenges noted in demographic, process, and perception data.

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?

We have specific content area goals for all content areas in the School Improvement plan, along with goals in Career and College Ready and Parent Participation goals. We are revisiting strategies/activities that were previously in our plan, as well as discussing adding new activities
SY 2016-2017

through our School Improvement team. This diagnostic has helped us identify the need to add specific objectives and interventions for our bottom 30% subgroup and English Language Learners.

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	These are tested in grades 1-5, but we are a high school campus.	

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	http://www.chavezwaterman.com	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

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	Juan Jose Martinez; 9-12 School Leader 1761 Waterman Detroit, MI 48209 (313) 551-0611	

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	Juan Jose Martinez; 9-12 School Leader 1761 Waterman Detroit, MI 48209 (313) 551-0611	

School Improvement Plan

Cesar Chavez High School

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		Parental Involvement Plan

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	Not necessary at the high school level. There is a K-8 CCA School-Parent Compact	

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

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The comprehensive needs assessment was conducted by various stakeholders within our school, including the school improvement team, teachers, school leader, instructional coach, data coach, as well as parents.

We collected data from various sources (i.e. academic performance, ACT, MME, Explore, Plan, WIDA, ScanTron, Parent/Staff/Student Surveys) in addition to community socio-economic data. We have reviewed and continue to review this data at Rtl meetings, School Improvement Team meetings, Department meetings, Staff meetings, Grade-Level meetings, and other district level meetings. We reviewed, discussed and made revisions based upon the findings from the data.

Our parent survey results were reported back to parents during the next parent meeting that was held on March 18, 2015, our staff survey results were reported through the School Improvement Team, Department and Staff meetings. We conduct student surveys and this year we used the NCA survey; the results of the Student surveys will be posted in the schools website.

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 data that was and continues to be reviewed for our decision making purposes are ACT, MME, Explore, Plan, WIDA, ScanTron, Pass/Fail Rates. Our summary results are as follows:

Student Achievement

2013-2014 Scorecard Results

Top to Bottom Rank:

2011-2012: 14th percentile

2012-2013: 17th percentile

2013-2014: 32% percentile

Bottom 30% Scorecard: Red in all subjects

Hispanic of any race: Green in all subjects

Economically Disadvantaged: Green in all subjects

ELL: Green in Reading, Red in math, social studies, science, and writing

Overall Scorecard Ranking: Yellow

Z score:

Math: -0.4972

Reading: -0.5413

Science: -0.256

Social Studies: -0.7069

Writing: -0.3926

Graduation: 0.326

2012-2013 Scorecard Results:

Overall Scorecard Ranking: Yellow due to Bottom 30% and ELL population not meeting targets

SY 2016-2017

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School Improvement Plan

Cesar Chavez High School

2011-2012: Made AYP grade of a C

ScanTron (Global Scholars)

Our 9th and 10th graders take the math and reading ScanTron assessment. Below is data from the 2014-2015 Benchmark:

Math

Fall benchmark: 9th grade- 50% of the 9th graders were below average, 28% were low average, 16% were high average, and 5% were above average.

Winter: 28% below average, 35% low average, 24% high average, and 13% above average

Fall benchmark: 10th grade-35% were below average, 28% low average, 19% high average, and 16% above average.

Winter benchmark: 10th grade: 14% below average, 31% low average, 10% high average, 45% above average

Reading

Fall benchmark: 9th grade-52% were below average, 24% low average, 17% high average, and 7% above average.

Winter benchmark: 44% below average, 22% low average, 16% high average, 18% above average

Fall benchmark: 10th grade-43% below average, 23% low average, 20% high average, and 14% above average.

Winter benchmark: 10th grade-35% below average, 28% low average, 19% high average, 16% above average

ACT

2011-2012 Composite score: 17.1

2012-2013 Composite score: 16.6

2013-2014 Composite score: 17.1

Trend data over the past 5 years dating back to the Spring of 2010 has remained consistent. Composite scores went from 17.1 in 2010 to 16.6 in 2013 and back to 17.1 in 2014 Content area scores also remained consistent - English went down from 16.0 to 15.9; Math grew from 17.3 to 18.3; Reading fell from 17.1 to 16.2; and Science improved slightly from 17.4 to 17.9.

SAT Practice Exam:

Baseline 0 for Reading, 0 for Math.

ACT Practice Exams

11th and 12th grade - Testers for the 2015 Spring Practice ACT took 3 exams as part of their preparation beginning in the Fall of 2014.

Scores improved in each content area and the overall composite. From November 2014 to January 2015, the overall composite score increased from 14.8 to 17.0. Over that same time period, English increased from 13.6 to 16.4; Math from 16.4 to 17.8; Reading from 13.8 to 16.1; and Science from 14.8 to 17.3.

ACT Explore

Trend data over the past 5 years shows an increase for each of the tested content areas with the exception of Science. The composite score has grown from 13.4 in 2010 to 14.1 in 2014. Over the same time span, English has increased by 0.9 points to 13.2; Math has increased by

School Improvement Plan

Cesar Chavez High School

1.3 points to 14.4; Reading has increased by 0.8 points to 13.3; and Science has slightly dropped from 15.4 to 15.2.

ACT Plan

From 2011-2014, the composite score has remained consistent at 14.8. Each content area has increased over those years, except Math. Math dropped from 16.2 to 14.9. However, English grew by 0.5 points to 13.8; Reading from 13.9 to 14.1; and Science from 15.9 to 16.1.

MME

MME scores have remained fairly consistent over the past 5 years. Math proficiency went from 8% in 2010 to 10% in 2014; Reading was 40% in 2010, 34% in 2014; Science has increased each year since 2010 but still remains less than 10% proficient; Social Studies grew from 17% proficient in 2010 to 30% in 2014; and Writing has increased every year since 2010 - going from 8% to 26%.

MME scores in all subject areas have remained consistent. In the Spring of 2014, proficiency scores were at the following percentages: Math - 10%, Reading -- 34%, Science - less than 10%, Social Studies - 30%, and Writing - 26%. The Michigan Public School Accountability Scorecard rated CCAHS with a "yellow" marking. While all content area proficiency targets were met in 2012-13, Math did not meet its proficiency target in 2013-14. All other contents met the targeted proficiencies.

The Michigan Top-to-Bottom Ranking has been an area CCAHS has improved upon in each of the past 3 years. CCAHS was ranked 32nd in 2013-14 after a 17 ranking in 2012-13. In the 2011-12 school year, CCAHS was ranked 14th.

WIDA

We did not meet District AMAOs. AMAO 1 our target was 50% growth, but only 46.46% of our students progressed. For AMAO 2, the proficiency target was 21%, but only 18.78% of students were proficient. As a district, AMAO III was not met because the EL subgroup was not proficient in mathematics. However, as a school our state proficiency targets were met in reading, math, science, writing, and social studies for all students, except for our Bottom 30% and ELL populations. We received a green for ELL in reading only.

Process Data

We identified strengths and weakness of our processes and systems by completing the Interim Self Assessment for the 2015-2016 School Year. Our weakness were predominately in Standard 1: Purpose and Direction. We need to improve upon communicating the schools' purpose and direction for student success. We also need to improve upon the school's leadership implementing a continuous process that provides clear direction for improving conditions to support student learning.

We identified many areas of strengths throughout. Standard 3: Teaching and Learning had many indicators that were rated a Level 4. Our stakeholders believe that the school leaders monitor and support improvement of instructional practices of teachers to ensure student success. Our stakeholders also feel the school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. We were also rated Level fours in a few indicators in Standard 4: Resources and Support Systems. Our stakeholders feel the school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. They also feel that students and school personnel us a range of media and information resources to support the schools' educational programs.

We are trying to fix our areas of weakness by improving our continuous school improvement process as a whole. Hopefully, through including

School Improvement Plan

Cesar Chavez High School

all stakeholders in the school improvement process and then ensuring all information is disseminated to all staff, we can improve in these identified areas.

Perceptions (Parents and Staff at a minimum)

We administered a variety of Staff/Student/Parent surveys, including the Avanc-Ed Survey. The results were as follows:

Student Surveys

The highest level of satisfaction was with the quality of education offered. Some other areas that our students ranked high were:

- that programs and services were readily available to help them succeed
- that our purpose was clearly explained
- that there are multiple assessments to check their understanding
- and a variety of teaching methods and activities exist to assist them in attaining the skills needed for success.

Some areas of lower satisfaction with students were:

- In my school all students are treated with respect. Only 38.81% of students agreed, 11.54% Disagreed, and 3.5% Strongly Disagreed
- In my school students treat adults with respect. Only 33.45 Agreed, 12.68% Disagreed, and 3.52% Strongly Disagreed
- In my school students respect the property of others. Only 36.3% Agree, 33.81% were Neutral, 12.1% Disagree, 5.69% Strongly Disagree
- In my school students help each other even if they are not friends. 33.45% Agree, 31.67% Neutral, 16.73 Disagree, 8.19% Strongly Disagree.

Parent Surveys

Overall the parent surveys were positive. Some areas of highest satisfaction were:

- parents rated this academy a good school
- parents felt that they got timely information from the academy about what is happening in the school
- parents felt discipline is handled appropriately
- parents felt that their children were safe and secure
- 91.8% of parents said they would send their child to this academy next year and 96,2% of parents said they would recommend this academy to others.

Of the parents that were surveyed we had difficulties finding any areas of dissatisfaction from parents. We will continue to survey parents throughout the year to determine if there are any areas of dissatisfaction

Staff Surveys

The highest level of satisfaction was that the staff feels that opportunities for students to participate in activities that interest them are provided and that multiple assessments are used to determine student learning. Some other areas that ranked high with staff were:

- that our school has a continuous improvement process based on data, goals, actions, and measures for growth,
- our school leaders regularly evaluate staff members on criteria designed to improve teaching and learning,
- all teachers use a process to inform students of their learning expectations.

Some lower areas of satisfaction from the staff were:

- In our school a formal process is in place to support new staff members and their professional practice. 32.61% Agree, 30.43% Neutral, 19.57% Disagree, and 2.17% Strongly Disagree
- In our school a formal structure exists so that each student is well known by at least one adult advocate in the school who supports the students' educational experience. 36.96% Agree, 15.22% Neutral, 15.22% Disagree, 2.17% Strongly Disagree

School Improvement Plan

Cesar Chavez High School

- In our school all stakeholders are informed of policies, processes, and procedures related to grading and reporting. 34.78% Agree, 39.18, Neutral, 6.52% Disagree, 2.17% Strongly Disagree

Demographic (Student Body at a minimum) NOTE: This includes discipline, attendance data)

Need info from Elly or Mrs. Henderson

Cesar Chavez High School has an enrollment of 679 students and services grades ninth through twelfth. Our school is located in the heart of southwest Detroit

- Percentage race

- Percentage of economically disadvantage

- Percentage of free and reduced lunch

- Attendance rate on average for a daily base

- Percentage of students with IEP's

- (27 general budget teacher) Staff makeup per grade-level, include support staff

- Title1 teachers

- 31a

- 1 instructional coach

- 1 home-liaison

- 17% of our students Office Discipline Referrals (do we want this to include regular referrals not just suspensions.)

The conclusion of the demographic data is ...

CONCLUSIONS- What are CAUSES for the GAPS?

All content areas have met the State-issued proficiency targets for the 2013-14 school year, with the exception of Math. Math, however, has out-performed all other content areas in the ACT, the Practice ACTs, ACT Explore, and ACT Plan.

However, after reviewing all achievement data, we see a trend in the ELL population and the Bottom 30% meeting state standards. Our focus for the upcoming school years need to be on improving achievement for the ELL populations and Bottom 30% subgroups.

Based on our students' socioeconomic status and when factoring ethnicity/race Cesar Chavez High School students have out performed their peer of a similar demographic. i.e. Bridge Magazine, Mackinaw Center for Public Policy, U.S. News and World Report, and Excellent Schools Detroit

Describe the area(s) that show a positive trend in performance.

All content areas have shown a positive trend since 2010. Math has trended upwards except within the ACT Plan and MME. Science has trended upwards in every assessment, except for a 0.2 point drop off on the ACT Explore. All other areas have increased since 2010 in all assessments. Writing in particular has seen great growth on the MME since 2010 -- proficiency rates have gone from 8% to 26%.

Which area(s) indicate the overall highest performance?

For MME, Reading scores are highest at 34% proficient. Science scores are the highest on the ACT Plan and Explore. Math has the highest scores on the ACT.

Subgroups

While ELL students and Special Education students are struggling to meet state standards on assessments, these groups are both making gains in ScanTron Testing (Reading and Mathematics).

Gap

The achievement gap is closing for females in Math, based on State Assessment data from 2011 to 2014. The same can be said for females in Reading over that same period of time.

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

School Improvement Goals:

All students will be provided pathways to College and Career Readiness.

All students at Cesar Chavez High School will become proficient readers.

All students at Cesar Chavez High School will become proficient writers.

All students at Cesar Chavez High School will become proficient in Math.

All students at Cesar Chavez High School will become proficient in Science.

All students at Cesar Chavez High School will become proficient in Social Studies.

All English Language Learners will increase proficiency in English Language and all content areas.

CCAHS will increase parent participation in parent engagement activities.

Our needs assessment indicated that we still need school improvement goals in all core subject areas. We included specific objectives, activities, and strategies to specifically target our ELL, bottom 30%, and special education subgroups.

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?

CCAHS is Title 1 schoolwide with a high percentage of ELLs, located in a city that is in crisis. Again, simply and respectfully, our goals are aimed at meeting all of the academic needs of all of our students for English, Reading, Math, Science, and Social Studies.

We fully understand that all of our students are disadvantaged as a result of the socio-economic crisis they are surrounded with. What we must do is improve teaching and learning; improve professional development; retain the best teachers; and, continuously assess student academic performance.

Component 2: Schoolwide Reform Strategies

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

The school district has implemented the Response to Intervention program, along with PBIS (Positive Behavior Intervention Support System) as their overall school wide reform strategy. Students in all tiers are serviced through this reform strategy. Other strategies within the school improvement plan geared at improvement are differentiated instruction, S.I.O.P. (Sheltered Instructional Observational Protocol), along with analyzing school wide data.

We are focused on providing Tier 1 quality instruction to all students through Response to Intervention. Within the classroom general education teachers, title teachers, and paraprofessionals may deliver Tier 2 intervention strategies within the classroom in a small group setting. Tier 3 interventions are provided through title I teachers, 31a teachers outside of the Tier 1 classroom through credit recovery courses, Read 180 programming, and other online resources.

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).

The quality of instruction is increased through Response to Intervention because our teachers, as well as the Data Coach analyze data to determine which students are in need of additional interventions and support. We focus on enhancing our Tier 1 instruction, using best practices and high yield strategies that increase student achievement. We provide ongoing Professional Development to our staff in all content areas and strategies to increase the quality of instruction through Professional Learning Opportunities, as well as in the form of an Instructional Coach. Furthermore, interventions are provided to students who are not mastering standards simply from Tier 1 instruction. The Positive Behavior Intervention System also plays a crucial role providing behavior interventions to students, which improve the overall structure and climate in the classroom for Tier 1 instruction.

The quantity of instruction is improved through Response to Intervention because there are increased learning opportunities for academic interventions. Students who are not meeting academic standards receive additional courses in math and ELA through the Odyssey program and/or Read 180 by highly qualified staff. There are also opportunities for after school tutoring and after school credit recovery courses. Also, we provide additional support to students through summer school.

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

In the Comprehensive Needs Assessment there were gaps in achievement in all content areas, but more specifically in the bottom 30% of students. Response to Intervention will address all tiers of students within all content areas. The Positive Behavior Intervention Support System will also address the behavior needs of our students by reinforcing good behavior and promoting a better classroom climate.

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.

The Odyssey program that CCAHS offers is an intervention program for students that have struggled in their classes and have fallen behind. Each department has played a role in creating the curriculum for the computer based program so that it is aligned with the curriculum being taught in the classroom. Two teachers and student tutors assist in the Odyssey classroom.

RtI (Response to Intervention) is being used to address the needs of students in Tier 1 and Tier 2. Leads for each grade level hold meetings monthly to address the students that are of concern. Forms are filled out on the students, with suggestions for strategies to implement. The forms are then sent to the RtI program lead and she follows up with the parent, student, and teachers.

Read 180 is being used to assess and address students with low reading levels.

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

The data is used to determine if the needs of students are being met.

The data is pulled for Odyssey, to see on an individual basis the classes they are passing and at the rate they are passing them.

Students that are in Tier 1 and Tier 2 are monitored and progress is documented. If progress is not made, alternate strategies and tactics are then implemented.

Data is pulled on individual students in the Read 180 class. The students are closely monitored to make sure that progress is being made.

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 CCAHS paraprofessionals meet the NCLB requirements and are considered highly qualified.	

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

Our turnover rate for the 2014-2015 school year is .5%.

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

0-5 years= 19 teachers

6-10 years=7 teachers

11-15 years=2 teachers

16+ years=2 teachers

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

CCAHS has been able to maintain a healthy student enrollment population, which in turn allows staffing levels to remain consistent. CCAHS offers a very clean, safe, healthy, and orderly learning environment. CCAHS offers annual salary increases and bonus pay. We also provide many professional learning opportunities to staff members which help attract and retain highly qualified teachers. CCAHS has earned special recognitions from US News & World Report Best High Schools and its MME/ACT scores have been rated as the 3rd best in Detroit. These recognitions attract high quality teachers.

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

CCA District along with Leona Group management company offer competitive salary and benefits including a 401K program that matches dollar for dollar, up to 6%. CCA District offers effective professional development both internally and externally, with opportunities such as New Teacher Academy through Leona Group. CCA District offers healthy student enrollment populations allowing for staffing levels to remain consistent. CCA District has academic successes from K-12, which in turn attracts highly effective teachers that desire to be part of a positive, safe, clean, and orderly system. The CCA District also provides a district curriculum coach providing guidance and collaboration to teachers which would also be a strategy to attract and retain highly qualified professionals.

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

There has not been a high turnover rate.

Component 5: High Quality and Ongoing Professional Development

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

The Comprehensive Needs Assessment identified some weaknesses in all content areas and even more specifically in the bottom 30 % of students. We will provide professional development in four content areas, Response to Intervention, SIOP and other strategies to work with ELL Learners, working with at-risk students, along with interventions for working with all tiers of students.

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

CCAHS believes in continuous improvement and we believe that professional development opportunities for our staff will be strengthened and expanded each year. There is a conscientious effort to set aside adequate funding in order to offer high quality professional development throughout the school year and beyond. Over time, we have also had teachers become subject area experts and are available to share their expertise in house.

CCAHS also has an instructional coach which is a form of ongoing and job embedded professional development. The instructional coach observes instructional practices, provided lesson plan feedback, and guides teacher collaboration regarding instruction.

The school administration at CCAHS ensures that strategies learned in Professional Developments are utilized within the classroom and monitors implementation through walk-throughs, observations, and evaluations.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	attach 15-16 professional learning plan	CCAHS 2016-2017 PD Plan

Component 6: Strategies to Increase Parental Involvement

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

CCAHS attempts to involve parents on our school improvement team and keep them involved in our school as much as possible. Despite our efforts, parent participation varies and is not always consistent. We are prepared for parent(s) to attend meetings from time to time and in many cases, identify new parent(s) that are interested in participating.

CCAHS SIP meetings are held on Wednesday's after school hours and parents are encouraged to come. We develop our school wide plan, taking into consideration feedback from our parent surveys. In addition, CCAHS hosts an Annual Title 1 Parent Meeting within the first month of each new school year in which we introduce our school wide plan. All outreach efforts are bi-lingual and information is provided in English and Spanish.

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

At the present time, CCAHS has one parent on the school improvement team. First and foremost, we want our parents to a.) be aware of the school's SIP; b.) we want our parents to know they are welcomed to be part of the school community; c.) we want our parents to know when the meetings take place and that they are welcomed to attend and bring their voice to the table; and d.) we want parents to know that we welcome their involvement in implementing the plan.

To further involve parents in the implementation of the school wide plan we provide opportunities through parent meetings for parents to learn about CCAHS curriculum, activities, and instruction that their students participate in. We also have parents complete various surveys throughout the year to gain feedback pertaining to the school wide plan. All feedback we receive from parents plays a vital role in the development and implementation of the school improvement plan.

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

Parents are involved in the evaluation of the school wide program through use of parent stakeholder surveys. Parents have opportunities to provide feedback through surveys to evaluate the school wide plan. Parents are also able to evaluate or provide suggestions for revisions of the school wide plan through parent meetings, board meetings, and school improvement meetings.

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	attached	CCAHS 2016-2017 Parental Involvement Plan

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

CCAHS holds orientation at the beginning of the school year for all incoming students and their parents. The parents are given the parent-

School Improvement Plan

Cesar Chavez High School

school contract, in addition to all the necessary documents for the current school year. In the fall there is an Open House in which all enrolled students and their families are encouraged to come tour the school and classrooms and speak with staff. In the spring there is a parent meeting that is held on a Saturday, to disperse important information. In addition to those events, parents are encourage to join the School Improvement Plan Team, attend special events held by CCAHS, and actively take part in the success of their child by communicating regularly with teachers, administrators, and the guidance department.

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

The evaluation would be ongoing and dependent upon discussion on a per meeting basis.

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

We would use the results to make the necessary changes to improve the schoolwide program.

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

NA not a requirement at the high school level.

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

N/A

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

Not a requirement at the high school level.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	No	N/A: The School-Parent Compact is not required at the high school level.	

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

All student academic assessment information is translated into Spanish for our high volume of Spanish dominant parents. All student academic information is presented bilingually.

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?

CCAHS does not address preschool age children or kindergarten classrooms.

CCAHS does offer a transition program for incoming 8th graders and for incoming special education 8th graders that attend CCAMS.

All incoming 8th graders and their families are invited to a CCAHS open house where all HS staff are available to meet with students/families and share information about their department/content areas. For example, the Math Department is located in a designated classroom and all Math Department team members are present. The team has a PowerPoint presentation and students/families receive the PowerPoint handout. A question and answer session is included. The same is true for all core content area teams: Math, English, Science, Social Studies. Athletics are included and are located in the gymnasium. Coaches from different sports teams are on hand to recruit students that may be interested in a particular sport. Counseling, Social Work, and ESL/ELL team members are also available to share information relevant to their specific areas. Special education students are always part of everything we offer at CCAHS. CCAHS attempts to be as sensitive as possible and offers entering special education students with a personalized tour of the high school. The tour is conducted by CCAHS special education staff in a small group setting.

Lastly, CCAHS offers students and their families, at every grade level, a new school year orientation program prior to the start of each new school year. New school year orientations are designed to share as much information as possible for students and families. Information includes classes, uniforms, Michigan graduation requirements, and CCAHS MME/ACT academic data. Question and answer time is also provided.

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

N/A

Component 8: Teacher Participation in Making Assessment Decisions

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

CCAHS teachers are provided significant time towards the identification of academic assessments that they believe are most beneficial.

Teachers meet in their respective department meetings bi-weekly.

Professional development days and TLG/SVSU professional development opportunities also serve as opportunities for staff to share ideas and make recommendations relative to school-based academic assessments. CCAHS teachers are regularly encouraged to bring their ideas and recommendations to administration.

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

CCAHS teachers are provided adequate time monthly, through department team meetings, to review student achievement data and plan next steps based on the data.

In addition, CCAHS teachers are strongly encouraged to use their formative/summative assessment data to monitor student learning and adjust instruction based on results.

Teachers use regular academic assessment results (i.e. - ACT Explore & Plan; Gates MacGinitie; Scantron) so that they can adjust instruction based on student's academic needs.

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.

CCAHS monitor's student academic performance as it pertains to daily class performance as well as standardized assessments. Using formative/summative assessment data collection and analysis is expected of all teachers. Formative/Summative information allows teachers to instantly gauge student's mastery of the content being taught.

Administration aggregates data on behalf of the core content areas and shares results with teachers. This includes cut scores and standard errors so that teachers know who the students are and where their scores fall on the proficiency table.

Unfortunately, at the high school level, we are not administering the same standardized assessments annually and this creates challenges.

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?

CCAHS collects and disseminates MME sub-content category data results so that teachers can view how students perform and their strengths and weaknesses. CCAHS offers (3) practice ACT exams and we use the results to adjust instruction relative to ACT benchmarks.

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

The data that each department collects, in addition to the school wide data, is used on a per class roster basis. The teacher utilizes the data to make adjustments to their lesson plans and assignments so that all students are able to complete the assignments at their skill level.

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.

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

Title 1 funds: Title I teachers and paraprofessionals to provide additional support through Read 180, credit recovery courses, as well as small group and individualized instruction. Title I funds an Instructional Coach, as well as part of a Data Coach position. Title I also funds parental involvement activities, resources, and refreshments for parent meetings. Summer school and after school tutoring opportunities are also offered through Title I. The Odyssey online program is funded by Title I.

IIA funds: Professional Development opportunities in the areas of effective leadership practices, how to use data based instruction, utilizing technology in classroom, common core standards, and a staff book study.

Title III funds ESL Paraprofessional Support, ESL Coach, professional learning opportunities in language and literacy strategies, after school and summer school language acquisition programs.

31a funds an additional teacher, as well as quality aides to support the school wide reform strategy. Anti-Bullying Liaison and additional security to help implementation of PBS. 31 a also supports additional software for ESL students to work towards college and career ready.

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

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

1. Comprehensive needs assessment-General Fund, Title 1, Title III, 31a (all stakeholders involved in needs assessment)
2. School-wide reform strategies-Title I, Title II-A, Title III, 31A
3. Instruction by highly qualified professional staff- General Fund, Title I, Title II-A, Title III, 31 a Staff book studies, collaboration meetings, grade-level meetings, high yield strategies for reading and math, ongoing Strategies for Writers resources and training, analysis of data, interactive whiteboard training, RtI training, school leader and instructional coach training, Building Academic, Title I teachers, paraprofessionals, Vocabulary training
4. Strategies to attract high quality, highly qualified teachers- general fund, Title II-A Job fairs, teacher mentoring, teacher reimbursement for returning to school, competitive salaries and bonuses
5. High-quality and ongoing professional development - General fund, Title I, Title II-A, Title III, 31a; Instructional Coach, Data coach, workshops, conferences, book studies
6. Parent involvement - General Fund, Title I, Title III parent workshops, annual Title I meeting
7. Transition strategies General Fund - 8th grade to high school and special needs to high school
8. Teacher participation in making assessment decisions - General Fund, Title I, 31a, Grade-level team meetings, data analysis, Scantron, Golden Package, Study Island, quarterly assessments
9. Timely additional assistance to students - General Fund, Title I, Title III, 31a

School Improvement Plan

Cesar Chavez High School

IDEA, Paraprofessionals, LRE aides, summer school, Assistive technology and Title I teachers

Behavior Intervention Specialist, Home/School Community Liaison, Security, HQ instructional assistants, credit recovery programs

10. Coordination and integration of federal, state and local programs and resources-General Fund, Title I, IIA, Title III, 31a all allow for the school wide plan to be implemented

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 various community partnerships.

Evaluation:

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

CCAHS meets monthly to discuss the program. In addition to the team meetings, department meetings happen twice a month to also put their input into the program. CCAHS uses data to evaluate the success and failures to determine the changes that are to be made to the plan each year. We also complete the MDE Program Evaluation Tool to evaluate strategies/activities/programs within our School Improvement plan.

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.

We analyze all forms of student achievement data through the Response to Intervention process, as well as the School Improvement process. We also utilize other forms of data to evaluate the school wide program, such as stakeholder surveys, demographic, and process data. All factors are taken into consideration when evaluating results achieved by the school wide program.

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.

CCAHS uses the response to intervention process to help assist those students that are the low performers based on the annual state assessments. Throughout the Response to Intervention program student achievement data is continuously analyzed. Targeted tutoring, Read 180, Odyssey programs are also used to help close the gaps that exist with our subgroups.

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?

CCAHS routinely reviews the School Improvement plan and makes adjustments to the plan as needed. The plan is reviewed at staff meetings, grade level meetings, Rti meetings, parent meetings, and especially school improvement meetings. Throughout the year, our school improvement team reviews other types of data such as perception, demographic, process, and student achievement data to determine revisions to the plan. We also take into consideration the results of the MDE program evaluation tool.

2016-2017 Goals

Overview

Plan Name

2016-2017 Goals

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 will be provided pathways to College and Career Readiness.	Objectives: 6 Strategies: 3 Activities: 8	Academic	\$30500
2	All students at Cesar Chavez High School will become proficient readers.	Objectives: 3 Strategies: 7 Activities: 18	Academic	\$374000
3	All students at Cesar Chavez High School will become proficient writers.	Objectives: 3 Strategies: 8 Activities: 22	Academic	\$453000
4	All students at Cesar Chavez High School will become proficient in Mathematics.	Objectives: 3 Strategies: 9 Activities: 20	Academic	\$312500
5	All students at Cesar Chavez High School will become proficient in Science.	Objectives: 3 Strategies: 8 Activities: 17	Academic	\$198428
6	All students at Cesar Chavez High School will become proficient in Social Studies.	Objectives: 3 Strategies: 7 Activities: 18	Academic	\$202980
7	All English Language Learners will increase proficiency in the English Language and all content areas.	Objectives: 2 Strategies: 5 Activities: 12	Academic	\$253500
8	Cesar Chavez High School will increase parent participation in parent engagement activities.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$2000

Goal 1: All students will be provided pathways to College and Career Readiness.

Measurable Objective 1:

30% of Ninth, Tenth, Eleventh and Twelfth 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 achieve college and career readiness through experience and enrollment in AP style courses. in English Language Arts by 09/06/2016 as measured by Enrollment numbers in English AP courses.

(shared) Strategy 1:

Differentiated instruction received in AP Style Courses - Differentiated instruction received in AP Courses through direct teacher instruction in AP audit certified syllabus courses. This will be implemented by the Instructional Coach and the AP Teacher.

Category: Career and College Ready

Research Cited: Research shows that students who succeed in rigorous course work such as Advanced Placement are developing college-level knowledge and skills while still in high school. These students are more likely than their peers to earn college degrees on time, providing an opportunity to save significant amounts of money. The College Board's 10th Annual AP Report to the Nation, released today, shows that state leaders and educators are making significant progress in expanding both access to and success in AP.

Over the past decade, the number of students who graduate from high school having taken rigorous AP courses has nearly doubled, and the number of low-income students taking AP has more than quadrupled. Impressively, educators' work to bring more students into Advanced Placement courses has resulted in a larger increase in the number of qualifying AP Exam scores (the scores typically required for college credit) than in the number of low AP scores.

"At the heart of the College Board's mission is a commitment to ensuring that students have access to the opportunities they have earned," said College Board President David Coleman. "While great strides have been made over the last decade to expand access to AP, we remain as committed as ever to ensuring that every student with the potential to succeed in an AP course has the opportunity to take one."

A Decade of Increased AP Participation and Performance

Over the last decade, a broader, more diverse group of students has benefited from expanded access to Advanced Placement. In addition, more students than ever before are succeeding on AP Exams. Comparing the class of 2013 to the class of 2003 revealed the following:

The class of 2013 achieved 1,000,135 more AP scores of 3, 4, or 5 (the scores typically accepted by colleges for credit and placement) and had an increase of 824,368 AP scores of 1 or 2. In other words, there was a greater increase from 2003 to 2013 in the scores of 3 or higher than in the scores of 1 or 2.

33.2 percent of public high school graduates in the class of 2013 took an AP Exam, compared to 18.9 percent of graduates in the class of 2003.

20.1 percent of public high school graduates in the class of 2013 earned a 3 or higher on an AP Exam, compared to 12.2 percent of graduates in the class of 2003.

Low-income graduates accounted for 27.5 percent of those who took at least one AP Exam in the class of 2013, compared to 11.4 percent in the class of 2003. A

School Improvement Plan

Cesar Chavez High School

total of 275,864 low-income graduates in the class of 2013 took at least one AP Exam during high school, which is more than four times the number of low-income graduates who took an AP Exam in the class of 2003.

Since 2003, there has been a 7.9 point increase in the percentage of U.S. public high school graduates scoring a 3 or higher on an AP Exam, with 17 states exceeding the national average for this percentage change. Once again, Maryland led all other states in the percentage of its public high school graduates scoring a 3 or higher on an AP Exam.

Though challenges remain, progress is being made to close equity gaps in AP participation and success among underrepresented minority students. Over the past year:

- 30 states made progress in black/African American representation among AP Exam takers and those scoring 3 or higher.
- 28 states made progress in Hispanic/Latino representation among AP Exam takers and those scoring 3 or higher.

Tier: Tier 1

Activity - Taking AP Courses	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students enrolled in AP Calculus AB, Calc II, AP English, AP American Government, AP Human Geography, AP Physics, and AP Computer Science.	Career Preparation /Orientation , Direct Instruction, Implementation, Getting Ready	Tier 1	Implement	09/06/2016	05/19/2017	\$0	No Funding Required	Brian Goodwin (Instructional Coach) and AP Teachers.
Activity - Students taking AP Exams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students enrolled in AP Calculus AB, Calc II, AP English, AP American Government, AP Human Geography, AP Physics, and AP Computer Science taking AP Exams in May 2017.	Evaluation	Tier 1	Evaluate	05/08/2017	05/19/2017	\$5000	General Fund	Brian Goodwin (Instructional Coach) and AP Teachers.
Activity - AP Practice Tests	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Cesar Chavez High School

All students in AP Courses will take a Pre and Post official released AP Practice Exam during the year.	Materials, Supplemental Materials, Monitor, Implementation, Getting Ready	Tier 1	Monitor	09/06/2016	05/19/2017	\$0	No Funding Required	Brian Goodwin (Instructional Coach) and AP Teachers
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Measurable Objective 2:

30% of Ninth, Tenth, Eleventh and Twelfth 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 achieve college and career readiness experience and enrollment in AP style courses. in Mathematics by 09/06/2016 as measured by Enrollment numbers in Mathematics AP courses.

(shared) Strategy 1:

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Over the past decade, the number of students who graduate from high school having taken rigorous AP courses has nearly doubled, and the number of low-income students taking AP has more than quadrupled. Impressively, educators' work to bring more students into Advanced Placement courses has resulted in a larger increase in the number of qualifying AP Exam scores (the scores typically required for college credit) than in the number of low AP scores.

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School Improvement Plan

Cesar Chavez High School

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School Improvement Plan

Cesar Chavez High School

Activity - AP Practice Tests	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in AP Courses will take a Pre and Post official released AP Practice Exam during the year.	Materials, Supplemental Materials, Monitor, Implementation, Getting Ready	Tier 1	Monitor	09/06/2016	05/19/2017	\$0	No Funding Required	Brian Goodwin (Instructional Coach) and AP Teachers

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School Improvement Plan

Cesar Chavez High School

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School Improvement Plan

Cesar Chavez High School

The class of 2013 achieved 1,000,135 more AP scores of 3, 4, or 5 (the scores typically accepted by colleges for credit and placement) and had an increase of 824,368 AP scores of 1 or 2. In other words, there was a greater increase from 2003 to 2013 in the scores of 3 or higher than in the scores of 1 or 2.

33.2 percent of public high school graduates in the class of 2013 took an AP Exam, compared to 18.9 percent of graduates in the class of 2003.

20.1 percent of public high school graduates in the class of 2013 earned a 3 or higher on an AP Exam, compared to 12.2 percent of graduates in the class of 2003.

Low-income graduates accounted for 27.5 percent of those who took at least one AP Exam in the class of 2013, compared to 11.4 percent in the class of 2003. A total of 275,864 low-income graduates in the class of 2013 took at least one AP Exam during high school, which is more than four times the number of low-income graduates who took an AP Exam in the class of 2003.

Since 2003, there has been a 7.9 point increase in the percentage of U.S. public high school graduates scoring a 3 or higher on an AP Exam, with 17 states exceeding the national average for this percentage change. Once again, Maryland led all other states in the percentage of its public high school graduates scoring a 3 or higher on an AP Exam.

Though challenges remain, progress is being made to close equity gaps in AP participation and success among underrepresented minority students. Over the past year:

- 30 states made progress in black/African American representation among AP Exam takers and those scoring 3 or higher.
- 28 states made progress in Hispanic/Latino representation among AP Exam takers and those scoring 3 or higher.

Tier: Tier 1

Activity - Taking AP Courses	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students enrolled in AP Calculus AB, Calc II, AP English, AP American Government, AP Human Geography, AP Physics, and AP Computer Science.	Career Preparation /Orientation , Direct Instruction, Implementation, Getting Ready	Tier 1	Implement	09/06/2016	05/19/2017	\$0	No Funding Required	Brian Goodwin (Instructional Coach) and AP Teachers.

Activity - Students taking AP Exams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students enrolled in AP Calculus AB, Calc II, AP English, AP American Government, AP Human Geography, AP Physics, and AP Computer Science taking AP Exams in May 2017.	Evaluation	Tier 1	Evaluate	05/08/2017	05/19/2017	\$5000	General Fund	Brian Goodwin (Instructional Coach) and AP Teachers.

School Improvement Plan

Cesar Chavez High School

Activity - AP Practice Tests	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in AP Courses will take a Pre and Post official released AP Practice Exam during the year.	Materials, Supplemental Materials, Monitor, Implementation, Getting Ready	Tier 1	Monitor	09/06/2016	05/19/2017	\$0	No Funding Required	Brian Goodwin (Instructional Coach) and AP Teachers

Measurable Objective 5:

10% of Ninth, Tenth, Eleventh and Twelfth 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 collaborate to build the Robotics program and compete at the state level. in Career & Technical by 05/05/2017 as measured by students collaborating together to build the robotics program and qualify for the state championship..

Strategy 1:

FIRST Robotics - Students will work together with the help of Teacher coaches and GM Engineer Mentors to create a Robotics team that will compete in the FIRST Robotics Competitions.

Category: Career and College Ready

Research Cited: "THE EFFECT OF THE FIRST ROBOTICS COMPETITION ON HIGH SCHOOL STUDENTS' ATTITUDES TOWARD SCIENCE"

by: Anita G. Lundy, University of Kansas

Accessed: http://first.wpi.edu/Images/CMS/First/2007CON_Students_Attitudes_Toward_Science_Lundy.pdf

Her References:

Adolphe, F. (2002). A Cross-National Study of Classroom Environment and Attitudes among Junior Secondary Science Students in Australia and in Indonesia. (Doctoral dissertation, Curtin University of Technology). Retrieved March 22, 2006 from <http://adt.curtin.edu.au/theses/available/adt-WCU20031201.141540>

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Billeh, V. and G. A. Zakhariades. (1975). The Development and Application of a Scale for Measuring Scientific Attitudes. Science Education, 59(2): 155-165.

Campbell, D.T. (1950). The indirect assessment of social attitudes. Psychological Bulletin, 47, 15-38.

Dethlefs, T. M. (2002). Relationship of constructivist learning environment to student attitudes and achievement in high school mathematics and science. Dissertation Abstracts International, 63(07): 2455.

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Sorenson, J.S. and A. M. Voelker. (1972). Attitudes of a Selected Group of High School Seniors Toward the United States Space Program. Science Education, 56(4): 459-470.

Thurstone, L.L. (1928). Attitudes can be measured. American Journal of Sociology, 38, 268-389.

Thurstone, L.L. (1931). The measurement of social attitudes. Journal of Abnormal and Social Psychology, 26, 249-69.

Thurstone, L.L. (1946). Comment. American Journal of Sociology, 52, 39-50

Tier: Tier 1

School Improvement Plan

Cesar Chavez High School

Activity - Marketing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work together with the help of Teacher coaches and GM Engineer Mentors to create the marketing profile of the school's team (4680). The plans will be implemented by the students with mentor direction which will include website design, t-shirt design, social media presence, documentation of process, and actual scouting of other robotics teams during district, state, and world championships.	Community Engagement, Career Preparation /Orientation, Communication, Field Trip, Technology, Policy and Process, Extra Curricular, Getting Ready	Tier 1	Implement	01/02/2017	05/05/2017	\$5000	Other	Solomon Zheng, Grace Tesfae, Virginia Casey, Ryan Mckinnie, Joseph and Cathy Zajackowski

Activity - Robotics Build Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work together with the help of Teacher coaches and GM Engineer Mentors to build the robot for the school's team (4680). The plans will be implemented by the students with mentor direction which will include chassing, manipulator, drive team, and electrical for the purposes of competing during district, state, and world championships.	Career Preparation /Orientation, Materials, Communication, Other - Engineering, Field Trip, Technology, Supplemental Materials, Monitor, Implementation, Extra Curricular, Getting Ready, Evaluation	Tier 1	Implement	01/02/2017	05/05/2017	\$5000	Other	Solomon Zheng, Grace Tesfae, Virginia Casey, Ryan Mckinnie, Joseph and Cathy Zajackowski

Measurable Objective 6:

School Improvement Plan

Cesar Chavez High School

80% of Ninth, Tenth, Eleventh and Twelfth 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 achieve college and career readiness through attending after school program/activity in Career & Technical by 06/09/2017 as measured by attendance in one or more after school program/activity..

Strategy 1:

After School Activities - The more students engage with after school activities because participation in afterschool programs has been shown to increase cognitive, behavioral, and emotional engagement. This strategy will be implemented by offering many options for students to engage their community through enhancing academic skills, technical skills, athletic skills, and fostering cultural understanding.

Category: Career and College Ready

Research Cited: Anderson-Butcher, D., Newsome, W. S., & Ferrari, T. M. (2003). Participation in Boys and Girls Clubs and relationships to youth outcomes. *Journal of Community Psychology*, 31(1), 39–55.

Eccles, J., & Gootman, J. A. (Eds.). (2002). *Community programs to promote youth development*. Washington, DC: National Academies Press.

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Hollister, R. (2003). *The growth in after-school programs and their impact*. Washington, DC: Brookings Institution.

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Reisner, E. R., Russell, C., Welsh, M., Birmingham, J., & White, R. (2002). *Supporting quality and scale in after-school services to urban youth: Evaluation of program implementation and student engagement in the TASC After-School Program's third year*. Washington, DC: Policy Studies Associates.

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Walker, K. E., & Arbreton, A. J. A. (2001). *Working together to build Beacon Centers in San Francisco: Evaluation findings from 1998–2000*. Philadelphia: Public/Private Ventures.

Warren, C. (with Feist, M., & Nevarez, N.). (2002). *A place to grow: Evaluation of the New York City Beacons. Final report*. New York: Academy for Educational Development

Tier: Tier 1

Activity - Trade School Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Cesar Chavez High School

Mr. Samano brings students to different trade schools through monthly field trips.	Career Preparation /Orientation, Professional Learning	Tier 1		09/06/2016	06/23/2017	\$0	No Funding Required	Mr. Samano
Activity - Sports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage in after school athletic MHSAA sports: Wrestling, Soccer, Basketball, Volley Ball, Football, Cross Country, and Cheerleading.	Community Engagement, Recruitment and Retention, Field Trip, Extra Curricular	Tier 1		09/06/2016	06/23/2017	\$15000	General Fund	Jerrold Jackson (Athletic Director) and Coaches.
Activity - Club Cultural Learning Upon Experience (CLUE)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage multiple cultures through field trips.	Community Engagement, Field Trip, Extra Curricular	Tier 1	Implement	09/13/2016	06/23/2017	\$500	General Fund	Mrs. Sanchez

Goal 2: All students at Cesar Chavez High School will become proficient readers.

Measurable Objective 1:

43% of Eleventh grade students will demonstrate a proficiency on state standardized assessments in Reading by 06/30/2016 as measured by M-Step/SAT standardized tests..

(shared) Strategy 1:

Response to Interventions - Teachers and content specialist will asses and collect data based on specific content area standards and recommend individuals for additional instruction, whether that be within or outside of the classroom; before, during, or after the school day.

Category:

Research Cited: "Beyond the Numbers." S. White, 2005

"The Administrator?s Guide to Data-Driven Decision Making." Todd McIntire. Technology & Learning, June 2002.

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School Improvement Plan

Cesar Chavez High School

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The School Administrator, April 2001.

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"An Interview with Nancy Love: Building a Professional Learning Community." Ken Mayer. ENC Focus, electronic version, Volume 10, Number 1.

"Making Sense of the Data. Overview of the K-12 Data Management and Analysis Market."

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"Software Enabling School Improvement through Analysis of Student Data." Report No. 67, published by the Center for Research on the Education of Students Placed At Risk, a national research and development center supported by a grant from the Institute of Education Sciences, U.S. Department of Education; January 2004. For a full copy of the report:

www.csos.jhu.edu/systemics/datause.htm.

"Turning Skeptics into Supporters." Elaine M. Coffin and Laura M. Seese. ENC Focus, electronic version, Volume 10, Number 1.

"Uses and Abuses of Data." Nancy Love. ENC Focus, electronic version, Volume 10, Number 1.

"Using Data to Improve Schools: What's Working." A report produced by the American Association of School Administrators, 2002.

Tier: Tier 1

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with differentiated instruction within all English Language Arts classes based on individual needs. This is to include modifications made to lessons, assignments, expectations, grading, and any other area in the classroom which would help all students be successful. In addition, the use of small groups and/or one-to-one individualized instruction	Direct Instruction	Tier 1	Monitor	09/02/2015	06/23/2017	\$500	Title I Schoolwide	All ELA Staff, including Teachers, Support Staff and Instructional Coach.

School Improvement Plan

Cesar Chavez High School

Activity - At-Risk Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven Rtl process	Academic Support Program	Tier 2	Implement	09/08/2015	06/23/2017	\$75000	Title I Part A	School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education
Activity - Reading Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Read 180 class is monitored by a Reading Specialist that also provides intensive reading interventions to identified at-risk students.	Academic Support Program	Tier 3	Monitor	09/08/2015	06/23/2017	\$40000	Title I Part A	The School Leader, Title 1 Reading Teacher, Instructional Coach, Instructional Staff, and Support Staff
Activity - Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate academic vocabulary into daily lessons across all content areas.	Curriculum Development, Direct Instruction, Academic Support Program	Tier 1		08/24/2015	06/23/2017	\$1000	General Fund	Instructional Coach, General Education Teachers, Support Staff, School Leader, Special Education Teachers
Activity - Collaboration Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Cesar Chavez High School

General education teachers, special education teachers, and support staff will collaborate to modify and accommodate direct instruction pertaining to grade level curriculum to meet the needs of the special education students.	Teacher Collaboration, Academic Support Program	Tier 3	Implement	08/24/2015	06/23/2017	\$0	General Fund	General Education Teachers, Special Education teachers, support staff, instructional coach, and school leader
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Activity - Data Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The data coach will collect various forms of student achievement data and discuss data with instructional staff to drive instruction.	Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Implement	07/02/2015	06/23/2017	\$20000	Title I Part A	School Leader, Data Coach

Activity - Extended Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will support at-risk students with afterschool tutoring, summer school when necessary, and credit recovery via Odyssey program.	Curriculum Development, Direct Instruction, Implementation, Academic Support Program	Tier 1		08/24/2015	06/23/2017	\$50000	General Fund	General Education Teachers, Special Education Teachers, Instructional Coach, all Para-Professionals, School Leader

Strategy 2:

Sheltered Instruction Observation Protocol (SIOP) - Teachers will incorporate instructional strategies that assist with the English Language Learner (ELL Student) within the classroom on a consistent basis. SIOP promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning.

Category:

School Improvement Plan

Cesar Chavez High School

Research Cited: "Beyond the Numbers." S. White, 2005

"The Administrator's Guide to Data-Driven Decision Making." Todd McIntire. Technology & Learning, June 2002.

"Cooking with Data to Reduce Achievement Gaps." Craig Jerald. ENC Focus, electronic version, Volume 10, Number 1.

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Tier:

Activity - Sheltered Instruction Observation Protocol (SIOP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Cesar Chavez High School

Teachers will incorporate instructional strategies that assist with the English Language Learner (ELL Student) within the classroom on a consistent basis. SLOP promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning.	Academic Support Program	Tier 1	Monitor	09/01/2015	06/23/2017	\$500	Title I School Improvement (ISI)	All Teaching Staff, All Support Staff, Instructional Coach, Special Education Teachers, School Leader
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Strategy 3:

Close and Critical Reading - Reading critically is the act of making meaning with and through a text. Students benefit from the explicit instruction of close and critical reading as teachers guide them toward comprehension and interpretation.

Category:

Research Cited: Mission Literacy (<http://missionliteracy.com/>)

Foundation for Critical Thinking (<http://www.criticalthinking.org/>)

Harvard Library's Six Reading Habits (<http://guides.hcl.harvard.edu/sixreadinghabits>)

National Council of English Teachers? Position on Reading Critically (<http://www.ncte.org/positions/reading>)

Northwest Evaluation Association (<http://www.nwea.org/>)

Tier:

Activity - Lesson Modification	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will modify weekly lesson plans to show how their instruction changed due to the introduction and presence of Close and Critical Reading strategies within the classroom.	Direct Instruction			08/24/2015	06/23/2017	\$3000	Title I School Improvement (ISI)	All English Language Arts Instructors

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will benefit from focused training on how to teach Close and Critical Reading strategies within the classroom.	Professional Learning		Monitor	08/24/2015	06/23/2017	\$3000	Title I School Improvement (ISI)	All English Language Arts Instructors

School Improvement Plan

Cesar Chavez High School

Activity - Usage Mastery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be responsible for drafting a reading proficiency assessment and administer it four times a year to gauge student understanding and mastery of reading comprehension skills taught through the Close and Critical Reading Learning Strategy.	Evaluation			08/24/2015	06/23/2017	\$500	Title I School Improvement (ISI)	All English Language Arts Instructors
Activity - At Risk Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven RtI process	Academic Support Program		Monitor	08/24/2015	06/23/2017	\$500	Title I School Improvement (ISI)	Teachers and support staff personal.

Strategy 4:

Professional Development - Teachers will receive professional development in the core subject areas to increase high yield Tier 1 overall instruction.

Category:

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive various professional learning opportunities in ELA.	Professional Learning	Tier 1	Implement	08/17/2015	06/23/2017	\$20000	Title II Part A	general education staff, support staff, Title and 31 staff, school leader, instructional coach
Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Cesar Chavez High School

The Instructional Coach provides ongoing job embedded professional learning through observation of lessons, lesson plan feedback, and promoting teacher collaboration and dialogue pertaining to instruction.	Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Monitor	07/01/2015	06/23/2017	\$40000	Title I Part A	Instructional Coach and School Leader
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Activity - ELA Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1		07/04/2016	07/04/2017	\$10000	General Fund	principal

Strategy 5:

Parental Involvement - The school will provide various opportunities for parents to become more involved in the school and surrounding community by holding parent meetings, parent activities, parent trainings, and other events. The school will also keep parents informed through a variety of means such as phone calls, parent teacher conferences, letters home, online resources, etc.

Category:

Tier: Tier 1

Activity - Parent Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will hold monthly parent meetings to inform and education parents on the school's curriculum, activities, surrounding community, and other factors affecting their student's education.	Parent Involvement	Tier 1	Implement	09/01/2015	06/23/2017	\$2000	Title I Part A	School Leader, Home-Community Liaison, general education staff, and support staff

Measurable Objective 2:

10% of English Learners students will demonstrate a proficiency in language acquisition, reading fluency, and reading comprehension. in Reading by 06/17/2016 as measured by The eleventh grade MStep, SAT, and Gates Mcginty.

School Improvement Plan

Cesar Chavez High School

Strategy 1:

Online software and applications targeting reading needs of ELL students - Students will utilize online programs and applications for thirty minutes at least twice a week in assigned ELL class.

Category:

Research Cited: RtI Action Network copyright 2014

Tier: Tier 3

Activity - Training Staff in use of online programs and applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beginning stages of training staff on basic knowledge and use of online technology.	Getting Ready	Tier 2	Getting Ready	08/24/2015	06/23/2017	\$8000	Section 31a	Instructional Coach, General Staff, and Paraprofessionals

Strategy 2:

ELL Paraprofessional - Paraprofessionals will provide small group and one-to-one assistance to assigned students on a daily basis.

Category:

Research Cited: "There is growing evidence that RTI can provide effective interventions for English language learners who struggle with reading"(Linan-Thompson, Vaughn, Prater, & Cirino, 2006; Vaughn, Cirino, Linan-Thompson, et al., 2006; Vaughn, Linan-Thompson, Mathes, et al., 2006)

Tier: Tier 2

Activity - ELL Paraprofessional Classroom Push-In and Pull-Out	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals provide reading and language interventions within the general education classroom as well as in small group setting and/or one-to-one.	Implementation	Tier 2	Implement	08/24/2015	06/23/2017	\$100000	Title I Part A	School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers.

Measurable Objective 3:

A 10% increase of Students with Disabilities students will demonstrate a proficiency in the area of reading in English Language Arts by 06/17/2016 as measured by the state assessment.

School Improvement Plan

Cesar Chavez High School

(shared) Strategy 1:

Response to Interventions - Teachers and content specialist will asses and collect data based on specific content area standards and recommend individuals for additional instruction, whether that be within or outside of the classroom; before, during, or after the school day.

Category:

Research Cited: "Beyond the Numbers." S. White, 2005

"The Administrator?s Guide to Data-Driven Decision Making." Todd McIntire. Technology & Learning, June 2002.

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January 2004. For a full copy of the report:

www.csos.jhu.edu/systemics/datause.htm.

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"Uses and Abuses of Data." Nancy Love. ENC Focus, electronic version, Volume 10, Number 1.

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Tier: Tier 1

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Cesar Chavez High School

Teachers will provide students with differentiated instruction within all English Language Arts classes based on individual needs. This is to include modifications made to lessons, assignments, expectations, grading, and any other area in the classroom which would help all students be successful. In addition, the use of small groups and/or one-to-one individualized instruction	Direct Instruction	Tier 1	Monitor	09/02/2015	06/23/2017	\$500	Title I Schoolwide	All ELA Staff, including Teachers, Support Staff and Instructional Coach.
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Activity - At-Risk Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven RtI process	Academic Support Program	Tier 2	Implement	09/08/2015	06/23/2017	\$75000	Title I Part A	School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education

Activity - Reading Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Read 180 class is monitored by a Reading Specialist that also provides intensive reading interventions to identified at-risk students.	Academic Support Program	Tier 3	Monitor	09/08/2015	06/23/2017	\$40000	Title I Part A	The School Leader, Title 1 Reading Teacher, Instructional Coach, Instructional Staff, and Support Staff

Activity - Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Cesar Chavez High School

Teachers will incorporate academic vocabulary into daily lessons across all content areas.	Curriculum Development, Direct Instruction, Academic Support Program	Tier 1		08/24/2015	06/23/2017	\$1000	General Fund	Instructional Coach, General Education Teachers, Support Staff, School Leader, Special Education Teachers
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Activity - Collaboration Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General education teachers, special education teachers, and support staff will collaborate to modify and accommodate direct instruction pertaining to grade level curriculum to meet the needs of the special education students.	Teacher Collaboration, Academic Support Program	Tier 3	Implement	08/24/2015	06/23/2017	\$0	General Fund	General Education Teachers, Special Education teachers, support staff, instructional coach, and school leader

Activity - Data Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The data coach will collect various forms of student achievement data and discuss data with instructional staff to drive instruction.	Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Implement	07/02/2015	06/23/2017	\$20000	Title I Part A	School Leader, Data Coach

Activity - Extended Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Cesar Chavez High School

All staff will support at-risk students with afterschool tutoring, summer school when necessary, and credit recovery via Odyssey program.	Curriculum Development, Direct Instruction, Implementation, Academic Support Program	Tier 1		08/24/2015	06/23/2017	\$50000	General Fund	General Education Teachers, Special Education Teachers, Instructional Coach, all Para-Professionals, School Leader
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Goal 3: All students at Cesar Chavez High School will become proficient writers.

Measurable Objective 1:

44% of Eleventh grade students will demonstrate a proficiency on state standardized assessments in Writing by 06/30/2016 as measured by SAT/MStep state standardized assessments..

Strategy 1:

Response to Intervention - All teachers and para-professionals will assess and collect data based on content standards and recommend individuals for additional instruction, whether that be within or outside the classroom; before, during, or after the school day.

Category:

Tier: Tier 1

Activity - At-Risk Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven RtI	Academic Support Program	Tier 2	Implement	08/24/2015	06/23/2017	\$75000	Title I Part A	School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education.

Activity - Writing Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Cesar Chavez High School

Support staff will provide intensive writing interventions to identified at-risk students.	Academic Support Program	Tier 3	Monitor	08/24/2015	06/23/2017	\$40000	Title I Part A	School Leader, Title 1 Math Teacher, Instructional Coach, and Math Support Staff
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Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with differentiated instruction within all classes based on individual needs. This is to include modifications made to lessons, assignments, expectations, grading, and any other area in the classroom which would help all students to be successful. In addition, the use of small groups and/or one-to-one individualized instruction.	Monitor, Academic Support Program	Tier 1	Monitor	08/24/2015	06/23/2017	\$500	General Fund	All Teachers, Support Staff, Instructional Coach, and School Leader.

Activity - Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate academic vocabulary into daily lessons across all content areas.	Curriculum Development, Direct Instruction, Academic Support Program	Tier 1	Monitor	08/24/2015	06/23/2017	\$1000	General Fund	Instructional Coach, General Education Teachers, Support Staff, School Leader, Special Education Teachers

Activity - Collaboration Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Cesar Chavez High School

General Education Teachers, Special Education Teachers, and support staff will collaborate to modify and accommodate direct instruction pertaining to grade level curriculum to meet the needs of the special education students.	Teacher Collaboration, Academic Support Program	Tier 3	Implement	08/24/2015	06/23/2017	\$0	General Fund	General Education Teachers, Special Education Teachers, Support Staff, Instructional Coach, and School Leader
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Activity - Data Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The data coach will collect various forms of student achievement data and discuss with instructional staff to drive instruction.	Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Implement	08/24/2015	06/23/2017	\$20000	Title I Part A	School Leader, Data Coach

Strategy 2:

Sheltered Instruction, Observation Protocol (SIOP) - Teachers will incorporate instructional strategies that assist with the English Language Learner (ELL Student) within the classroom on a consistent basis. SIOP promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their knowledge,

Category:

Research Cited: "Beyond the Numbers." S. White, 2005

"The Administrator's Guide to Data-Driven Decision Making." Todd Mc Intire. Technology and learning, June 2002

Tier: Tier 1

Activity - Sheltered Instruction Observation Protocol (SIOP)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Cesar Chavez High School

Teachers will incorporate instructional strategies that strategies that assist with English Language Learner (ELL Student) within the classroom on a consistent basis. SIOP promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning.	Academic Support Program	Tier 1	Monitor	08/24/2015	06/23/2017	\$500	Title I School Improvement (ISI)	All Teaching Staff, All Support Staff, Instructional Coach, Special Education Teachers, School Leader
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Strategy 3:

Close and Critical Reading - Reading critically is the act of making meaning with and through the text. Students benefit from the explicit instruction of close and critical reading as teachers guide them toward comprehension and interpretation.

Category:

Tier: Tier 1

Activity - Lesson Modification	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will modify weekly lesson plans to show hoe their instruction changed due to the introduction and presence of Close and Critical Reading strategies within the classroom.	Direct Instruction	Tier 1	Monitor	08/24/2015	06/23/2017	\$3000	Title I School Improvement (ISI)	All General Education Teachers, All Special Education Teachers, All Support Staff, Instructional Coach and School Leader

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

Cesar Chavez High School

Teachers will benefit from focused training on how to teach Close and Critical Reading strategies within the classroom	Professional Learning	Tier 1	Monitor	08/24/2015	06/23/2017	\$3000	Title I School Improvement (ISI)	All General Education Teachers, Special Education Teachers, all Support Staff, Instructional Coach, School Leader
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Activity - Usage Mastery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All English Language Teachers will be responsible for drafting a reading proficiency assessment and administer it four times a year to gauge student understanding and mastery of reading comprehension skills taught through Close and Critical Reading Learning Strategies.	Curriculum Development, Direct Instruction, Academic Support Program	Tier 1	Monitor	08/24/2015	06/23/2017	\$500	Title I School Improvement (ISI)	All English Language Arts Teachers, Instructional Coach, School Leader

Strategy 4:

Professional Development - All General Education Teachers, Special Education Teachers, and Support Staff will receive various professional development in the core subject areas to increase high yield Tier 1 overall instruction.

Category:

Tier: Tier 1

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

Cesar Chavez High School

All General Education Teachers, Special Education Teachers, and Support Staff will receive various professional learning opportunities in core subjects.	Professional Learning	Tier 1	Implement	08/24/2015	06/23/2017	\$20000	Title II Part A	All General Education Teachers, Special Education Teachers, all Support Staff, Title and 31 support staff, Instructional Coach, School Leader
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Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Instructional Coach provides ongoing job embedded professional learning through observation of lessons, lesson plan feedback, and promoting teacher collaboration and dialogue pertaining to instruction.	Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Monitor	08/24/2015	06/23/2017	\$40000	Title I Part A	Instructional Coach and School Leader

Strategy 5:

Parental Involvement - The school will provide various opportunities for parents to become more involved in the school and surrounding community by holding parent meetings, parent activities, parent training's, and other events. The school will also keep parents informed through a variety of means such as phone calls, parent teacher conferences, letters home online resources, etc.

Category:

Tier: Tier 1

Activity - Parent Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Cesar Chavez High School

The school will hold monthly parent meetings to inform and educate the parents on the school's curriculum, activities, surrounding community, and other factors affecting their student's education.	Parent Involvement	Tier 1	Implement	08/24/2015	06/23/2017	\$2000	Title I Part A	School, Leader, Home-Community Liaison, General Education Staff, and Support Staff
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Measurable Objective 2:

10% of English Learners students will demonstrate a proficiency in language acquisition, writing fluency, and writing for comprehension in Writing by 06/17/2016 as measured by the eleventh grade MStep, SAT, and teacher created writing assessments..

Strategy 1:

Online Software and Applications - Online software and applications targeting writing needs of ELL students- Students will utilize online programs and applications for thirty minutes at least twice a week in assigned ELL class.

Category:

Tier: Tier 3

Activity - Training staff in use of online programs and applications.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beginning stages of training staff on basic knowledge and use of online technology.	Getting Ready	Tier 2	Getting Ready	08/24/2015	06/23/2017	\$8000	Section 31a	Instructional Coach, General Staff, and Paraprofessionals

Strategy 2:

ELL Paraprofessional - Paraprofessionals will provide small group and one-to-one assistance to assigned students on a daily basis.

Category:

Tier: Tier 2

Activity - ELL Paraprofessional Classroom Push-In and Pull-Out	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Cesar Chavez High School

Paraprofessionals provide reading and language interventions within the general education classroom as well as in small group setting and/or one-to-one.	Implementa tion	Tier 2	Implement	08/24/2015	06/23/2017	\$100000	Title III	School Leader, Instructiona l Coach, ESL Coach, Paraprofes sionals, General Education Teachers
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Activity - Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Materials will be provided to support and enhance language acquisition.	Implementa tion	Tier 2	Implement	08/24/2015	06/23/2017	\$3000	Title III	School Leader, Instructiona l Coach, ESL Coach, Paraprofes sionals, General Education Teachers

Measurable Objective 3:

A 10% increase of Students with Disabilities students will demonstrate a proficiency in the area of writing in Writing by 06/17/2016 as measured by MStep, SAT, and Teacher created assessments.

Strategy 1:

Response to Intervention (Rtl) - Teachers and content specialist will asses and collect data based on specific content and area standards and recommend individuals for additional instruction, whether that be within or outside of the classroom; before, during, or after the school day.

Category:

Tier: Tier 3

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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School Improvement Plan

Cesar Chavez High School

Teachers will provide students with differentiated instruction within all classes based on individual needs. This is to include modifications made to lessons, assignments, expectations, grading, and nay other area in the classroom which would help all students be successful. In addition, the use of small groups and/or one-to-one individualized instruction.	Direct Instruction	Tier 1	Monitor	08/24/2015	06/23/2017	\$500	Title I School Improvement (ISI)	All Instructional Staff, Support Staff, School Leader and Instructional Coach
Activity - At-Risk Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department specific support staff member that addresses out at-risk population by assisting students that are identified through our teacher driven Rtl process.	Academic Support Program	Tier 2	Implement	08/24/2015	06/23/2017	\$75000	Title I Part A	School Leader, Instructional Staff, Support Staff, Support Staff, Instructional Coach, and Special Education Teachers
Activity - Writing Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor students writing and identify at-risk students so that writing interventions may be provided.	Academic Support Program	Tier 3	Implement	08/24/2015	06/23/2017	\$40000	Title I Part A	The School Leader, Title 1 Teacher, Instructional Coach, Instructional Staff, and Support Staff
Activity - Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Cesar Chavez High School

Teachers will incorporate academic vocabulary into daily lessons across all content areas.	Curriculum Development, Direct Instruction, Academic Support Program	Tier 1	Monitor	08/24/2015	06/23/2017	\$1000	General Fund	Instructional Coach, General Education Teachers, Support Staff, School Leader, Special Education Teachers
Activity - Collaboration Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General Education Teachers, Special Education Teachers, and Support Staff will collaborate to modify and accommodate direct instruction pertaining to grade level curriculum to meet the needs of the special education students.	Teacher Collaboration, Academic Support Program	Tier 3	Implement	08/24/2015	06/23/2017	\$0	General Fund	General Education Teachers, Special Education Teachers, Support Staff, Instructional Coach, and School Leader
Activity - Data Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Data Coach will collect various forms of student achievement data and discuss data with instructional staff to drive instruction.	Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Implement	08/24/2015	06/23/2017	\$20000	Title I Part A	School Leader and Data Coach

Goal 4: All students at Cesar Chavez High School will become proficient in Mathematics.

Measurable Objective 1:

35% of Eleventh grade students will demonstrate a proficiency on state standardized assessments in Mathematics by 06/30/2015 as measured by MME/ACT standardized tests..

School Improvement Plan

Cesar Chavez High School

(shared) Strategy 1:

Response to Intervention (Rtl) - All teachers and content specialists will assess and collect data based on specific content area standards and recommend individuals for additional instruction, whether that be within or outside of the classroom; before, during, or after the school day.

Category:

Tier: Tier 1

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with differentiated instruction within all Math classes based on individual needs. This is to include modifications made to lessons, assignments, expectations, grading, and any other area in the classroom which would help all students be successful. In addition, the use small groups and/or one-to-one individualized instruction.	Direct Instruction	Tier 1	Monitor	08/24/2015	06/23/2017	\$500	Title I Schoolwide	All Math Teachers, Special Education Teachers, Support Staff, and Instructional Coach
Activity - At-Risk Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department specific support staff members that addresses our at-risk population by assisting students that are identified through our teacher driven Rtl process.	Academic Support Program	Tier 2	Implement	08/24/2015	06/23/2017	\$40000	Title I Part A	School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education
Activity - Math Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The math department will monitor identified at-risk students and provide additional support by means of remedial classes, online and/or software programs for math interventions.	Academic Support Program	Tier 3	Monitor	08/24/2015	06/23/2017	\$40000	Title I Part A	School Leader, Title 1 Math Teacher, Instructional Coach, Instructional Staff, and Support Staff

School Improvement Plan

Cesar Chavez High School

Activity - Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate academic vocabulary into daily lessons across all content areas.	Curriculum Development, Direct Instruction, Academic Support Program	Tier 1		08/24/2015	06/23/2017	\$1000	General Fund	Instructional Coach, General Education Teachers, Support Staff, School Leader, Special Education Teachers.
Activity - Collaboration Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General Education Teachers, Special Education Teachers, and Support Staff will collaborate to modify and accommodate direct instruction pertaining to grade level curriculum to meet the needs of the special education students.	Teacher Collaboration, Academic Support Program	Tier 3	Implement	08/24/2015	06/23/2017	\$0	General Fund	General Education Teachers, Special Education Teachers, Support Staff, Instructional Coach, and School Leader.
Activity - Data Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The data coach will collect various forms of student achievement data and discuss with instructional staff to drive instruction.	Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Implement	08/24/2015	06/23/2017	\$20000	Title I Part A	School Leader, Data Coach

Strategy 2:

Sheltered Instruction Observation Protocol (SIOP) - Teachers will incorporate instructional strategies that assist with the English Language Learner (ELL Student) within the classroom on a consistent basis. SIOP promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning.

School Improvement Plan

Cesar Chavez High School

Category:

Tier: Tier 1

Activity - Sheltered Instruction Observation Protocol (SIOP)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate instructional strategies that assist with the English Language Learner (ELL Student) within the classroom on a consistent basis. SIOP promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning.	Academic Support Program	Tier 1	Monitor	08/24/2015	06/23/2017	\$500	Title I School Improvement (ISI)	All Teaching Staff, All Support Staff, Instructional Coach, Special Education Teachers, School Leader.

Strategy 3:

Close and Critical Reading - Reading critically is the act of making meaning with and through a text. Students benefit from explicit instruction of Close and Critical Reading as teachers guide them toward comprehension and interpretation.

Category:

Tier: Tier 1

Activity - Lesson Modification	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will modify weekly lesson plans to show how their instruction changed due to the introduction and presence of Close and Critical Reading strategies within the classroom.	Direct Instruction	Tier 1	Monitor	08/24/2015	06/23/2017	\$3000	Title I School Improvement (ISI)	All Math Instructors

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will benefit from focused training on how to teach Close and Critical Reading strategies within the mathematics classroom.	Professional Learning	Tier 1	Monitor	08/24/2015	06/23/2017	\$3000	Title I School Improvement (ISI)	All Math Instructors and Support Staff

Activity - Usage Mastery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Cesar Chavez High School

Teachers will be responsible for drafting a math proficiency assessment and administer it four times a year to gauge student understanding and mastery of math comprehension skills taught through Close and Critical Reading learning strategies.	Evaluation	Tier 1	Implement	08/24/2015	06/23/2017	\$500	Title I School Improvement (ISI)	All Math Instructors.
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Strategy 4:

Professional Development - Teachers will receive professional development in the core subject areas to increase high yield Tier 1 overall instruction.

Category:

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive various professional learning opportunities in Math.	Professional Learning	Tier 1	Implement	08/24/2015	06/23/2017	\$20000	Title II Part A	General Education Staff, Support Staff, Title and 31 staff, School Leader, Instructional Coach

Activity - Data Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Instructional Catch provides ongoing job embedded professional learning through observation of lessons, lesson plan feedback, and promoting teacher collaboration and dialogue pertaining to instruction.	Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Monitor	08/24/2015	06/23/2017	\$40000	Title I Part A	Instructional Coach and School Leader

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

Cesar Chavez High School

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.	Professional Learning	Tier 1	Implement	07/04/2016	07/04/2017	\$10000	Title II Part A	principal
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Activity - School Leader and Instructional Coach Professional Learning	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. These trainings 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 in others, improve instruction, and manage people, data, and processes.	Professional Learning	Tier 1	Implement	08/05/2016	06/23/2017	\$8000	Title II Part A	principal, instructional coach

Strategy 5:

Parental Involvement - The school will provide various opportunities for parents to become more involved in the school and surrounding community by holding parent meetings, parent activities, parent training, and other events. The school will also keep parents informed through a variety of means such as phone calls, parent teacher conferences, letters home, online resources, etc.

Category:

Tier: Tier 1

Activity - Parent Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will hold monthly parent meetings to inform and educate parents on the school's curriculum, activities, surrounding community, and other factors affecting their student's education.	Parent Involvement	Tier 1	Implement	08/24/2015	06/23/2017	\$2000	Title I Part A	School Leader, Home-Community Liaison, General Education Staff, and Support Staff

School Improvement Plan

Cesar Chavez High School

Strategy 6:

Technology Across the Curriculum - The staff will integrate technology across the curriculum in order to deepen and enhance the learning process. To accomplish this, the technology will support active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. This integration will be achieved by making the use of technology part of a routine as it supports curricular goals.

Category: Career and College Ready

Tier: Tier 1

Activity - Integration of Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To ensure an effective integration of technology, interactive boards and the technology to run them, will be added to select classrooms. iPads, Chromebooks, tablets and other electronic devices will be available for classroom activities. Students will have access to school computer labs, desktops, laptops and/or other electronic devices allowing them to use this technology to do research for papers and projects, take assessments, and produce reports.	Technology	Tier 1		07/01/2016	08/31/2017	\$0	General Fund	principal, instructional coach

Strategy 7:

Alignment of Curriculum, Instruction, and Assessment - We will use tools, technology, resources and staff to align curriculum, instruction and assessment.

Category: Mathematics

Tier: Tier 1

Activity - Naiku or Similar Program	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 the Common Core State Standards, 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.	Curriculum Development, Materials, Technology	Tier 1	Implement	07/04/2017	07/04/2017	\$15000	General Fund	principal, instructional coach

Measurable Objective 2:

10% of English Learners students will demonstrate a proficiency in Mathematics in Mathematics by 06/17/2016 as measured by MStep, SAT, Teacher created math assessments.

Strategy 1:

Online Software and Applications - Online software and applications targeting writing needs of ELL students- Students will utilize online programs and applications for thirty minutes at least twice a week in assigned ELL class.

School Improvement Plan

Cesar Chavez High School

Category:

Tier: Tier 3

Activity - Training staff in use of online programs and applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beginning stages of training staff on basic knowledge and use of online technology.	Getting Ready	Tier 2	Getting Ready	08/24/2015	06/23/2017	\$8000	Section 31a	Instructional Coach, General Staff, and Paraprofessionals

Strategy 2:

ELL Paraprofessional - Paraprofessionals will provide small group and one-to-one assistance to assigned students on a daily basis.

Category:

Tier: Tier 2

Activity - ELL Paraprofessional Classroom Push-In and Pull-Out	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals provide language interventions within the mathematics classroom as well as in small group setting and/or one-to-one.	Implementation	Tier 2	Implement	08/24/2015	06/23/2017	\$100000	Title III	School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers

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

Cesar Chavez High School

Materials will be provided to support and enhance language acquisition, as well as acquisition of necessary mathematical skills.	Materials, Academic Support Program	Tier 2	Monitor	08/24/2015	06/23/2017	\$1000	Title III	School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers
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Measurable Objective 3:

10% of Students with Disabilities students will demonstrate a proficiency in Mathematics in Mathematics by 06/17/2016 as measured by MStep, SAT, and teacher created assessments.

(shared) Strategy 1:

Response to Intervention (RtI) - All teachers and content specialists will assess and collect data based on specific content area standards and recommend individuals for additional instruction, whether that be within or outside of the classroom; before, during, or after the school day.

Category:

Tier: Tier 1

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with differentiated instruction within all Math classes based on individual needs. This is to include modifications made to lessons, assignments, expectations, grading, and any other area in the classroom which would help all students be successful. In addition, the use small groups and/or one-to-one individualized instruction.	Direct Instruction	Tier 1	Monitor	08/24/2015	06/23/2017	\$500	Title I Schoolwide	All Math Teachers, Special Education Teachers, Support Staff, and Instructional Coach

Activity - At-Risk Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department specific support staff members that addresses our at-risk population by assisting students that are identified through our teacher driven RtI process.	Academic Support Program	Tier 2	Implement	08/24/2015	06/23/2017	\$40000	Title I Part A	School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education

School Improvement Plan

Cesar Chavez High School

Activity - Math Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The math department will monitor identified at-risk students and provide additional support by means of remedial classes, online and/or software programs for math interventions.	Academic Support Program	Tier 3	Monitor	08/24/2015	06/23/2017	\$40000	Title I Part A	School Leader, Title 1 Math Teacher, Instructional Coach, Instructional Staff, and Support Staff
Activity - Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate academic vocabulary into daily lessons across all content areas.	Curriculum Development, Direct Instruction, Academic Support Program	Tier 1		08/24/2015	06/23/2017	\$1000	General Fund	Instructional Coach, General Education Teachers, Support Staff, School Leader, Special Education Teachers.
Activity - Collaboration Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General Education Teachers, Special Education Teachers, and Support Staff will collaborate to modify and accommodate direct instruction pertaining to grade level curriculum to meet the needs of the special education students.	Teacher Collaboration, Academic Support Program	Tier 3	Implement	08/24/2015	06/23/2017	\$0	General Fund	General Education Teachers, Special Education Teachers, Support Staff, Instructional Coach, and School Leader.
Activity - Data Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Cesar Chavez High School

The data coach will collect various forms of student achievement data and discuss with instructional staff to drive instruction.	Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Implement	08/24/2015	06/23/2017	\$20000	Title I Part A	School Leader, Data Coach
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Goal 5: All students at Cesar Chavez High School will become proficient in Science.

Measurable Objective 1:

30% of Eleventh grade students will demonstrate a proficiency on state standardized assessments in Science by 06/30/2015 as measured by MME/ACT standardized tests..

(shared) Strategy 1:

Response to Interventions - Teachers and content specialists will assess and collect data based on specific content area standards and recommend individuals for additional instruction, whether that be within or outside of the classroom; before, during, or after the school day.

Category:

Tier: Tier 1

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide all students with differentiated instruction within all Science classes based on individual needs. This is to include modifications made to lessons, assignments, expectations, grading, and any other area in the classroom which would help all students be successful. In addition, the use of small groups and/or one-to-one individualized instruction.	Other, Direct Instruction	Tier 1	Monitor	08/24/2015	06/23/2017	\$3428	Title I Schoolwide, Section 31a	All Science Staff, including Teachers, Support Staff and Instructional Coach.

Activity - At-Risk Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Cesar Chavez High School

Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven RtI process.	Other, Academic Support Program	Tier 2	Implement	08/24/2015	06/23/2017	\$500	Title I Schoolwide	School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education
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Activity - Science Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be monitored within their respective Science classes so that intensive Science interventions may be provided for identified at-risk students.	Other, Academic Support Program	Tier 3	Implement	08/24/2015	06/23/2017	\$500	Title I Schoolwide	The School Leader, Title 1, Instructional Coach, Instructional Staff and Support Staff

Activity - Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate academic vocabulary into daily lessons,	Curriculum Development, Direct Instruction, Academic Support Program	Tier 1	Monitor	08/24/2015	06/23/2017	\$1000	General Fund	Instructional Coach, General Education teachers, Support Staff, School Leader, Special Education Teachers.

Activity - Collaboration Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Cesar Chavez High School

General Education Teachers, Special Education Teachers, and Support Staff will collaborate to modify and accommodate direct instruction pertaining to grade level curriculum to meet the needs of the special education students.	Teacher Collaboration, Academic Support Program	Tier 3	Implement	08/24/2015	06/23/2017	\$0	General Fund	General Education Teachers, Social Education Teachers, Support Staff, Instructional Coach, and School Leader
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Activity - Data Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Data Coach will collect various forms of student achievement data and discuss data with instructional staff to drive instruction.	Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Implement	08/24/2015	06/23/2017	\$20000	Title I Part A	School Leader, Data Coach

Strategy 2:

Close and Critical Reading - Teachers will teach students to critically read and analyze scientific literature to enhance reading skills and a better understanding in science.

Category:

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will benefit from, focused training on, and how to teach Close and Critical Reading strategies within the classroom.	Professional Learning	Tier 1	Monitor	08/24/2015	06/23/2017	\$15000	Title I Schoolwide	All Science Instructors and Support Staff

Activity - Lesson Modification	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will modify weekly lesson plans to show how their instruction changed due to the introduction and presence of Close and Critical Reading strategies within the classroom.	Other, Direct Instruction	Tier 1	Monitor	08/24/2015	06/23/2017	\$0	No Funding Required	All Science Instructors.

School Improvement Plan

Cesar Chavez High School

Activity - Scientific Inquiry	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate lessons to teach students to create, read, and analyze lab reports to enhance scientific inquiry skills. Teachers will have students complete a minimum of two lab reports per year as a means to assess their growth.	Other, Direct Instruction	Tier 1	Monitor	08/24/2015	06/23/2017	\$0	No Funding Required	All Science Teachers
Activity - Usage Mastery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be responsible for drafting a science proficiency assessment and administer it four times a year to gauge student understanding and mastery of reading comprehension skills taught through the Close and Critical Reading Learning Strategy.	Direct Instruction	Tier 1	Implement	08/24/2015	06/23/2017	\$500	Title I School Improvement (ISI)	All Science Instructional Staff

Strategy 3:

Sheltered Instruction Observation Protocol (SIOP) - Teachers will incorporate instructional strategies that assist with the English Language Learners (ELL Student) within the classroom on a consistent basis. SIOP promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning.

Category:

Tier: Tier 1

Activity - Sheltered Instruction Observation Protocol (SIOP)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate instructional strategies that assist with the English Language Learners (ELL Student) within the classroom on a consistent basis. SIOP promotes active involvement of students in the learning process, including opportunities for them to explore application of high-order thinking skills and investigate new approaches to applying their learning.	Academic Support Program	Tier 1	Monitor	08/24/2015	06/23/2017	\$500	Title I School Improvement (ISI)	All Teaching Staff, All Support Staff, Instructional Coach, Special Education Teachers, School Leader

Strategy 4:

Professional Development - Teachers will receive professional development in the core subject areas to increase high yield Tier 1 overall instruction.

Category:

Tier: Tier 1

School Improvement Plan

Cesar Chavez High School

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive various professional learning opportunities in Science.	Professional Learning	Tier 1	Implement	08/24/2015	06/23/2017	\$2000	Title II Part A	General Education Staff, Support Staff, Title and 31 staff, School Leader, Instructional Coach

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Instructional Coach provides ongoing job embedded professional learning through observation of lessons, lesson plan feedback, and promoting teacher collaboration and dialogue pertaining to instruction.	Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Monitor	08/24/2015	06/23/2017	\$40000	Title I Part A	Instructional Coach and School Leader

Strategy 5:

Parental Involvement - The school will provide various opportunities for parents to become more involved in the school and surrounding community by holding parent meetings, parent activities, parent training's, and other events. The school will also keep parents informed through a variety of means such as phone calls, parent teacher conferences, letters home, online resources, etc.

Category:

Tier: Tier 1

Activity - Parent Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will hold monthly parent meetings to inform and educate parents on the school's curriculum, activities, surrounding community, and other factors affecting their student's education.	Parent Involvement	Tier 1	Implement	08/24/2015	06/23/2017	\$2000	Title I Part A	School Leader, Home-Community Liaison, General Education Staff, and Support Staff.

School Improvement Plan

Cesar Chavez High School

Strategy 6:

Hands On or Inquiry Based Science Instruction - Using data from Science benchmarks, the leader along with staff will select and purchase scientific related resources 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

Tier: Tier 1

Activity - supplemental science materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase 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.	Materials	Tier 1	Implement	07/01/2016	08/18/2017	\$5000	Title I Part A	principal

Measurable Objective 2:

10% of English Learners students will demonstrate a proficiency in Science in Science by 06/17/2016 as measured by MStep, SAT, and teacher created assessments.

Strategy 1:

Online Software and Applications - Online software and applications targeting writing needs of ELL students- Students will utilize online programs and applications for thirty minutes at least twice a week in assigned ELL class.

Category:

Tier: Tier 2

Activity - Training staff in use of online programs and applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beginning stages of training staff on basic knowledge and use of online technology	Getting Ready, Academic Support Program	Tier 2	Getting Ready	08/24/2015	06/23/2017	\$8000	Section 31a	Instructional Coach, General Staff, and Paraprofessionals

Strategy 2:

ELL Paraprofessional - Paraprofessionals will provide small group and one-to-one assistance to assigned students on a daily basis.

Category:

Tier: Tier 2

School Improvement Plan

Cesar Chavez High School

Activity - ELL Paraprofessional Classroom Push-In and Pull-Out	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals provide reading and language interventions within the science classroom as well as in small group setting and/or one-to-one.	Implementation, Academic Support Program	Tier 2	Implement	08/24/2015	06/23/2017	\$100000	Title III	School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers

Measurable Objective 3:

10% of Students with Disabilities students will demonstrate a proficiency in Science in Science by 06/17/2016 as measured by MStep, SAT, and teacher created assessments.

(shared) Strategy 1:

Response to Interventions - Teachers and content specialists will assess and collect data based on specific content area standards and recommend individuals for additional instruction, whether that be within or outside of the classroom; before, during, or after the school day.

Category:

Tier: Tier 1

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide all students with differentiated instruction within all Science classes based on individual needs. This is to include modifications made to lessons, assignments, expectations, grading, and any other area in the classroom which would help all students be successful. In addition, the use of small groups and/or one-to-one individualized instruction.	Other, Direct Instruction	Tier 1	Monitor	08/24/2015	06/23/2017	\$3428	Section 31a, Title I Schoolwide	All Science Staff, including Teachers, Support Staff and Instructional Coach.

Activity - At-Risk Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Cesar Chavez High School

Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven Rtl process.	Other, Academic Support Program	Tier 2	Implement	08/24/2015	06/23/2017	\$500	Title I Schoolwide	School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education
Activity - Science Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be monitored within their respective Science classes so that intensive Science interventions may be provided for identified at-risk students.	Other, Academic Support Program	Tier 3	Implement	08/24/2015	06/23/2017	\$500	Title I Schoolwide	The School Leader, Title 1, Instructional Coach, Instructional Staff and Support Staff
Activity - Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate academic vocabulary into daily lessons,	Curriculum Development, Direct Instruction, Academic Support Program	Tier 1	Monitor	08/24/2015	06/23/2017	\$1000	General Fund	Instructional Coach, General Education teachers, Support Staff, School Leader, Special Education Teachers.
Activity - Collaboration Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Cesar Chavez High School

General Education Teachers, Special Education Teachers, and Support Staff will collaborate to modify and accommodate direct instruction pertaining to grade level curriculum to meet the needs of the special education students.	Teacher Collaboration, Academic Support Program	Tier 3	Implement	08/24/2015	06/23/2017	\$0	General Fund	General Education Teachers, Social Education Teachers, Support Staff, Instructional Coach, and School Leader
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Activity - Data Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Data Coach will collect various forms of student achievement data and discuss data with instructional staff to drive instruction.	Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Implement	08/24/2015	06/23/2017	\$20000	Title I Part A	School Leader, Data Coach

Goal 6: All students at Cesar Chavez High School will become proficient in Social Studies.

Measurable Objective 1:

38% of Eleventh grade students will demonstrate a proficiency on state standardized assessments in Social Studies by 06/30/2015 as measured by the Michigan Merit Examination (MME).

(shared) Strategy 1:

Response to Interventions - Teachers and content specialists will assess and collect data based on specific content area standards and recommend individuals for additional instruction, whether that be within or outside of the classroom; before, during, or after the school day.

Category:

Tier: Tier 1

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Cesar Chavez High School

Teachers will provide students with differentiated instruction within all Social Studies classes based on individual needs. This is to include modifications made to lessons, assignments, expectations, grading, and any other area in the classroom which would help all students be successful. In addition, the use of small groups and/or one-to-one individualized instruction.	Direct Instruction	Tier 1	Monitor	08/24/2015	06/23/2017	\$3400	Title I Schoolwide	All Social Studies Staff, including Teachers, Support Staff and Instructional Coach
Activity - At-Risk Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven RtI process.	Academic Support Program	Tier 2	Implement	08/24/2015	06/23/2017	\$500	Title I Schoolwide	School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education
Activity - Social Studies Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Social Studies teacher will monitor students and identify at-risk students so that intensive social studies interventions may be provided.	Academic Support Program	Tier 3	Monitor	08/24/2015	06/23/2017	\$500	Title I Schoolwide	School Leader, Title 1 teacher, Instructional Coach, Instructional Staff, and Support Staff
Activity - Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Cesar Chavez High School

Teachers will incorporate academic vocabulary into daily lessons across all content areas.	Curriculum Development, Direct Instruction, Academic Support Program	Tier 1	Monitor	08/24/2015	06/23/2017	\$1000	General Fund	Instructional Coach, General Education Teachers, Support Staff, School Leader, Special Education Teachers
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Activity - Collaboration Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General Education teachers, Special Education teachers, and Support Staff will collaborate to modify and accommodate direct instruction pertaining to grade level curriculum to meet the needs of the special education students.	Teacher Collaboration, Academic Support Program	Tier 3	Implement	08/24/2015	06/23/2017	\$0	General Fund	General Education Teachers, Special Education Teachers, Support Staff, Instructional Coach, and School Leader

Activity - Data Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The data coach will collect various forms of student achievement data and discuss data with instructional staff to drive instruction.	Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Implement	08/24/2015	06/23/2017	\$20000	Title I Part A	School Leader, Data Coach

Strategy 2:

Close and Critical reading - Reading critically is the act of making meaning with and through a text. Students benefit from the explicit instruction of close and critical reading as teachers guide them toward comprehension and interpretation.

Category:

Tier: Tier 1

School Improvement Plan

Cesar Chavez High School

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will benefit from focused training on how to teach Close and Critical Reading strategies within the classroom.	Professional Learning	Tier 1	Monitor	08/24/2015	06/23/2017	\$3080	Title I Schoolwide	All Social Studies Instructors and support staff
Activity - Content Reading Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be responsible for drafting a Social Studies Reading/Data Comprehension assessment and administer it four times a year to gauge student understanding and mastery of Social Studies Text Comprehension	Academic Support Program		Getting Ready	08/24/2015	06/23/2017	\$0	No Funding Required	All Social Studies Instructors
Activity - Usage Mastery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be responsible for drafting a social studies proficiency assessment and administer it four times a year to gauge student understanding and mastery of reading comprehension skills taught through the Close and Critical Reading learning strategy.	Direct Instruction, Academic Support Program	Tier 1	Evaluate	08/24/2015	06/23/2017	\$0	No Funding Required	All Social Studies Instructors
Activity - Expansion of Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Social Studies Instructors will use best practice strategies that lead to expansion and retention of academic vocabulary. Quarterly assessments will be given to monitor progress of students.	Academic Support Program	Tier 1	Monitor	08/24/2015	06/23/2017	\$0	Title I Part A	All Social Studies Instructors, Instructional Coach
Activity - Lesson Modification	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will modify weekly lesson plans to show how their instruction changed due to the introduction and presence of Close and Critical Reading strategies within the classroom.	Direct Instruction	Tier 1	Monitor	08/24/2015	06/23/2017	\$3000	Title I School Improvement (ISI)	All Social Studies teachers

Strategy 3:

Sheltered Instruction Observation Protocol (SIOP) - Teachers will incorporate instructional strategies that assist with the English Language Learner (ELL Student) within the classroom on a consistent basis. SIOP promotes active

involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to

SY 2016-2017

Page 114

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School Improvement Plan

Cesar Chavez High School

applying their learning.

Category:

Tier: Tier 1

Activity - Sheltered Instruction Observation Protocol (SIOP)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate instructional strategies that assist with the English Language Learner (ELL Student) within the classroom on a consistent basis. SIOP promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning.	Academic Support Program	Tier 1	Monitor	08/24/2015	06/23/2017	\$500	Title I School Improvement (ISI)	All Teaching Staff, All Support Staff, Instructional Coach, Special Education Teachers, School Leader.

Strategy 4:

Professional Development - Teachers will receive professional development in the core subject areas to increase high yield Tier 1 overall instruction.

Category:

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive various professional learning opportunities in Social Studies.	Professional Learning	Tier 1	Implement	08/24/2015	06/23/2017	\$20000	Title II Part A	General Education Staff, Support Staff, Title and 31 staff, School Leader, Instructional Coach

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

Cesar Chavez High School

The Instructional Coach provides ongoing job embedded professional learning through observation of lessons, lesson plan feedback, and promoting teacher collaboration and dialogue to instruction.	Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Implement	08/24/2015	06/23/2017	\$40000	Title II Part A	Instructional Coach and School Leader
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Strategy 5:

Parental Involvement - The school will provide various opportunities for parents to become more involved in the school and surrounding community by holding parent meetings, parent activities, parent training's, and other events. The school will also keep parents informed through a variety of means such as phone calls, parent teacher conferences, letters home, online resources, etc.

Category:

Tier: Tier 1

Activity - Parent Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will hold monthly parent meetings to inform and educate parents on the school's curriculum, activities surrounding community, and other factors affecting their student's education.	Parent Involvement	Tier 1	Implement	08/24/2015	06/23/2017	\$2000	Title I Part A	School Leader, Home-Community Liaison, General Education Staff, and Support Staff

Measurable Objective 2:

10% of English Learners students will demonstrate a proficiency in Social Studies in Social Studies by 06/17/2016 as measured by MSTEP, SAT, and teacher created assessments.

Strategy 1:

Online Software and Applications - Online software and applications targeting writing needs of ELL students- Students will utilize online programs and applications for thirty minutes at least twice a week in assigned ELL class.

Category:

Tier: Tier 2

Activity - Training staff in use of online programs and applications.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Cesar Chavez High School

Beginning stages of training staff on basic knowledge and use of online technology.	Getting Ready	Tier 2	Getting Ready	08/24/2015	06/23/2017	\$8000	Section 31a	Instructional Coach, General Staff, and Paraprofessionals
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Strategy 2:

ELL Paraprofessional - Paraprofessionals will provide small group and one-to-one assistance to assigned students on a daily basis.

Category:

Tier: Tier 2

Activity - ELL Paraprofessional Classroom Push-In and Pull-Out	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals provide reading and language interventions within the Social Studies classroom as well as in small group setting and/or one-to-one.	Monitor, Academic Support Program	Tier 2	Monitor	08/24/2015	06/23/2017	\$100000	Title III	School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers

Activity - Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Materials will be provided to support and enhance language acquisition.	Materials, Academic Support Program	Tier 2	Monitor	08/24/2015	06/23/2017	\$1000	Title III	School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers

Measurable Objective 3:

10% of Students with Disabilities students will demonstrate a proficiency in Social Studies in Social Studies by 06/17/2016 as measured by MStep, SAT, and teacher created assessments.

School Improvement Plan

Cesar Chavez High School

(shared) Strategy 1:

Response to Interventions - Teachers and content specialists will assess and collect data based on specific content area standards and recommend individuals for additional instruction, whether that be within or outside of the classroom; before, during, or after the school day.

Category:

Tier: Tier 1

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with differentiated instruction within all Social Studies classes based on individual needs. This is to include modifications made to lessons, assignments, expectations, grading, and any other area in the classroom which would help all students be successful. In addition, the use of small groups and/or one-to-one individualized instruction.	Direct Instruction	Tier 1	Monitor	08/24/2015	06/23/2017	\$3400	Title I Schoolwide	All Social Studies Staff, including Teachers, Support Staff and Instructional Coach

Activity - At-Risk Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven RtI process.	Academic Support Program	Tier 2	Implement	08/24/2015	06/23/2017	\$500	Title I Schoolwide	School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education

Activity - Social Studies Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Social Studies teacher will monitor students and identify at-risk students so that intensive social studies interventions may be provided.	Academic Support Program	Tier 3	Monitor	08/24/2015	06/23/2017	\$500	Title I Schoolwide	School Leader, Title 1 teacher, Instructional Coach, Instructional Staff, and Support Staff

School Improvement Plan

Cesar Chavez High School

Activity - Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate academic vocabulary into daily lessons across all content areas.	Curriculum Development, Direct Instruction, Academic Support Program	Tier 1	Monitor	08/24/2015	06/23/2017	\$1000	General Fund	Instructional Coach, General Education Teachers, Support Staff, School Leader, Special Education Teachers
Activity - Collaboration Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General Education teachers, Special Education teachers, and Support Staff will collaborate to modify and accommodate direct instruction pertaining to grade level curriculum to meet the needs of the special education students.	Teacher Collaboration, Academic Support Program	Tier 3	Implement	08/24/2015	06/23/2017	\$0	General Fund	General Education Teachers, Special Education Teachers, Support Staff, Instructional Coach, and School Leader
Activity - Data Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The data coach will collect various forms of student achievement data and discuss data with instructional staff to drive instruction.	Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Implement	08/24/2015	06/23/2017	\$20000	Title I Part A	School Leader, Data Coach

Goal 7: All English Language Learners will increase proficiency in the English Language and all content areas.

School Improvement Plan

Cesar Chavez High School

Measurable Objective 1:

23% of English Learners students will demonstrate a proficiency in reading, listening, speaking, and writing in English Language Arts by 06/16/2017 as measured by Annual WIDA assessment.

Strategy 1:

Sheltered Instruction Observation Protocol - CCAHS teachers will implement the SIOP model into their daily lessons and instruction to scaffold instruction for English Language Learners.

Category: English/Language Arts

Tier: Tier 1

Activity - SIOP Workshops Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will have a series of four onsite SIOP workshops, as well as attend any off site language and literacy professional development opportunities.	Professional Learning	Tier 1	Implement	03/25/2016	06/16/2017	\$5000	Title III	ESL lead, principal, Instructional Coach, all instructional staff

Activity - ESL Coach/ESL Lead	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESL Coach or ESL department chair will monitor implementation of SIOP Model and corresponding strategies within the classroom. This ESL Coach or lead will collaborate with the instructional coach and instructional staff to ensure that the SIOP model is implemented.	Curriculum Development, Teacher Collaboration, Monitor, Professional Learning, Implementation, Walkthrough	Tier 1	Implement	07/01/2016	06/16/2017	\$10000	Title III	Principal, instructional coach, ESL coach/ESL Lead

Activity - Training for ESL team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ESL team will seek out other language and literacy professional development trainings to attend offered by MDE, RESA, BEHR, or similar provider. These trainings may include the MABE conference, Special Populations conference, or other similar events.	Professional Learning	Tier 1		06/17/2016	06/23/2017	\$10000	Title III	ESL Lead, ESL Coach, principal, instructional coach

School Improvement Plan

Cesar Chavez High School

Activity - Identify new ESL curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify a new curriculum to be used with English Language Learners in ESL class.	Curriculum Development, Materials, Direct Instruction, Implementation	Tier 2	Implement	07/01/2016	06/23/2017	\$20000	General Fund	principal, ESL Lead, Instructional Coach

Strategy 2:

Purchase new technology and computer based programs - Instructional staff will utilize technology and computer based programs during instruction to further develop language acquisition skills.

Category: Technology

Tier: Tier 1

Activity - ESL Reading Smart Computer Based program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ESL classroom will utilize the ESL Reading Smart Program a minimum of one time per week to practice language acquisition skills.	Supplemental Materials, Technology	Tier 2	Monitor	09/07/2015	08/24/2017	\$5000	Section 31a	ESL teacher, ESL lead, principal, Instructional Coach

Activity - Supplemental Technology Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use various types of technology and technology based applications during instruction. Technology includes but not limited to iPads, computers, tablets, smart boards, etc.	Supplemental Materials, Technology	Tier 2	Implement	07/01/2016	06/23/2017	\$10000	Title III	principal, technology coordinator, ESL teacher, ESL lead

Strategy 3:

Language Instruction through ESL classes, push-in, pull-out, tutoring services - Additional language instruction will be provided through ESL classes, push-in, pull out, and tutoring services

Category: Learning Support Systems

Tier: Tier 2

School Improvement Plan

Cesar Chavez High School

Activity - Summer School and After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After-School tutoring and Summer School language acquisition tutoring opportunities	Direct Instruction	Tier 2	Monitor	04/22/2016	08/18/2017	\$10000	Title III	principal
Activity - ESL Through Literacy Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students scoring 1-4 on WIDA assessment will be enrolled in ESL classes and instructed in reading, writing, speaking, and listening	Direct Instruction	Tier 2	Monitor	09/07/2015	06/23/2017	\$75000	General Fund	principal, ESL coach/lead, instructional coach
Activity - Bilingual paraprofessional support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bilingual paraprofessionals will assist students' learning by providing scaffolding supports to learning in the classroom.	Academic Support Program	Tier 1	Monitor	09/07/2015	08/25/2017	\$100000	Title I Part A	principal

Strategy 4:

Tuition Reimbursement for ESL endorsement - If funding is available, LEA will provide partial reimbursement to teachers pursuing an ESL endorsement.

Category: English/Language Arts

Tier: Tier 1

Activity - Tuition Reimbursement for ESL endorsement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide tuition reimbursement to teachers pursuing an ESL endorsement	Recruitment and Retention, Professional Learning, Implementation	Tier 1	Implement	09/07/2015	09/01/2017	\$8000	Title III	principal

Measurable Objective 2:

100% of English Learners students will increase student growth in reading and math in Mathematics by 08/25/2017 as measured by the state's annual assessment.

Strategy 1:

Explicitly teach academic and content vocabulary - All instructional staff will teach and utilize academic vocabulary and content vocabulary weekly within their content area.

Category: Career and College Ready

School Improvement Plan

Cesar Chavez High School

Research Cited: Marzano

Tier: Tier 1

Activity - Word Walls	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classrooms will utilize a Word Wall.	Monitor	Tier 1	Monitor	01/04/2016	06/23/2017	\$0	No Funding Required	all instructional staff, principal, instructional coach

Activity - Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use graphic organizers to illustrate vocabulary	Curriculum Development, Materials, Direct Instruction	Tier 1	Monitor	09/07/2015	06/23/2017	\$500	General Fund	principal, instructional coach

Goal 8: Cesar Chavez High School will increase parent participation in parent engagement activities.

Measurable Objective 1:

collaborate to increase parental participation in students' educational process by 06/23/2017 as measured by attendance rates of parents in all parental involvement activities.

Strategy 1:

Monthly Parent Meetings - Cesar Chavez High School will offer a parent meeting once per month focusing on academic needs of English Language Learners.

Category: Other - Parental Involvement

Tier: Tier 1

Activity - Providing more educational material to parents	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Cesar Chavez High School

CCAHS will send frequent written materials home (in a language parents understand) involving strategies for supporting, encouraging, and assisting their learners at home in academics	Community Engagement, Parent Involvement, Academic Support Program	Tier 1	Monitor	07/01/2016	08/25/2017	\$1000	General Fund	principal, instructional staff, office staff
Activity - ESL Focus Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At monthly parent meetings, focus on strategies for parents of English Language Learners	Parent Involvement	Tier 1	Implement	08/22/2016	06/23/2017	\$1000	Title III	principal, ESL Lead, Parent Liaison

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Interventions	The Read 180 class is monitored by a Reading Specialist that also provides intensive reading interventions to identified at-risk students.	Academic Support Program	Tier 3	Monitor	09/08/2015	06/23/2017	\$40000	The School Leader, Title 1 Reading Teacher, Instructional Coach, Instructional Staff, and Support Staff
Parent Meetings	The school will hold monthly parent meetings to inform and educate parents on the school's curriculum, activities, surrounding community, and other factors affecting their student's education.	Parent Involvement	Tier 1	Implement	08/24/2015	06/23/2017	\$2000	School Leader, Home-Community Liaison, General Education Staff, and Support Staff
Data Coach	The Data Coach will collect various forms of student achievement data and discuss data with instructional staff to drive instruction.	Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Implement	08/24/2015	06/23/2017	\$20000	School Leader, Data Coach

School Improvement Plan

Cesar Chavez High School

Parent Meetings	The school will hold monthly parent meetings to inform and educate parents on the school's curriculum, activities, surrounding community, and other factors affecting their student's education.	Parent Involvement	Tier 1	Implement	08/24/2015	06/23/2017	\$2000	School Leader, Home-Community Liaison, General Education Staff, and Support Staff.
supplemental science materials	Purchase 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.	Materials	Tier 1	Implement	07/01/2016	08/18/2017	\$5000	principal
Data Coach	The Data Coach will collect various forms of student achievement data and discuss data with instructional staff to drive instruction.	Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Implement	08/24/2015	06/23/2017	\$20000	School Leader and Data Coach
Writing Interventions	Support staff will provide intensive writing interventions to identified at-risk students.	Academic Support Program	Tier 3	Monitor	08/24/2015	06/23/2017	\$40000	School Leader, Title 1 Math Teacher, Instructional Coach, and Math Support Staff
Writing Interventions	Teachers will monitor students writing and identify at-risk students so that writing interventions may be provided.	Academic Support Program	Tier 3	Implement	08/24/2015	06/23/2017	\$40000	The School Leader, Title 1 Teacher, Instructional Coach, Instructional Staff, and Support Staff
Data Coach	The data coach will collect various forms of student achievement data and discuss data with instructional staff to drive instruction.	Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Implement	07/02/2015	06/23/2017	\$20000	School Leader, Data Coach

School Improvement Plan

Cesar Chavez High School

Bilingual paraprofessional support	Bilingual paraprofessionals will assist students' learning by providing scaffolding supports to learning in the classroom.	Academic Support Program	Tier 1	Monitor	09/07/2015	08/25/2017	\$100000	principal
Data Coach	The Instructional Catch provides ongoing job embedded professional learning through observation of lessons, lesson plan feedback, and promoting teacher collaboration and dialogue pertaining to instruction.	Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Monitor	08/24/2015	06/23/2017	\$40000	Instructional Coach and School Leader
At-Risk Support Staff	Department specific support staff member that addresses out at-risk population by assisting students that are identified through our teacher driven RtI process.	Academic Support Program	Tier 2	Implement	08/24/2015	06/23/2017	\$75000	School Leader, Instructional Staff, Support Staff, Support Staff, Instructional Coach, and Special Education Teachers
At-Risk Support Staff	Department specific support staff members that addresses our at-risk population by assisting students that are identified through our teacher driven RtI process.	Academic Support Program	Tier 2	Implement	08/24/2015	06/23/2017	\$40000	School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education
ELL Paraprofessional Classroom Push-In and Pull-Out	Paraprofessionals provide reading and language interventions within the general education classroom as well as in small group setting and/or one-to-one.	Implementation	Tier 2	Implement	08/24/2015	06/23/2017	\$100000	School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers.

School Improvement Plan

Cesar Chavez High School

Data Coach	The data coach will collect various forms of student achievement data and discuss data with instructional staff to drive instruction.	Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Implement	08/24/2015	06/23/2017	\$20000	School Leader, Data Coach
At-Risk Support Staff	Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven RtI process	Academic Support Program	Tier 2	Implement	09/08/2015	06/23/2017	\$75000	School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education
At-Risk Support Staff	Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven RtI	Academic Support Program	Tier 2	Implement	08/24/2015	06/23/2017	\$75000	School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education.
Instructional Coach	The Instructional Coach provides ongoing job embedded professional learning through observation of lessons, lesson plan feedback, and promoting teacher collaboration and dialogue pertaining to instruction.	Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Monitor	07/01/2015	06/23/2017	\$40000	Instructional Coach and School Leader
Parent Meetings	The school will hold monthly parent meetings to inform and educate parents on the school's curriculum, activities surrounding community, and other factors affecting their student's education.	Parent Involvement	Tier 1	Implement	08/24/2015	06/23/2017	\$2000	School Leader, Home-Community Liaison, General Education Staff, and Support Staff

School Improvement Plan

Cesar Chavez High School

Parent Meetings	The school will hold monthly parent meetings to inform and education parents on the school's curriculum, activities, surrounding community, and other factors affecting their student's education.	Parent Involvement	Tier 1	Implement	09/01/2015	06/23/2017	\$2000	School Leader, Home-Community Liaison, general education staff, and support staff
Data Coach	The data coach will collect various forms of student achievement data and discuss with instructional staff to drive instruction.	Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Implement	08/24/2015	06/23/2017	\$20000	School Leader, Data Coach
Math Interventions	The math department will monitor identified at-risk students and provide additional support by means of remedial classes, online and/or software programs for math interventions.	Academic Support Program	Tier 3	Monitor	08/24/2015	06/23/2017	\$40000	School Leader, Title 1 Math Teacher, Instructional Coach, Instructional Staff, and Support Staff
Expansion of Academic Vocabulary	All Social Studies Instructors will use best practice strategies that lead to expansion and retention of academic vocabulary. Quarterly assessments will be given to monitor progress of students.	Academic Support Program	Tier 1	Monitor	08/24/2015	06/23/2017	\$0	All Social Studies Instructors, Instructional Coach
Data Coach	The data coach will collect various forms of student achievement data and discuss with instructional staff to drive instruction.	Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Implement	08/24/2015	06/23/2017	\$20000	School Leader, Data Coach
Instructional Coach	The Instructional Coach provides ongoing job embedded professional learning through observation of lessons, lesson plan feedback, and promoting teacher collaboration and dialogue pertaining to instruction.	Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Monitor	08/24/2015	06/23/2017	\$40000	Instructional Coach and School Leader

School Improvement Plan

Cesar Chavez High School

Parent Meetings	The school will hold monthly parent meetings to inform and educate the parents on the school's curriculum, activities, surrounding community, and other factors affecting their student's education.	Parent Involvement	Tier 1	Implement	08/24/2015	06/23/2017	\$2000	School Leader, Home-Community Liaison, General Education Staff, and Support Staff
Instructional Coach	The Instructional Coach provides ongoing job embedded professional learning through observation of lessons, lesson plan feedback, and promoting teacher collaboration and dialogue pertaining to instruction.	Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Monitor	08/24/2015	06/23/2017	\$40000	Instructional Coach and School Leader

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Coach	The Instructional Coach provides ongoing job embedded professional learning through observation of lessons, lesson plan feedback, and promoting teacher collaboration and dialogue to instruction.	Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1	Implement	08/24/2015	06/23/2017	\$40000	Instructional Coach and School Leader
Professional Development	Teachers will receive various professional learning opportunities in Math.	Professional Learning	Tier 1	Implement	08/24/2015	06/23/2017	\$20000	General Education Staff, Support Staff, Title and 31 staff, School Leader, Instructional Coach

School Improvement Plan

Cesar Chavez High School

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.	Professional Learning	Tier 1	Implement	07/04/2016	07/04/2017	\$10000	principal
Professional Development	Teachers will receive various professional learning opportunities in Social Studies.	Professional Learning	Tier 1	Implement	08/24/2015	06/23/2017	\$20000	General Education Staff, Support Staff, Title and 31 staff, School Leader, Instructional Coach
Professional Development	Teachers will receive various professional learning opportunities in Science.	Professional Learning	Tier 1	Implement	08/24/2015	06/23/2017	\$2000	General Education Staff, Support Staff, Title and 31 staff, School Leader, Instructional Coach
School Leader and Instructional Coach Professional Learning	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. These trainings 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 in others, improve instruction, and manage people, data, and processes.	Professional Learning	Tier 1	Implement	08/05/2016	06/23/2017	\$8000	principal, instructional coach

School Improvement Plan

Cesar Chavez High School

Professional Development	All General Education Teachers, Special Education Teachers, and Support Staff will receive various professional learning opportunities in core subjects.	Professional Learning	Tier 1	Implement	08/24/2015	06/23/2017	\$20000	All General Education Teachers, Special Education Teachers, all Support Staff, Title and 31 support staff, Instructional Coach, School Leader
Professional Development	Teachers will receive various professional learning opportunities in ELA.	Professional Learning	Tier 1	Implement	08/17/2015	06/23/2017	\$20000	general education staff, support staff, Title and 31 staff, school leader, instructional coach

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
AP Practice Tests	All students in AP Courses will take a Pre and Post official released AP Practice Exam during the year.	Materials, Supplemental Materials, Monitor, Implementation, Getting Ready	Tier 1	Monitor	09/06/2016	05/19/2017	\$0	Brian Goodwin (Instructional Coach) and AP Teachers
Content Reading Assessments	Teachers will be responsible for drafting a Social Studies Reading/Data Comprehension assessment and administer it four times a year to gauge student understanding and mastery of Social Studies Text Comprehension	Academic Support Program		Getting Ready	08/24/2015	06/23/2017	\$0	All Social Studies Instructors

School Improvement Plan

Cesar Chavez High School

Trade School Activities	Mr. Samano brings students to different trade schools through monthly field trips.	Career Preparation /Orientation , Professional Learning	Tier 1		09/06/2016	06/23/2017	\$0	Mr. Samano
Scientific Inquiry	Teachers will incorporate lessons to teach students to create, read, and analyze lab reports to enhance scientific inquiry skills. Teachers will have students complete a minimum of two lab reports per year as a means to assess their growth.	Other, Direct Instruction	Tier 1	Monitor	08/24/2015	06/23/2017	\$0	All Science Teachers
Usage Mastery	Teachers will be responsible for drafting a social studies proficiency assessment and administer it four times a year to gauge student understanding and mastery of reading comprehension skills taught through the Close and Critical Reading learning strategy.	Direct Instruction, Academic Support Program	Tier 1	Evaluate	08/24/2015	06/23/2017	\$0	All Social Studies Instructors
Word Walls	All classrooms will utilize a Word Wall.	Monitor	Tier 1	Monitor	01/04/2016	06/23/2017	\$0	all instructional staff, principal, instructional coach
Lesson Modification	Teachers will modify weekly lesson plans to show how their instruction changed due to the introduction and presence of Close and Critical Reading strategies within the classroom.	Other, Direct Instruction	Tier 1	Monitor	08/24/2015	06/23/2017	\$0	All Science Instructors.
Taking AP Courses	Students enrolled in AP Calculus AB, Calc II, AP English, AP American Government, AP Human Geography, AP Physics, and AP Computer Science.	Career Preparation /Orientation , Direct Instruction, Implementation, Getting Ready	Tier 1	Implement	09/06/2016	05/19/2017	\$0	Brian Goodwin (Instructional Coach) and AP Teachers.

Title I School Improvement (ISI)

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

Cesar Chavez High School

Professional Development	Teachers will benefit from focused training on how to teach Close and Critical Reading strategies within the classroom	Professional Learning	Tier 1	Monitor	08/24/2015	06/23/2017	\$3000	All General Education Teachers, Special Education Teachers, all Support Staff, Instructional Coach, School Leader
Usage Mastery	Teachers will be responsible for drafting a reading proficiency assessment and administer it four times a year to gauge student understanding and mastery of reading comprehension skills taught through the Close and Critical Reading Learning Strategy.	Evaluation			08/24/2015	06/23/2017	\$500	All English Language Arts Instructors
At Risk Support Staff	Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven RtI process	Academic Support Program		Monitor	08/24/2015	06/23/2017	\$500	Teachers and support staff personal.
Sheltered Instruction Observation Protocol (SIOP)	Teachers will incorporate instructional strategies that assist with the English Language Learner (ELL Student) within the classroom on a consistent basis. SIOP promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning.	Academic Support Program	Tier 1	Monitor	08/24/2015	06/23/2017	\$500	All Teaching Staff, All Support Staff, Instructional Coach, Special Education Teachers, School Leader.
Sheltered Instruction Observation Protocol (SIOP)	Teachers will incorporate instructional strategies that assist with the English Language Learner (ELL Student) within the classroom on a consistent basis. SIOP promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning.	Academic Support Program	Tier 1	Monitor	09/01/2015	06/23/2017	\$500	All Teaching Staff, All Support Staff, Instructional Coach, Special Education Teachers, School Leader

School Improvement Plan

Cesar Chavez High School

Usage Mastery	Teachers will be responsible for drafting a math proficiency assessment and administer it four times a year to gauge student understanding and mastery of math comprehension skills taught through Close and Critical Reading learning strategies.	Evaluation	Tier 1	Implement	08/24/2015	06/23/2017	\$500	All Math Instructors.
Usage Mastery	Teachers will be responsible for drafting a science proficiency assessment and administer it four times a year to gauge student understanding and mastery of reading comprehension skills taught through the Close and Critical Reading Learning Strategy.	Direct Instruction	Tier 1	Implement	08/24/2015	06/23/2017	\$500	All Science Instructional Staff
Lesson Modification	Teachers will modify weekly lesson plans to show how their instruction changed due to the introduction and presence of Close and Critical Reading strategies within the classroom.	Direct Instruction			08/24/2015	06/23/2017	\$3000	All English Language Arts Instructors
Lesson Modification	Teachers will modify weekly lesson plans to show how their instruction changed due to the introduction and presence of Close and Critical Reading strategies within the classroom.	Direct Instruction	Tier 1	Monitor	08/24/2015	06/23/2017	\$3000	All Math Instructors
Professional Development	Teachers will benefit from focused training on how to teach Close and Critical Reading strategies within the classroom.	Professional Learning		Monitor	08/24/2015	06/23/2017	\$3000	All English Language Arts Instructors
Usage Mastery	All English Language Teachers will be responsible for drafting a reading proficiency assessment and administer it four times a year to gauge student understanding and mastery of reading comprehension skills taught through Close and Critical Reading Learning Strategies.	Curriculum Development, Direct Instruction, Academic Support Program	Tier 1	Monitor	08/24/2015	06/23/2017	\$500	All English Language Arts Teachers, Instructional Coach, School Leader
Sheltered Instruction Observation Protocol (SIOP)	Teachers will incorporate instructional strategies that assist with English Language Learner (ELL Student) within the classroom on a consistent basis. SIOP promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning.	Academic Support Program	Tier 1	Monitor	08/24/2015	06/23/2017	\$500	All Teaching Staff, All Support Staff, Instructional Coach, Special Education Teachers, School Leader
Lesson Modification	Teachers will modify weekly lesson plans to show how their instruction changed due to the introduction and presence of Close and Critical Reading strategies within the classroom.	Direct Instruction	Tier 1	Monitor	08/24/2015	06/23/2017	\$3000	All Social Studies teachers

School Improvement Plan

Cesar Chavez High School

Differentiated Instruction	Teachers will provide students with differentiated instruction within all classes based on individual needs. This is to include modifications made to lessons, assignments, expectations, grading, and any other area in the classroom which would help all students be successful. In addition, the use of small groups and/or one-to-one individualized instruction.	Direct Instruction	Tier 1	Monitor	08/24/2015	06/23/2017	\$500	All Instructional Staff, Support Staff, School Leader and Instructional Coach
Sheltered Instruction Observation Protocol (SIOP)	Teachers will incorporate instructional strategies that assist with the English Language Learner (ELL Student) within the classroom on a consistent basis. SIOP promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning.	Academic Support Program	Tier 1	Monitor	08/24/2015	06/23/2017	\$500	All Teaching Staff, All Support Staff, Instructional Coach, Special Education Teachers, School Leader.
Lesson Modification	Teachers will modify weekly lesson plans to show how their instruction changed due to the introduction and presence of Close and Critical Reading strategies within the classroom.	Direct Instruction	Tier 1	Monitor	08/24/2015	06/23/2017	\$3000	All General Education Teachers, All Special Education Teachers, All Support Staff, Instructional Coach and School Leader
Professional Development	Teachers will benefit from focused training on how to teach Close and Critical Reading strategies within the mathematics classroom.	Professional Learning	Tier 1	Monitor	08/24/2015	06/23/2017	\$3000	All Math Instructors and Support Staff
Sheltered Instruction Observation Protocol (SIOP)	Teachers will incorporate instructional strategies that assist with the English Language Learners (ELL Student) within the classroom on a consistent basis. SIOP promotes active involvement of students in the learning process, including opportunities for them to explore application of high-order thinking skills and investigate new approaches to applying their learning.	Academic Support Program	Tier 1	Monitor	08/24/2015	06/23/2017	\$500	All Teaching Staff, All Support Staff, Instructional Coach, Special Education Teachers, School Leader

School Improvement Plan

Cesar Chavez High School

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Training staff in use of online programs and applications	Beginning stages of training staff on basic knowledge and use of online technology	Getting Ready, Academic Support Program	Tier 2	Getting Ready	08/24/2015	06/23/2017	\$8000	Instructional Coach, General Staff, and Paraprofessionals
Training staff in use of online programs and applications.	Beginning stages of training staff on basic knowledge and use of online technology.	Getting Ready	Tier 2	Getting Ready	08/24/2015	06/23/2017	\$8000	Instructional Coach, General Staff, and Paraprofessionals
Training staff in use of online programs and applications	Beginning stages of training staff on basic knowledge and use of online technology.	Getting Ready	Tier 2	Getting Ready	08/24/2015	06/23/2017	\$8000	Instructional Coach, General Staff, and Paraprofessionals
Differentiated Instruction	Teachers will provide all students with differentiated instruction within all Science classes based on individual needs. This is to include modifications made to lessons, assignments, expectations, grading, and any other area in the classroom which would help all students be successful. In addition, the use of small groups and/or one-to-one individualized instruction.	Other, Direct Instruction	Tier 1	Monitor	08/24/2015	06/23/2017	\$2928	All Science Staff, including Teachers, Support Staff and Instructional Coach.
ESL Reading Smart Computer Based program	The ESL classroom will utilize the ESL Reading Smart Program a minimum of one time per week to practice language acquisition skills.	Supplemental Materials, Technology	Tier 2	Monitor	09/07/2015	08/24/2017	\$5000	ESL teacher, ESL lead, principal, Instructional Coach
Training Staff in use of online programs and applications	Beginning stages of training staff on basic knowledge and use of online technology.	Getting Ready	Tier 2	Getting Ready	08/24/2015	06/23/2017	\$8000	Instructional Coach, General Staff, and Paraprofessionals

School Improvement Plan

Cesar Chavez High School

Training staff in use of online programs and applications.	Beginning stages of training staff on basic knowledge and use of online technology.	Getting Ready	Tier 2	Getting Ready	08/24/2015	06/23/2017	\$8000	Instructional Coach, General Staff, and Paraprofessionals
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General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Providing more educational material to parents	CCAHS will send frequent written materials home (in a language parents understand) involving strategies for supporting, encouraging, and assisting their learners at home in academics	Community Engagement, Parent Involvement, Academic Support Program	Tier 1	Monitor	07/01/2016	08/25/2017	\$1000	principal, instructional staff, office staff
Naiku or Similar Program	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 the Common Core State Standards, 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.	Curriculum Development, Materials, Technology	Tier 1	Implement	07/04/2017	07/04/2017	\$15000	principal, instructional coach
Graphic Organizers	Teachers will use graphic organizers to illustrate vocabulary	Curriculum Development, Materials, Direct Instruction	Tier 1	Monitor	09/07/2015	06/23/2017	\$500	principal, instructional coach
Academic Vocabulary	Teachers will incorporate academic vocabulary into daily lessons across all content areas.	Curriculum Development, Direct Instruction, Academic Support Program	Tier 1		08/24/2015	06/23/2017	\$1000	Instructional Coach, General Education Teachers, Support Staff, School Leader, Special Education Teachers

School Improvement Plan

Cesar Chavez High School

Collaboration Time	General Education teachers, Special Education teachers, and Support Staff will collaborate to modify and accommodate direct instruction pertaining to grade level curriculum to meet the needs of the special education students.	Teacher Collaboration, Academic Support Program	Tier 3	Implement	08/24/2015	06/23/2017	\$0	General Education Teachers, Special Education Teachers, Support Staff, Instructional Coach, and School Leader
Collaboration Time	General Education Teachers, Special Education Teachers, and Support Staff will collaborate to modify and accommodate direct instruction pertaining to grade level curriculum to meet the needs of the special education students.	Teacher Collaboration, Academic Support Program	Tier 3	Implement	08/24/2015	06/23/2017	\$0	General Education Teachers, Special Education Teachers, Support Staff, Instructional Coach, and School Leader
ESL Through Literacy Class	Students scoring 1-4 on WIDA assessment will be enrolled in ESL classes and instructed in reading, writing, speaking, and listening	Direct Instruction	Tier 2	Monitor	09/07/2015	06/23/2017	\$75000	principal, ESL coach/lead, instructional coach
Sports	Students will engage in after school athletic MHSAA sports: Wrestling, Soccer, Basketball, Volley Ball, Football, Cross Country, and Cheerleading.	Community Engagement, Recruitment and Retention, Field Trip, Extra Curricular	Tier 1		09/06/2016	06/23/2017	\$15000	Jerrold Jackson (Athletic Director) and Coaches.
Academic Vocabulary	Teachers will incorporate academic vocabulary into daily lessons across all content areas.	Curriculum Development, Direct Instruction, Academic Support Program	Tier 1	Monitor	08/24/2015	06/23/2017	\$1000	Instructional Coach, General Education Teachers, Support Staff, School Leader, Special Education Teachers

School Improvement Plan

Cesar Chavez High School

Collaboration Time	General Education Teachers, Special Education Teachers, and Support Staff will collaborate to modify and accommodate direct instruction pertaining to grade level curriculum to meet the needs of the special education students.	Teacher Collaboration, Academic Support Program	Tier 3	Implement	08/24/2015	06/23/2017	\$0	General Education Teachers, Special Education Teachers, Support Staff, Instructional Coach, and School Leader.
Identify new ESL curriculum	Identify a new curriculum to be used with English Language Learners in ESL class.	Curriculum Development, Materials, Direct Instruction, Implementation	Tier 2	Implement	07/01/2016	06/23/2017	\$20000	principal, ESL Lead, Instructional Coach
Differentiated Instruction	Teachers will provide students with differentiated instruction within all classes based on individual needs. This is to include modifications made to lessons, assignments, expectations, grading, and any other area in the classroom which would help all students to be successful. In addition, the use of small groups and/or one-to-one individualized instruction.	Monitor, Academic Support Program	Tier 1	Monitor	08/24/2015	06/23/2017	\$500	All Teachers, Support Staff, Instructional Coach, and School Leader.
Integration of Technology	To ensure an effective integration of technology, interactive boards and the technology to run them, will be added to select classrooms. iPads, Chromebooks, tablets and other electronic devices will be available for classroom activities. Students will have access to school computer labs, desktops, laptops and/or other electronic devices allowing them to use this technology to do research for papers and projects, take assessments, and produce reports.	Technology	Tier 1		07/01/2016	08/31/2017	\$0	principal, instructional coach
Extended Learning	All staff will support at-risk students with afterschool tutoring, summer school when necessary, and credit recovery via Odyssey program.	Curriculum Development, Direct Instruction, Implementation, Academic Support Program	Tier 1		08/24/2015	06/23/2017	\$50000	General Education Teachers, Special Education Teachers, Instructional Coach, all Para-Professionals, School Leader

School Improvement Plan

Cesar Chavez High School

Club Cultural Learning Upon Experience (CLUE)	Students will engage multiple cultures through field trips.	Community Engagement, Field Trip, Extra Curricular	Tier 1	Implement	09/13/2016	06/23/2017	\$500	Mrs. Sanchez
Students taking AP Exams	Students enrolled in AP Calculus AB, Calc II, AP English, AP American Government, AP Human Geography, AP Physics, and AP Computer Science taking AP Exams in May 2017.	Evaluation	Tier 1	Evaluate	05/08/2017	05/19/2017	\$5000	Brian Goodwin (Instructional Coach) and AP Teachers.
Collaboration Time	General Education Teachers, Special Education Teachers, and Support Staff will collaborate to modify and accommodate direct instruction pertaining to grade level curriculum to meet the needs of the special education students.	Teacher Collaboration, Academic Support Program	Tier 3	Implement	08/24/2015	06/23/2017	\$0	General Education Teachers, Social Education Teachers, Support Staff, Instructional Coach, and School Leader
Academic Vocabulary	Teachers will incorporate academic vocabulary into daily lessons across all content areas.	Curriculum Development, Direct Instruction, Academic Support Program	Tier 1	Monitor	08/24/2015	06/23/2017	\$1000	Instructional Coach, General Education Teachers, Support Staff, School Leader, Special Education Teachers
Academic Vocabulary	Teachers will incorporate academic vocabulary into daily lessons across all content areas.	Curriculum Development, Direct Instruction, Academic Support Program	Tier 1	Monitor	08/24/2015	06/23/2017	\$1000	Instructional Coach, General Education Teachers, Support Staff, School Leader, Special Education Teachers

School Improvement Plan

Cesar Chavez High School

Collaboration Time	General Education Teachers, Special Education Teachers, and support staff will collaborate to modify and accommodate direct instruction pertaining to grade level curriculum to meet the needs of the special education students.	Teacher Collaboration, Academic Support Program	Tier 3	Implement	08/24/2015	06/23/2017	\$0	General Education Teachers, Special Education Teachers, Support Staff, Instructional Coach, and School Leader
Academic Vocabulary	Teachers will incorporate academic vocabulary into daily lessons,	Curriculum Development, Direct Instruction, Academic Support Program	Tier 1	Monitor	08/24/2015	06/23/2017	\$1000	Instructional Coach, General Education teachers, Support Staff, School Leader, Special Education Teachers.
Academic Vocabulary	Teachers will incorporate academic vocabulary into daily lessons across all content areas.	Curriculum Development, Direct Instruction, Academic Support Program	Tier 1		08/24/2015	06/23/2017	\$1000	Instructional Coach, General Education Teachers, Support Staff, School Leader, Special Education Teachers.
ELA Coach	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.	Teacher Collaboration, Professional Learning, Academic Support Program	Tier 1		07/04/2016	07/04/2017	\$10000	principal

School Improvement Plan

Cesar Chavez High School

Collaboration Time	General education teachers, special education teachers, and support staff will collaborate to modify and accommodate direct instruction pertaining to grade level curriculum to meet the needs of the special education students.	Teacher Collaboration, Academic Support Program	Tier 3	Implement	08/24/2015	06/23/2017	\$0	General Education Teachers, Special Education teachers, support staff, instructional coach, and school leader
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Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Marketing	Students will work together with the help of Teacher coaches and GM Engineer Mentors to create the marketing profile of the school's team (4680). The plans will be implemented by the students with mentor direction which will include website design, t-shirt design, social media presence, documentation of process, and actual scouting of other robotics teams during district, state, and world championships.	Community Engagement, Career Preparation /Orientation, Communication, Field Trip, Technology, Policy and Process, Extra Curricular, Getting Ready	Tier 1	Implement	01/02/2017	05/05/2017	\$5000	Solomon Zheng, Grace Tesfae, Virginia Casey, Ryan Mckinnie, Joseph and Cathy Zajackowski

School Improvement Plan

Cesar Chavez High School

Robotics Build Team	Students will work together with the help of Teacher coaches and GM Engineer Mentors to build the robot for the school's team (4680). The plans will be implemented by the students with mentor direction which will include chassing, manipulator, drive team, and electrical for the purposes of competing during district, state, and world championships.	Career Preparation /Orientation , Materials, Communication, Other - Engineering, Field Trip, Technology , Supplemental Materials, Monitor, Implementation, Extra Curricular, Getting Ready, Evaluation	Tier 1	Implement	01/02/2017	05/05/2017	\$5000	Solomon Zheng, Grace Tesfae, Virginia Casey, Ryan Mckinnie, Joseph and Cathy Zajackowski
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Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
ELL Paraprofessional Classroom Push-In and Pull-Out	Paraprofessionals provide reading and language interventions within the science classroom as well as in small group setting and/or one-to-one.	Implementation, Academic Support Program	Tier 2	Implement	08/24/2015	06/23/2017	\$100000	School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers
Materials	Materials will be provided to support and enhance language acquisition.	Materials, Academic Support Program	Tier 2	Monitor	08/24/2015	06/23/2017	\$1000	School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers

School Improvement Plan

Cesar Chavez High School

Training for ESL team	The ESL team will seek out other language and literacy professional development trainings to attend offered by MDE, RESA, BEHR, or similar provider. These trainings may include the MABE conference, Special Populations conference, or other similar events.	Professional Learning	Tier 1		06/17/2016	06/23/2017	\$10000	ESL Lead, ESL Coach, principal, instructional coach
ESL Focus Meetings	At monthly parent meetings, focus on strategies for parents of English Language Learners	Parent Involvement	Tier 1	Implement	08/22/2016	06/23/2017	\$1000	principal, ESL Lead, Parent Liaison
Materials	Materials will be provided to support and enhance language acquisition.	Implementation	Tier 2	Implement	08/24/2015	06/23/2017	\$3000	School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers
ESL Coach/ESL Lead	ESL Coach or ESL department chair will monitor implementation of SIOP Model and corresponding strategies within the classroom. This ESL Coach or lead will collaborate with the instructional coach and instructional staff to ensure that the SIOP model is implemented.	Curriculum Development, Teacher Collaboration, Monitor, Professional Learning, Implementation, Walkthrough	Tier 1	Implement	07/01/2016	06/16/2017	\$10000	Principal, instructional coach, ESL coach/ESL Lead
ELL Paraprofessional Classroom Push-In and Pull-Out	Paraprofessionals provide reading and language interventions within the general education classroom as well as in small group setting and/or one-to-one.	Implementation	Tier 2	Implement	08/24/2015	06/23/2017	\$100000	School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers

School Improvement Plan

Cesar Chavez High School

ELL Paraprofessional Classroom Push-In and Pull-Out	Paraprofessionals provide language interventions within the mathematics classroom as well as in small group setting and/or one-to-one.	Implementation	Tier 2	Implement	08/24/2015	06/23/2017	\$100000	School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers
SLOP Workshops Professional Development	We will have a series of four onsite SLOP workshops, as well as attend any off site language and literacy professional development opportunities.	Professional Learning	Tier 1	Implement	03/25/2016	06/16/2017	\$5000	ESL lead, principal, Instructional Coach, all instructional staff
Supplemental Technology Resources	Use various types of technology and technology based applications during instruction. Technology includes but not limited to iPads, computers, tablets, smart boards, etc.	Supplemental Materials, Technology	Tier 2	Implement	07/01/2016	06/23/2017	\$10000	principal, technology coordinator, ESL teacher, ESL lead
ELL Paraprofessional Classroom Push-In and Pull-Out	Paraprofessionals provide reading and language interventions within the Social Studies classroom as well as in small group setting and/or one-to-one.	Monitor, Academic Support Program	Tier 2	Monitor	08/24/2015	06/23/2017	\$100000	School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers
Tuition Reimbursement for ESL endorsement	Provide tuition reimbursement to teachers pursuing an ESL endorsement	Recruitment and Retention, Professional Learning, Implementation	Tier 1	Implement	09/07/2015	09/01/2017	\$8000	principal
Summer School and After School Tutoring	After-School tutoring and Summer School language acquisition tutoring opportunities	Direct Instruction	Tier 2	Monitor	04/22/2016	08/18/2017	\$10000	principal

School Improvement Plan

Cesar Chavez High School

Materials	Materials will be provided to support and enhance language acquisition, as well as acquisition of necessary mathematical skills.	Materials, Academic Support Program	Tier 2	Monitor	08/24/2015	06/23/2017	\$1000	School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers
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Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Differentiated Instruction	Teachers will provide students with differentiated instruction within all English Language Arts classes based on individual needs. This is to include modifications made to lessons, assignments, expectations, grading, and any other area in the classroom which would help all students be successful. In addition, the use of small groups and/or one-to-one individualized instruction	Direct Instruction	Tier 1	Monitor	09/02/2015	06/23/2017	\$500	All ELA Staff, including Teachers, Support Staff and Instructional Coach.
At-Risk Support Staff	Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven RtI process.	Academic Support Program	Tier 2	Implement	08/24/2015	06/23/2017	\$500	School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education
Professional Development	Teachers will benefit from focused training on how to teach Close and Critical Reading strategies within the classroom.	Professional Learning	Tier 1	Monitor	08/24/2015	06/23/2017	\$3080	All Social Studies Instructors and support staff
Professional Development	Teachers will benefit from, focused training on, and how to teach Close and Critical Reading strategies within the classroom.	Professional Learning	Tier 1	Monitor	08/24/2015	06/23/2017	\$15000	All Science Instructors and Support Staff

School Improvement Plan

Cesar Chavez High School

Science Interventions	Students will be monitored within their respective Science classes so that intensive Science interventions may be provided for identified at-risk students.	Other, Academic Support Program	Tier 3	Implement	08/24/2015	06/23/2017	\$500	The School Leader, Title 1, Instructional Coach, Instructional Staff and Support Staff
Differentiated Instruction	Teachers will provide all students with differentiated instruction within all Science classes based on individual needs. This is to include modifications made to lessons, assignments, expectations, grading, and any other area in the classroom which would help all students be successful. In addition, the use of small groups and/or one-to-one individualized instruction.	Other, Direct Instruction	Tier 1	Monitor	08/24/2015	06/23/2017	\$500	All Science Staff, including Teachers, Support Staff and Instructional Coach.
Differentiated Instruction	Teachers will provide students with differentiated instruction within all Social Studies classes based on individual needs. This is to include modifications made to lessons, assignments, expectations, grading, and any other area in the classroom which would help all students be successful. In addition, the use of small groups and/or one-to-one individualized instruction.	Direct Instruction	Tier 1	Monitor	08/24/2015	06/23/2017	\$3400	All Social Studies Staff, including Teachers, Support Staff and Instructional Coach
Differentiated Instruction	Teachers will provide students with differentiated instruction within all Math classes based on individual needs. This is to include modifications made to lessons, assignments, expectations, grading, and any other area in the classroom which would help all students be successful. In addition, the use small groups and/or one-to-one individualized instruction.	Direct Instruction	Tier 1	Monitor	08/24/2015	06/23/2017	\$500	All Math Teachers, Special Education Teachers, Support Staff, and Instructional Coach
Social Studies Interventions	The Social Studies teacher will monitor students and identify at-risk students so that intensive social studies interventions may be provided.	Academic Support Program	Tier 3	Monitor	08/24/2015	06/23/2017	\$500	School Leader, Title 1 teacher, Instructional Coach, Instructional Staff, and Support Staff

School Improvement Plan

Cesar Chavez High School

At-Risk Support Staff	Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven RtI process.	Other, Academic Support Program	Tier 2	Implement	08/24/2015	06/23/2017	\$500	School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education
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